



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 –
Public Health Nurse**

University of Plymouth

August 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)		University of Plymouth Drake Circus, Plymouth PL4 8AA			
AEI/EI Institution Identifier [UKPRN]		10007801			
Name and location of programme delivery partner(s) if not the AEI/EI noted above		N/A			
Name of new employer partners for apprenticeships		There are no new employer partners			
Approval type		Programme approval			
Name of programme					
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
SCPHN Titles					
Specialist Community Public Health Nurse – School Nurse	PgDip Specialist Community Public Health Nurse (School Nurse)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist Community Public Health Nurse – School Nurse	PgDip Specialist Community Public Health Nurse (School Nurse)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist Community Public Health Nurse – Health Visiting	PgDip Specialist Community Public Health Nurse (Health Visitor)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist Community Public Health Nurse – Health Visiting	PgDip Specialist Community Public Health Nurse (Health Visitor)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist Community Public Health Nurse – Public Health Nurse	PgDip Specialist Community Public Health Nurse (Public Health Nurse)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist Community Public Health Nurse – Public Health Nurse	PgDip Specialist Community Public Health Nurse (Public Health Nurse)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Interim awards available There are no interim awards for this qualification that lead to NMC registration	
Proposed programme start date	31st August 2026
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for post-registration nursing programmes Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.
Date of visit	11 August 2025
Visitor team	Registrant Visitors: Dr Julia Terry Mrs Elaine Tabony Lay Visitor: Ms Karen Chetwynd

Executive summary

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

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

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

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

Part 1: Standards framework for nursing and midwifery education (SFNME) (NMC 2018, updated 2023) and Part 2: Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) will be referred to as required.

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 Plymouth's approval panel took place on 11 August 2025.

Context for the review

The University of Plymouth (UoP) is seeking approval for a Postgraduate Diploma in Specialist Community Public Health Nursing (SCPHN), designed to address local and regional workforce needs. The programme proposal was initiated in direct response to requests from practice learning partners (PLPs) in Cornwall, who identified a need for a more sustainable and locally accessible SCPHN training pathway.

The programme development reflects UoP's commitment to collaborative working and has been co-produced with a range of stakeholders, including PLPs and placement provider staff. This collective effort ensures the programme is responsive to community health needs, supports the professional development of the existing workforce, and contributes to the delivery of the NHS Long Term Workforce Plan by preparing practitioners capable of delivering safe, effective, and person-centred care.

The visitor team met with a range of senior staff and practice assessors (PAs) and practice supervisors (PSs) from PLPs and employer partners (EPs), recent alumni from the Return to Practice (SCPHN) programme, and individuals who represented the views of people who use services and carers (PSCs).

The **final recommendation** made by the visitor team to the NMC, following consideration of UoP'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 and prior to the consideration of UoP's response to any conditions was as follows:

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

Conditions

Conditions				
No.	Condition details	Specific standard(s) not met	NMC only/ Joint	AEI/EI only
C1	The programme team to provide evidence of engagement with Patient and Public Involvement (PPI), including a detailed timeline identifying stakeholders, dates of engagement, and a reflective account of how feedback has informed and impacted the design and development of the programme.	2.1 [SFNME 1.12]	NMC	
C2	The programme team to appoint an external examiner (EE).	4.1 [SFNME 2.21]	Joint	
C3	The programme team to review and update all programme documentation to ensure consistency and accuracy of language and develop a contextual document for each field to accompany the electronic Practice Assessment Document (ePAD) for practice assessors (PAs) and practice supervisors (PSs).	4.3 [SSSA 5.2 & 8.4]	Joint	
Date for all conditions to be met to meet intended delivery date		22 September 2025		

Joint conditions relate to both NMC standards and UoP'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	It is recommended that the programme team undertake a review of the quality assurance	2.8 and 2.9	Joint	

	mechanisms to ensure consistency and parity across all action learning sets.			
R2	It is recommended that the programme team undertakes a review and enhancement of the academic assessor (AA) training mechanisms and associated resources to ensure they are fully aligned with the specific requirements of the SCPHN programme and support the effective preparation and ongoing development of assessors in this field.	4.5	NMC	
R3	It is recommended that the programme team review and clearly articulate how and where artificial intelligence (AI) will be addressed within the curriculum, ensuring alignment with University of Plymouth and Practice Learning Partner policies and frameworks.			AEI Only

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

Response to conditions

Response to NMC and Joint NMC/AEI/EI conditions

Response to conditions		
No.	Condition details	Findings
C1	The programme team to provide evidence of engagement with Patient and Public Involvement (PPI), including a detailed timeline identifying stakeholders, dates of engagement, and a reflective account of how feedback has informed and impacted the design and development of the programme.	<p>The visitor team reviewed the UoP public and patient involvement and engagement document, which was uploaded on 22 September 2025, and can confirm that the programme team has implemented a longitudinal schedule of stakeholder engagement to inform the design and development of the programme.</p> <p>The visitor team therefore considers that for condition C1, UoP has fully addressed the requirements of the condition and therefore Standard 2.1 is met.</p>
C2	The programme team to appoint an EE.	<p>The Chair of the conjoint panel confirmed by email (dated 22 September 2025) that this is a standing condition for all UoP programme approvals, and the procedure to appoint an EE has already begun in line with UoP Policies and Procedures.</p> <p>The team considers that for condition C2, UoP has fully addressed the requirements of the condition and therefore Standard 4.1 is met.</p>
C3	The programme team to review and update all programme documentation to ensure consistency and accuracy of language and develop	The visitor team reviewed the contextual document developed to accompany the ePAD, designed to support PAs and PSs in its effective use. In addition, the team examined the updated documentation and noted the highlighted changes within the relevant documents, confirming consistency and accuracy of

	<p>a contextual document for each field to accompany the electronic Practice Assessment Document (ePAD) for practice assessors (PAs) and practice supervisors (PSs).</p>	<p>language. The Chair of the conjoint panel subsequently confirmed by email (dated 22 September 2025) that the joint condition has been satisfactorily met.</p> <p>The visitor team therefore considers that for condition C3, UoP has fully addressed the requirements of the condition and Standard 4.3 is met.</p>
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The visitor team considers that all conditions listed above have been satisfactorily addressed resulting in the team being able to confirm that all required NMC standards are met.

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

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

Explanation of findings for Part 3

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 and representatives from PLPs and EPs.
2. In relation to Standard 1.1, the visitor team reviewed the programme specification and UoP's admissions policy. The programme specification explicitly states that applicants must be registered as a Level 1 Nurse or Midwife. The application and recruitment processes are managed and overseen through a structured, multi-stage procedure involving several designated staff members and representatives from PLPs and EPs. This process incorporates formal interview stages and final sign-off and approval mechanisms. The visitor team noted that the programme specification outlines the validity checks, academic standing requirements, and access criteria review processes, all of which are undertaken through a robust scrutiny procedure. Evidence confirms that the programme team demonstrates a clear commitment to their duty in supporting subsequent professional registration and to upholding public safety and protection in practice.
3. In considering Standard 1.2, the visitor team reviewed the programme specification, approval documentation, and UoP admissions policy. The programme specification clearly outlines the academic entry requirements for the programme. The approval documentation confirms that the programme team is fully aware of, and adheres to, the procedures required to assess the suitability and academic capability of applicants. These procedures include the exploration of any individual learning requirements or additional needs prior to admission. Where such needs are identified, applicants are signposted to appropriate UoP support to ensure these requirements are met. This approach continues into the delivery phase of the programme, ensuring that learners receive ongoing, tailored support throughout their studies.
4. In considering Standard 1.3, the visitor team reviewed the programme specification, programme handbook, and UoP admissions policy. The visitor team confirmed that UoP offers admission opportunities to NMC-registered applicants from a diverse range of employment contexts, including NHS, non-NHS, and self-funded individuals. The visitor team noted that the programme handbook makes explicit reference to the NMC standards and clearly outlines the provision available for self-funded applicants, alongside those applying through NHS and non-NHS routes.
5. Standard 1.4 is not applicable for this approval.
6. In considering Standard 1.5, the visitor team reviewed programme specifications, contractual documents, learning support materials, and programme development evidence. Discussions with the programme team confirmed that a wide range of

practice learning opportunities are provided and supported through direct relationships with practice learning experiences. These relationships are actively monitored and sustained by the programme team, enabling regular oversight, responsive interventions where required, and ensuring students have access to support from both UoP and their allocated PS. The team noted that UoP and its PLPs and EPs operate within a clearly defined governance framework, ensuring appropriate management of placement activity and shared expectations. Students are made aware of these arrangements, with specific examples including protected learning time and off-the-job learning for apprentices, which is recorded and tracked through the UoP apprenticeship management system. The visitor team also explored how student support needs are identified in practice and found robust communication channels in place between students, programme teams, and PLPs.

7. In considering Standard 1.6, the visitor team reviewed the Recognition of Prior Learning (RPL) policy, programme specification, UoP student admissions policy and academic regulations. The visitor team noted that the evidence indicates that UoP has supported a firm, robust admission procedure within the School of Nursing and Midwifery (SNAM); this extends to awareness and provision for RPL in practice for applications and support for applicants. At application stage, information is shared to explain the process of RPL and again following the interview, the necessary process of recognition can be supported. The RPL will be scrutinised by academic team members and the EE. The RPL process was discussed with the programme team during the visit, and it was evident that clear RPL procedures were in place and would be followed should applicants apply and wish to go through this process.
8. Standards 1.7 and 1.8 are not applicable for this approval.
9. Based on the information made available, the visitor team considers that UoP 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.4	<p>State routes within the programme for:</p> <p>2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse.</p> <p>2.4.2 students to enter the SCPHN register for the public health nurse qualification.</p> <p>2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing.</p> <p>2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	<p>Ensure programme learning outcomes reflect the:</p> <p>2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing</p> <p>2.5.2 core standards of proficiency for SCPHN that are tailored to SCPHN public health nursing.</p> <p>2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.6	<p>Set out the general and professional content necessary to meet the:</p> <p>2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,</p> <p>2.6.2 core standards of proficiency for SCPHN public health nurse qualification.</p> <p>2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	<p>Set out the content necessary to meet the programme outcomes for each intended field of:</p> <p>2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,</p> <p>2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.11	<p>Ensure programmes are:</p> <p>2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award.</p> <p>2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum requirements

The programme documentation confirms that the programme will be delivered over 53 weeks for full-time students and comprises four core 20-credit modules delivered sequentially, in addition to a year-long, 40-credit field-specific practice module.

Findings

10. The visitor team considered a range of evidence for this standard including the approval document, programme specifications, programme handbooks, and Plymouth Online Practice Placement Information (POPPI) resources. The visitor team also met with key stakeholders including senior management representatives, the programme team, alumni, representatives from PLPs, EPs and PSC organisations.
11. In considering Standard 2.1, the visitor team reviewed the approval documentation and programme specifications and confirmed that the evidence submitted demonstrates full compliance with the NMC SFNME. During the visit, the visitor team noted that academic staff contributing to the programme possess relevant professional experience and subject expertise to deliver the curriculum across the specified fields. The visitor team also confirmed that UoP operates a robust system through which line managers record and monitor each nurse lecturer's NMC PIN and renewal dates. Furthermore, both the programme team and senior university staff verified that appropriate resources are in place to support the field-specific delivery of the programme. The visitor team confirmed that documentation demonstrates that key stakeholders from PLPs and EPs were engaged in the development of the programme. However, the visitor team set **condition (C1)**, requiring the programme team to provide additional documented evidence of Patient and Public Involvement (PPI). This is to include a detailed timeline identifying specific stakeholders, dates of engagement, and a reflective account of how feedback from PPI stakeholders has informed and influenced the design and development of the programme.
12. In considering Standard 2.2, the visitor team reviewed the approval documentation, programme specifications and POPPI resources and confirmed that the documentation demonstrates alignment with the NMC SSSA. The visitor team noted that the POPPI resources provide structured digital guidance on student supervision and assessment which supports the use of the ePAD which confirms the use of PSs and PAs in practice supervision and assessment. The resources and support provided to PSs and PAs on the ePAD was discussed and confirmed with the programme team during the visit.
13. Standard 2.3 is not applicable for this approval.
14. In considering Standard 2.4, the visitor team reviewed the approval documentation and programme specifications and confirmed 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. With regard to Standard 2.5, the visitor team reviewed the approval documentation and module records and confirmed that the programme and module learning outcomes are aligned with the NMC Standards of proficiency for SCPHN, both at the core level and across the specific fields. Review of the ePADs confirms 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. During the visit, the programme team provided further detail on assessment strategies, including varied approaches such as presentations and the integration of case studies from practice learning experiences. These methods effectively support the development of both core and field-specific proficiencies for SCPHN.
16. In considering Standard 2.6, the visitor team reviewed the approval documentation and module records. 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 public health nurse (PHN). During the visit, the programme team presented the draft programme timeline, providing further detail on the 'Mental Health Across the Lifespan' module, which is a continuous theme throughout the programme for all SCPHN fields. This integrated approach ensures the general and professional content effectively supports the achievement of both core and field-specific standards of proficiency.

17. In considering Standard 2.7, the visitor team reviewed the approval documentation and module records and confirmed that the programme appropriately outlines the content required to achieve the intended programme outcomes across each intended field of practice. Furthermore, the module content clearly supports the development of students' ability to improve SCPHN practice through critical evidence synthesis and the application of research to professional practice. Practice learning experiences are designed to provide an opportunity for students to meet field-specific SCPHN competencies, with all practice learning supported and recorded via the ePAD.
18. In considering Standard 2.8, the visitor team reviewed the approval documentation, module records, UoP reasonable adjustments policy, POPPI resources and the ePAD. The programme demonstrates an appropriate balance of theory and practice learning, supported by varied teaching and learning strategies. POPPI integrates academic practice learning through structured online placement preparation and support tools. During the visit, further detail was provided on the planned action learning sets, to be delivered across three geographic locations, and both UoP along with the PLPs and EPs have experience in facilitating these, contributing to effective practice-based learning. A **recommendation (R1)** is made for the programme team to review and strengthen quality assurance mechanisms to ensure consistency and parity of experience across all action learning sets.
19. In considering Standard 2.9, the visitor team reviewed the approval documentation, module records, UoP reasonable adjustments policy, POPPI resources and the ePAD. The programme evidences a robust approach to blended learning, incorporating both asynchronous and synchronous digital learning days, simulation-based activities, and digital resources. POPPI resources clearly demonstrate the effective use of technology to support supervision and practice learning, with bespoke online portals available for both students and practice supervisors. A range of technologies are effectively deployed across the programme, including virtual learning environments, online platforms, simulated learning spaces, audio and video-based materials, and facilitated digital discussion forum. As detailed in Standard 2.8, there is a **recommendation (R1)** for the programme team to review the quality assurance mechanisms across action learning sets.
20. Standard 2.10 is not applicable for this approval.
21. In considering Standard 2.11, the visitor team reviewed the approval documentation, module records and can confirm that the programme length meets NMC requirements, providing sufficient time to support student achievement of all proficiencies and programme outcomes for the intended SCPHN award. The programme is delivered over 53 programmed weeks of theory and practice learning for full-time students.

22. Based on the information made available, the visitor team considers that UoP has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met subject to meeting **condition (C1)**.

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 programme specification confirms that all students are required to undertake practice learning for two days per week throughout the duration of the programme. In addition, a nine-week period of consolidated practice is undertaken at the end of the

programme to support the integration of theory into practice. Simulation-based learning is embedded within the theoretical components and further enhanced through action learning sets.

Findings

23. The visitor team considered a range of evidence for this standard including the approval document, programme specifications, module records, POPPI resources and ePADs. The visitor team also met with key stakeholders including senior management representatives, the programme team, alumni, and representatives from PLPs and EPs.
24. In considering Standard 3.1, the visitor team reviewed the POPPI practice supervision and assessment resource centre, programme specifications and ePADs and can confirm that the resources clearly outline that effective and appropriate arrangements are in place to support all students in their practice learning. The programme specification clearly outlines the requirements for applying for the course, and self-funded applicants are required to identify a host placement for the duration of the programme. During the visit, the programme team reassured the visitor team of the requirements in the application processes.
25. In considering Standard 3.2, the visitor team reviewed the approval document, programme specifications and module records. The visitor team noted that all students are allocated a PA and an academic assessor (AA) 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 AA are formally recorded within each student's ePAD. The ePAD clearly outlines the respective roles and responsibilities of the student, PS, PA, and AA. Furthermore, the ePAD specifies that records of progress review meetings, conducted at both formative and summative learning periods, include the active participation of the student, PS, PA, and AA.
26. In considering Standard 3.3, the visitor team reviewed the approval document, programme specifications and module records. The evidence confirms that the programme has been designed to incorporate a wide range of practice learning opportunities, with clear guidance provided to PAs, PSs, and students through POPPI. Students are allocated appropriately trained PAs and PSs, who supervise and assess their progress against realistic and well-defined learning objectives, clearly documented within the ePAD. The ePAD is tailored to each field, with both core and field-specific outcomes clearly articulated for public health nursing, school nursing and health visiting. The programme specifications set out the expectations of students, PAs, and PSs, while the blended learning approach is consistently evidenced within the proposed modules and supporting documentation. Discussions with PSs, PAs, and managers from PLPs and EPs confirmed a strong commitment to ensuring the availability of meaningful practice learning opportunities. Students also affirmed that they receive effective support from both the programme team and PAs.
27. In considering Standard 3.4, the visitor team reviewed the workplace agreement, the student supernumerary policy, and the ePADs. The visitor team noted that the documentation provides appropriate safeguards to ensure the safety of students, the practice learning environment, and the public. Online training for PSs and PAs must be completed before they are allocated a student via the placement management system. During the visit, the programme team confirmed that this training is mandatory prior to supporting students, with completion recorded on the UoP online

system. This process was further verified through discussions with PAs, PSs, and senior managers from PLPs and EPs.

28. In considering Standard 3.5, the visitor team reviewed UoP Equality, Diversity and Inclusion (EDI) reports and policies, UoP Disability Inclusion Service, programme specifications and POPPI resources. The documentation provided clear evidence that all students are supported through the reasonable adjustments policy, with POPPI resources demonstrating how UoP actively supports students with disabilities. Individual learning needs and personal circumstances are addressed within the EDI policies, which also set out explicit commitments to inclusion, accountability, codes of practice, and fitness to practise requirements. During the visit, the visitor team triangulated these findings with student feedback. Students reported a smooth transition into the programme. They confirmed that expectations were clearly communicated and managed, and that each student had access to a personal tutor. Furthermore, students indicated that when personal challenges arose the programme team provided timely and effective support tailored to individual circumstances.
29. In considering Standard 3.6, the visitor team reviewed stakeholder events, documents and ePADs. It is noted that students across all three fields of practice are required to evidence achievement of both the core (HV/PHN/SN) and field-specific proficiencies (HV/SN) within the ePAD. Confirmation of achieving proficiencies is documented and verified by the PA and AA. The practice module, which constitutes 40 credits of the programme, requires students to demonstrate achievement of the outcomes set out in each of the five episodes of care within the ePAD. Examples were provided to illustrate how learning related to men's mental health and safeguarding was applied meaningfully across practice areas and demonstrated transferability across pathways. Each proficiency within the ePAD must be formally signed off by the PA during structured discussion meetings with students. During the visit, the programme team delivered a detailed account of the course structure. Students reported a positive learning experience, highlighting the benefits of distance learning in enabling them to meet the requirements of the ePAD.
30. Based on the information made available, the visitor team considers that UoP 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 approval document, programme specifications, POPPI resources and ePADs. The visitor team also met with key stakeholders including senior management representatives, the programme team, representatives from PSC groups, alumni, and representatives from PLPs and EPs.
32. In considering Standard 4.1, the visitor team reviewed the POPPI resources and ePADs and confirmed that UoP has in place support systems and regulations to support the student journey. PAs and PSs are required to have been prepared on the online POPPI register, prior to supporting the student. There is evidence provided of how an indirect supervision model could be in place for students who are in environments where a PS provides daily oversight of student activity. POPPI refers to the PA and PS as different individuals, and AAs do not duplicate roles, except in exceptional circumstances. The conjoint approval panel set a **condition (C2)** requiring the programme team to appoint an EE to consider and report on the quality of theory and practice learning. During the visit, the visitor team was able to confirm with the programme team that online preparation of PAs and PSs meets the standard, and all PAs and PSs are currently checked on the UoP register as compliant with NMC SSSA. Representatives from PLPs and EPs confirmed there is a requirement to undertake regular updates.
33. In considering Standard 4.2, the visitor team reviewed the POPPI resources and ePADs. The visitor team confirmed that PSs and PAs are appropriately prepared and

supported to facilitate effective student learning in practice settings through the utilisation of the POPPI resources. During the visit, the visitor team triangulated evidence through discussions with representatives from PLPs and EPs, which confirmed that there is a clear expectation for PSs and PAs to complete regular updates. These discussions also highlighted a strong commitment and enthusiasm among practice staff to support students during their practice learning experiences to facilitate achievement of proficiencies.

34. In considering Standard 4.3, the visitor team reviewed the POPPI resources and ePADs. The visitor team confirmed that the evidence presented demonstrates that practice assessment is aligned with the SSSA. During the visit, the conjoint approval panel also engaged with individuals representing the views of PSCs, which highlighted a strong commitment to community involvement from a diverse range of stakeholders. However, the panel identified inconsistencies in the terminology used across programme documentation; for example, references to PA and PS being interchanged with the term Practice Teachers. Consequently, the conjoint approval panel set a **condition (C3)** requiring the programme team to undertake a comprehensive review of all programme documentation to ensure consistency and accuracy of language. In addition, the programme team is to develop a contextual document for each field to accompany the ePAD to support the role of PA and PS.
35. In considering Standard 4.4, the visitor team reviewed the POPPI resources and ePADs and can confirm that all PSs are conversant with the required proficiencies and programme outcomes for SCPHN students. It was further verified that all individuals undertaking these roles have completed a minimum of six months preceptorship prior to undertaking the role. The selection of PSs is conducted collaboratively, with allocation managed through the UoP placement management system and the ePAD. This process was verified during the visit through discussions with representatives from PLPs and EPs.
36. In considering Standard 4.5, the visitor team reviewed the POPPI resources and ePADs and confirm UoP in collaboration with PLPs and EPs 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 is recorded and managed through the UoP placement management system and the ePAD. This was discussed and confirmed during the visit with the programme team and representatives from the PLPs and EPs. The visitor team **recommends (R2)** that the programme team undertakes a review and enhancement of the AA training mechanisms and associated resources to ensure they are fully aligned with the specific requirements of the SCPHN programme and support the effective preparation and ongoing development of assessors in this field.
37. In considering Standard 4.6, the visitor team reviewed the approval document, POPPI resources and ePADs. The evidence confirms that UoP ensures all students are allocated a PA who is an experienced, registered SCPHN in the relevant field of practice. This allocation is recorded and managed through UoP's placement management system. The visitor team explored the programme team's understanding of the requirement that the same individual should act as both PS and PA only in exceptional circumstances; this was endorsed by representatives from PLPs and EPs. During discussions with representatives from PLPs and EPs, the visitor team received confirmation that all PAs will have the requisite expertise and experience aligned to the student's field of learning.

38. In considering Standard 4.7, the visitor team reviewed the approval document, POPPI resources and ePADs. It was confirmed that both formative and summative assessments are embedded throughout the student learning journey, ensuring that students have structured opportunities to review and discuss their progress. The ePAD facilitates self-reflection throughout the programme, enabling students to build on prior learning and development. The programme team provides constructive feedback at each stage, supporting the enhancement of student knowledge and professional growth. During practice learning experiences, formative feedback is delivered during the initial and midpoint interviews, while summative feedback is provided during the final interview. Formative and summative feedback is appropriately documented within the ePAD. During the visit alumni confirmed that they routinely received formative feedback and experienced clear communication with both the programme team and PAs. They also highlighted that AAs were responsive to queries via email and maintained regular check-in meetings to support their learning.
39. In regard to Standard 4.8, the visitor team reviewed the ePADs and noted that the field-specific ePADs were comprehensive, clearly evidencing the students' ongoing record of achievement and the structured support provided throughout the duration of the programme. Regular progress review meetings are undertaken, involving the student, PS, PA, and AA, thereby ensuring consistent monitoring and guidance. The ePADs incorporate end-of-programme approval forms for both PAs and AAs, which formally confirm that the SCPHN proficiencies have been achieved. During the visit, PAs confirmed their commitment to meeting with students on a regular basis to facilitate learning and progression, ensuring that all required standards of proficiency are successfully attained by the end of the programme.
40. In considering Standard 4.9, the visitor team reviewed the approval document, EE governance, POPPI resources and ePADs. The visitor team confirmed with the programme team, and the representatives from PLPs and EPs, that students will meet the required Standards of proficiency before the end of the programme.
41. Based on the information made available, the visitor team considers that UoP has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met subject to meeting **conditions (C2) and (C3)**.

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 the programme handbooks and specifications. The visitor team also met with key stakeholders including senior management representatives, the programme team and alumni.
43. In considering Standard 5.1, the visitor team reviewed the programme handbooks and programme specifications, and confirmed the documents clearly state that the programme is a post graduate qualification at Level 7.
44. In considering Standard 5.2, the visitor team reviewed the programme handbooks and can confirm that page 9 of the handbook clearly states 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 registered.
45. Standards 5.3, 5.4 and 5.5 are not applicable for this approval.

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

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