



Nursing and Midwifery Council Quality Assurance Review

Programme Approval Report for:

Post-registration qualifications leading to:

**Specialist Community Public Health Nursing -
School Nurse**

**Specialist Community Public Health Nursing - Health
Visiting**

**Specialist Community Public Health Nursing -
Occupational Health Nurse**

University of Chester

June 2025

Contents

Key institutional and programme details	1
Executive summary	4
Conditions and recommendations	6
Conditions.....	6
Recommendations for enhancement.....	6
Explanation of findings for Part 3	7
1: Selection, admission, and progression	7
2: Curriculum	10
3: Practice learning	15
4: Supervision and assessment	18
5: Qualification to be awarded.....	22

Key institutional and programme details

Name and location of Approved Education Institution (AEI)		University of Chester Parkgate Road Chester CH1 4BJ			
AEI/EI Institution Identifier [UKPRN]		10007848			
Name and location of programme delivery partner(s) if not the AEI/EI noted above					
Name of new employer partners for apprenticeships		N/A: this is not an apprenticeship route			
Approval type		Programme approval			
Name of programme					
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Apprentice-ship	Full-time	Part-time
SCPHN Titles					
Specialist Community Public Health Nurse – School Nurse	Specialist Community Public Health Nursing - School Nurse	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist Community Public Health Nurse – Occupational Health Nurse	Specialist Community Public Health Nursing - Occupational Health Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist Community Public Health Nurse – Health Visiting	Specialist Community Public Health Nursing - Health Visiting	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Interim awards available There are no interim awards for this qualification that lead to NMC registration	
Proposed programme start date	13 October 2025
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.
Date of visit	03 June 2025
Visitor team	Registrant Visitors: Professor Kudzai Mafuba Mrs Navjot Kaur Virk Lay Visitor: Dr John Byrom

Executive summary

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

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

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

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

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

The conjoint visit with the University of Chester's approval panel took place on 3 June 2025.

Context for the review

The University of Chester (UoC) is seeking approval for a new Specialist Community Public Health Nursing programme in the fields of School Nurse, Health Visiting and Occupational Health Nurse. The proposed new programmes have been designed to align with the updated NMC standards and to meet the developing workforce needs in the region. The development of these new programmes is built on the close relationship that the UoC has with local NHS Trusts, their workforce needs, and the needs of the local population.

In the development of these new programmes, UoC undertook consultation with senior and practice staff from practice learning partners (PLPs), and students from the previous SCPHN programmes. There is documentary evidence that stakeholders have been involved in the design of the programme; based on the consultation with stakeholders there is greater differentiation in the programme on the education needs of students on the occupational health nursing, whilst retaining more shared learning for students on the health visiting and school nurse pathways. In addition, it was a recommendation from PLPs not to include the Independent and Supplementary Prescribing (V300) qualification, as they did not have a need for SCPHN practitioners to have this qualification.

The visitor team met with a range of senior staff and practice assessors (PAs) and practice supervisors (PSs) from the PLPs, alumni from previous cohorts of the SCPHN programme, and representatives from the UoC Service Users Group.

The **final recommendation** made by the visitor team to the NMC, following consideration of UoC'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 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** of the visitor team following the visit was as follows:

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

Conditions

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

Joint conditions relate to both NMC standards and the UoC's programme approval outcomes. All conditions must be met in order 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	Review and update student handbooks to better reflect the experience of non-NHS/self-funded students and develop a clear flowchart or timeline to illustrate the student journey.	Standard 1.3	Joint	
R2	Clarify the respective roles of the PLP and UoC for self-funded students, particularly regarding compliance, placement arrangements, and DBS requirements.	Standard 1.3	NMC Only	

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

Statements of good practice

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

Explanation of findings for Part 3

1: Selection, admission, and progression

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
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 considered a range of evidence for this standard including the Admissions Policy, programme specifications and programme handbooks. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, people who use services and carers (PSCs) and representatives from practice learning partners (PLPs).
2. In considering Standard 1.1, the visitor team reviewed the programme specifications and noted under 'Admission Requirements', both the academic qualifications (or professional equivalent) required on entry, alongside the registration and professional experience that are deemed essential. The latter include both NMC registration and demonstrable capability for safe and effective practice. The visitor team confirmed that UoC has a robust approach to recruitment, including the role of the interview and involvement of practice partners. The admissions process was discussed and confirmed with the programme team and PLPs during the visit.
3. In considering Standard 1.2, the visitor team reviewed the Admissions Policy and programme specifications. The UoC Admissions Policy outlines the requirements for those seeking entry to the programme, including the need to attend for interview. The document also includes a pre-shortlisting screening form, which indicates that an academic reference is an essential requirement. UoC's approach to admissions was discussed further during the visit. It was evident from the meeting with the programme development team that PSCs have been consulted on the approach to admissions, which to date has led to them suggesting areas to focus on for the interview process. It is further envisaged that there will be future participation from PSCs in applicant interviews and presentations. PSCs confirmed this during the meeting with them and felt that their views were listened to effectively.
4. In considering Standard 1.3, the visitor team reviewed the Admissions Policy and the SCPHN information pack and confirmed that UoC provides clear and inclusive opportunities for NMC-registered individuals, from a range of employment contexts, including NHS, non-NHS, self-employed, and self-funded applicants, to apply for admission onto the SCPHN programme. The information pack confirms that UoC is actively collaborating with NHS Trusts and engages with other healthcare providers across England and Wales to support applicants. These partnerships ensure that NMC-registered staff employed by NHS and other organisations are supported through their employer recruitment and selection processes. During the visit, PLPs confirmed that existing processes are in place and will continue to facilitate applications from all eligible individuals. They also expressed a commitment to supporting appropriate placement arrangements for self-funded students. The visitor team **recommends (R1)** that the programme team review and update the student handbooks to ensure they reflect the experience of non-NHS/self-funded students. Additionally, the visitor team **recommends (R2)** that greater clarity be provided regarding the respective roles and responsibilities of the PLPs and UoC in relation

to self-funded students, with specific reference to compliance processes, placement arrangements, and Disclosure and Barring Service (DBS) requirements.

5. Standard 1.4 is out of scope for this approval.
6. In considering Standard 1.5, the visitor team reviewed the programme specifications and PA and PS handbook and confirmed that appropriate governance structures and arrangements are in place to support students in practice learning, including clear support from employers and the provision of protected learning time. The handbook explicitly outlines the approach to protected learning time, aligning with the NMC's definition, ensuring clarity for all parties involved. UoC has established a clear procedure for students to escalate concerns related to practice placements, including issues that may impact their learning experience. During the visit, support structures for students in practice were further explored, including the defined roles of the PA and PS. It was evident that robust governance arrangements are in place to ensure students are appropriately supported throughout their placement. This includes mechanisms to uphold protected learning time and ensure quality learning experiences.
7. In considering Standard 1.6, the visitor team reviewed the programme specifications and Accreditation of Prior Learning (APL) Policy. The programme specifications specify that those who do not hold a relevant or academic qualification (which are all listed) may be admitted for entry through the APL route. UoC's approach to APL is set out further in the APL statement. This establishes in summary form how UoC approaches APL, including the need for students to provide the necessary evidence. The APL process was discussed with the programme team during the visit, it was evident that clear APL procedures were in place and would be followed should students apply and wish to go through this process.
8. Standards 1.7 and 1.8 are out of scope for this approval.
9. Based on the information made available, the visitor team considers that UoC has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
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 specification and the SCPHN programme timetable confirm that the programme is delivered over a period of 46 weeks, including an induction week, for full-time students. For part-time students, the duration is 46 weeks on a pro rata basis.

Findings

10. The visitor team considered a range of evidence for this standard including minutes of programme development meetings, programme specifications and programme handbooks. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from PLPs.
11. In considering Standard 2.1, the visitor team reviewed the programme handbooks and meeting minutes and confirms that the handbooks demonstrate compliance with the NMC Standards framework for nursing and midwifery education and that the academic staff involved in the programme have relevant experience and expertise aligned with the fields of School Nurse (SN), Health Visiting (HV), and Occupational Health Nurse (OHN). There is clear evidence that key stakeholders, students, PSCs and PLPs were meaningfully engaged in the development of the programme. This is supported by documented feedback and participation in programme development meetings, as well as confirmation from these stakeholders during the visit. At the visit, both the programme team and senior staff from UoC confirmed that appropriate resources are in place to support the field-specific delivery of the programme. Senior representatives from the PLPs in the SN, HV, and OHN fields also affirmed their commitment to and support for the programme's delivery.
12. In considering Standard 2.2, the visitor team reviewed the programme handbook and the PA and PS handbook and confirmed that the documentation demonstrates alignment with the NMC Standards for student supervision and assessment. The roles and responsibilities of PSs, PAs, and Academic Assessors (AAs) are outlined within these materials, ensuring clarity for all stakeholders. During the visit, the programme team confirmed that collaborative workshops tailored to the programme will be delivered to PSs and PAs, supporting a consistent approach to student supervision and assessment. Additionally, staff involved in delivering the programme receive appropriate training, which includes equality and diversity, programme-specific academic coaching, attendance monitoring procedures, and guidance on fulfilling the AA role.
13. Standard 2.3 is out of scope for this approval.
14. In considering Standard 2.4, the visitor team reviewed the programme specifications and can confirm that the documentation states that successful completion of the proposed course allows for application to the NMC for registration in the specific field of SCPHN practice.
15. In considering Standard 2.5, the visitor team reviewed the SCPHN mapping document, module descriptors and the SCPHN assessment strategy. The visitor team confirms that the programme and module learning outcomes are comprehensively aligned with the NMC Standards of proficiency for SCPHN, both at the core level and across the specific fields of health visiting, school nursing, and occupational health nursing. The SCPHN mapping document clearly demonstrates how each of the core and field-specific proficiencies are embedded within the curriculum and assessment processes. In addition, the practice assessment documents (PADs) confirm that students are provided with the appropriate opportunities to achieve and evidence all required proficiencies across each field of practice, ensuring that NMC requirements will be fully met.
16. In considering Standard 2.6, the visitor team reviewed the SCPHN mapping document, module descriptors, PADs and the SCPHN PSC handbook. The

documentation confirms that the indicative content across the programme is robust, with the module descriptors clearly outlining both the general and specialist knowledge and skills required to meet the core and field-specific NMC Standards of proficiency for SCPHN in the fields of health visiting (HV), school nurse (SN), and occupational health nurse (OHN). Each module learning outcome has been explicitly mapped to the relevant NMC standards, ensuring alignment and transparency. The programme is designed to equip students with the knowledge, skills, and professional attributes required to lead and deliver effective public health nursing interventions across a range of community settings. For example, the module Contemporary Public Health and Wellbeing Across the Lifespan provides all students with a strong foundation in public health policy, frameworks for practice, professional accountability, and evidence-based approaches to public health. Additional modules provide specialised content tailored to the requirements of each field of SCPHN practice. The use of field-specific All-England and All-Wales PADs, which have been mapped to the NMC proficiencies and approved for use, further ensures that assessment in practice is standardised, appropriate, and reflective of the scope of each field of practice. Overall, the programme is clearly structured to ensure that students meet the NMC Standards of proficiency for SCPHN, and are fully prepared to practise safely, effectively, and with confidence in their chosen field.

17. In considering Standard 2.7, the visitor team reviewed the module descriptors and PADs and confirms that the documents outline the content necessary to meet the programme outcomes for each intended field of practice. There are three modules shared across the three fields of practice - HV and SN students share one module, while OHN students undertake a separate module. There are two field-specific modules for each field, alongside field-specific PADs. During the visit, the programme team provided further information of the content, and how the shared modules and the field-specific modules are delivered. The programme team also clarified that OHN students will engage in online interactive simulated practice learning and that distance learning will involve hybrid delivery and that sessions are recorded for students to access as and when needed.
18. In considering Standard 2.8, the visitor team reviewed the programme specifications, module descriptors, PADs and Distance Learning Teaching Strategy. The programme documentation indicates a range of learning and teaching strategies will be used for the full-time and part-time routes, and the programme timetable demonstrates that the curriculum provides a balance of theory and practice learning opportunities. Technology and simulation learning opportunities are embedded in the autonomous practice modules and used effectively and proportionately across the curriculum to support supervision, learning and assessment. During the visit, the programme team explained how for OHN online simulation will be used and advised that there is ongoing work with PSCs to prepare lived experience case studies for students, this was confirmed by the PSC representatives at the visit.
19. In considering Standard 2.9, the visitor team reviewed the programme specifications and programme handbooks and confirmed that the programme documentation makes numerous references to the use of technology-enhanced and simulated learning opportunities across the curriculum to support learning and assessment. All field-specific modules and PADs refer to the use of simulated learning to facilitate learning. UoC has a simulation coordinator allocated for the programme who works with programme teams to embed simulation within timetabled sessions across the faculty. During the visit, the programme team provided clarity of a typical learning week on the interactive online learning environment (Moodle).

20. In considering Standard 2.10, the visitor team reviewed the programme handbook, Distance Learning Teaching Strategy, Occupational Health Nursing Programme specification and minutes of a meeting between UoC and Health Education and Improvement Wales (HEIW). These confirmed that the programme supports the use of the Welsh language in assessment. HEIW's Welsh Language Department provides dedicated support for programmes it commissions, including those delivered outside Wales. This support includes assessing individual students' Welsh language needs and translating materials where required, with no associated cost to UoC. UoC delivers teaching and assessment in English, and students are supported from the point of entry to develop their academic English language skills as needed. The PAD will be made available in Welsh to accommodate Welsh-speaking students. During the visit, discussions with senior UoC representatives and PLPs confirmed that appropriate resources and support are in place to facilitate the use of the Welsh language in assessment.
21. In considering Standard 2.11, the visitor team reviewed the programme specifications and timetables and confirmed that the documentation demonstrates that the programme will be delivered over 46 weeks (including induction week) for full-time students and 46 weeks (pro rata) for part-time students.
22. Based on the information made available, the visitor team considers that UoC has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
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 and simulated learning hours

The SCPHN programme timetable confirms that students are required to complete 135 days within a practice learning environment. In addition, the programme handbook outlines that simulation-based learning is embedded within theory sessions.

Findings

23. The visitor team considered a range of evidence for this standard including the PA and PS Handbook, programme specifications and programme handbook. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from PLPs.
24. In considering Standard 3.1, the visitor team reviewed the PA and PS Handbook. The handbook clearly outlines that effective and appropriate arrangements are in place to support all students in their practice learning, including specific provisions for self-funded applicants. UoC has a dedicated Practice Education and Simulated Learning Team responsible for conducting audits, undertaking practice learning visits, and providing support to both students and their practice assessors. The visitor team found that governance processes supporting practice learning are robust and well-defined. There is clear evidence of systematic information-sharing and strong collaboration between UoC and PLPs. PLP representatives are regularly invited to attend the Faculty Practice Committee, along with each Programme Leader, ensuring ongoing dialogue, oversight, and responsiveness to issues affecting practice learning. This is further supported by the faculty's committee structure and the associated minutes, which demonstrate effective governance and communication pathways. Feedback mechanisms are embedded throughout the student journey and include opportunities during academic sessions, personal academic tutor (PAT) meetings, and routine visits involving the PA, PS, AA, and students. Specific and effective processes are also in place for self-funded and self-employed students, particularly those on the OHN route. These arrangements were discussed and confirmed during the visit with the programme team, senior UoC representatives, and PLPs.
25. In considering Standard 3.2, the visitor team reviewed the programme handbooks, PA and PS Handbook and induction timetable, and noted that all students are allocated a PA and a PS prior to the commencement of the programme. Students are not permitted to begin the programme until these roles have been confirmed. The details of the PA and PS are recorded in the student's PAD during the onboarding process. At this stage, the UoC Pathway Lead checks that all PAs and PSs have completed the required training and, where applicable, their preceptorship period. PAs and PSs are required to attend a designated induction session, delivered in partnership with PLPs, during the first week of the programme. The induction timetable confirms that PS and PA allocations are scheduled to take place during induction week. A tripartite meeting is held early in the programme involving the student, the PA or PS, and an academic representative. Through discussions at the visit, the visitor team confirms that UoC works in close partnership with PLPs to ensure robust and transparent processes are in place for the allocation of supervision and assessment roles.
26. In considering Standard 3.3, the visitor team reviewed the programme handbook, the PA and PS Handbook and the Role of Personal Academic Tutor (PAT) Handbook. The documentation confirms that the programme has been designed to include a range of practice learning opportunities and advice is provided to both PAs/PSs and

students via the practice and programme handbooks. Each student is assigned a PAT who, along with the wider programme team, will support students in exploring different learning opportunities and support the student in developing skills to lead their own learning journey. PAs and PSs are trained in the SSSA and equity, diversity and inclusion in supervision and assessment. During the visit, training and support for PAs and PSs was discussed and confirmed with the programme team and representatives from the PLPs.

27. In considering Standard 3.4, the visitor team reviewed the programme handbook, PADs, the PA and PS Handbook and the Role of Personal Academic Tutor Handbook and can confirm that all students are supported to learn in a practice learning area which has been assessed as appropriate and meeting all the governance structures. Audits of practice areas are undertaken by the UoC Education and Simulated Learning Team. The PAs and PSs at the visit explained the support that was available to prepare for their roles.
28. In considering Standard 3.5, the visitor team reviewed the programme handbook, the UoC Inclusive Approaches and Staff Responsibilities document and the Reasonable Adjustment request for placement form and confirmed that UoC together with PLPs take account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students. The Admissions Policy provided further information about UoC's relationship with PLPs regarding occupational health screening and DBS checks. During the visit, the programme team discussed with the visitor team how they provide training and support to PAs, PSs and AAs. This was confirmed at the visit by representatives from the PLPs.
29. In considering Standard 3.6, the visitor team reviewed the programme handbook and the PA and PS Handbook and confirmed that UoC together with PLPs ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes. The PAD documents enable students to evaluate their development individually and to work in partnership with their PA and PS to structure their learning reflecting their individual learning needs. During the visit, the programme team provided a detailed explanation of the course structure, illustrating how students progress systematically through the programme to achieve all required learning outcomes relevant to their specific field of SCPHN practice. The visitor team was able to confirm with students, PSs and PAs during the visit that students' individual learning needs are met in partnership with PLPs. The visitor team was able to confirm that UoC and PLPs work in partnership to tailor students' individual learning needs and opportunities which enable them to meet overall proficiency in their specialist area of practice.
30. Based on the information made available, the visitor team considers that UoC has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

4: Supervision and assessment

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

31. The visitor team considered a range of evidence for this standard including the PA and PS Handbook, programme handbooks and PADs. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from PLPs.
32. In considering Standard 4.1, the visitor team reviewed the PA and PS Handbook and the PADs for each field and confirmed that UoC has in place various support systems and regulations to support the student journey. During the visit, the visitor team discussed and confirmed with the programme team and representatives from the PLPs that student support, supervision, learning and assessment complies with the NMC Standards framework for nursing and midwifery education, and that the required derogations are approved and in place.
33. In considering Standard 4.2, the visitor team reviewed the programme handbook, the PA and PS Handbook and the PADs for each field. The visitor team confirms that PSs and PAs are appropriately prepared and supported to enable effective student learning in practice settings. Each placement area maintains a clear record of the number of SCPHN qualified PSs and PAs available to support students. Placement capacity is recorded on the 'In Place' system and is actively managed by the Placement Education Leads. Strategic oversight of placement capacity is maintained through the Faculty Practice Committee, which ensures alignment between student numbers and placement availability. During the visit, the visitor team discussed with the programme team, senior representatives from UoC and representatives from

PLPs how they liaise together in preparing, educating, training and ongoing learning and support for PSs and PAs who support SCPHN students.

34. In considering Standard 4.3, the visitor team reviewed the PA and PS Handbook and the PADs for each field and confirmed that all students are allocated a PA and a PS prior to the start of the programme, and that students are unable to commence on the programme without allocation of a PA and a PS. The documentary evidence suggests that there is robust allocation and support mechanisms for students. During the visit, the visitor team discussed with the programme team and representatives from PLPs how PSs and PAs are allocated and confirms there is a robust process to ensure that their suitability is checked and there is a fair allocation process.
35. In considering Standard 4.4, the visitor team reviewed the programme handbook, the PA and PS Handbook and the PADs for each field, and confirms there is clear evidence that UoC together with PLPs ensure PSs have undertaken a period of preceptorship in line with the NMC principles for preceptorship as qualified professionals or can evidence prior learning and relevant experience that enables them to facilitate effective evidence-based learning opportunities. The status of PSs is reviewed and monitored via the educational audit and the Faculty Practice Committee. During the visit it was confirmed with the programme team and representatives from the PLPs that there are robust systems in place to ensure that PSs and PAs meet NMC requirements to supervise and assess SCPHN students.
36. In considering Standard 4.5, the visitor team reviewed the PA and PS Handbook, PADs for each field and PPT meeting agendas and minutes and confirms there is clear evidence that UoC together with PLPs ensure PAs and AAs have undertaken a period of preceptorship in line with the NMC principles for preceptorship as qualified professionals or can evidence prior learning and relevant experience that enables them to facilitate effective evidence-based learning opportunities. This was discussed and confirmed during the visit with the programme team and senior representatives from the PLPs.
37. In considering Standard 4.6, the visitor team reviewed the PA and PS Handbook, PADs for each field, and minutes from meetings with PLPs. The evidence confirms that UoC ensures all students are allocated a PA who is an experienced, registered SCPHN in the relevant field of practice. UoC recognises the current challenges in securing sufficient numbers of qualified and experienced SCPHN OHN PAs. This issue has been actively discussed with PLP representatives, leading to the development of a strategic response in collaboration with key stakeholders. Meeting records and ongoing consultation with PLPs demonstrate that UoC has clearly communicated that, in line with NMC standards, the same individual may only act as both PS and PA in exceptional circumstances. Where this does occur, the student, the individual undertaking both roles, and UoC must provide documented justification for the arrangement.
38. In considering Standard 4.7, the visitor team reviewed the PA and PS Handbook, programme specification, assessment strategy and the PADs for each field. The documentation confirms that UoC together with PLPs provide constructive feedback to students throughout the programme to support their learning and development. Each student is allocated a PAT who supports them throughout the programme and provides feedback. The ongoing record of achievement and PAD is accessible to the PA/PS/AA and enables students to receive regular practice feedback; all PAs and PSs receive support and training in completing the document. Students confirmed during the visit that they received supportive and constructive feedback to enable them to continually learn and enhance their practice.

39. In considering Standard 4.8, the visitor team reviewed the PA and PS Handbook, the module descriptors, and the PADs for each field and can confirm there is evidence within the documents that UoC together with PLPs ensure all SCPHN proficiencies are recorded in an ongoing record of achievement (ORA) which confirms all proficiencies have been met. The PAD ensures that students have a clear sense of progress and detailed evidence of achievement of proficiencies and provides spaces to record reflections, PSC feedback, certificates and wider evidence of development throughout the year. Students at the visit confirmed they had support on understanding how to complete and meet the requirements of the PAD.
40. In considering Standard 4.9, the visitor team reviewed the PA and PS Handbook, the module descriptors, and the PADs for each field. The visitor team confirmed that UoC, in collaboration with its PLPs, has robust mechanisms in place to assess students' suitability for the award. Overall proficiency is determined through the successful completion of all required elements of practice. Students' progress and achievement are comprehensively documented within the PADs. These include records of completed proficiencies, regular progress meetings, feedback from PAs and PSs, PSC feedback, and records of 'hub and spoke' and alternative practice experiences. Each student is supported through a personalised approach to practice learning, underpinned by consistent academic guidance from an allocated PAT. Regular Tripartite Progress Review meetings, typically held every 12 weeks, provide a structured opportunity to monitor student progress, identify any concerns at an early stage, and implement appropriate support or action plans where needed. This approach was confirmed and positively discussed with both the programme team and students during the visit.
41. Based on the information made available, the visitor team considers that UoC has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

5: Qualification to be awarded

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

42. The visitor team considered a range of evidence for this standard including programme specifications and programme handbooks. The visitor team also met with key stakeholders including senior management representatives, the programme team and representatives from PLPs.
43. In considering Standard 5.1, the visitor team reviewed the programme specifications, and confirms the documents clearly state that '120 credits at Level 7 entitles the student to a Postgraduate Diploma'. The module structures in section 24b of each of the programme specifications reiterate this, with all modules being listed as being at Level 7.
44. In considering Standard 5.2, the visitor team reviewed the programme specifications and programme handbook, and can confirm these documents clearly state that students must register with the NMC within five years of successfully completing the programme. It also informs students that failure to do so means that additional

education and training will have to be undertaken for the award to be added to the student's registration.

45. Standards 5.3, 5.4 and 5.5 are out of scope for this approval.
46. Based on the information made available, the visitor team considers that UoC has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

QAA2977 – R14897 – July 25

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

Tel: 01452 557075
Web: www.qaa.ac.uk/nmc