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ast Updated: 29/10/2026

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ur standards for specialist community public health nurses (SCPHN) and community nursing specialist practice ualification (SPQ) programmes set out the legal requirements, entry requirements, requirements for the curriculum and ractice learning, requirements for supervision and assessment, and information on the awards for these post-egistration programmes.

ublic safety is central to our standards. Registered nurses and midwives undertaking these programmes are post-egistration students in this context. They will be in contact with people throughout their education. It's important they row in confidence, and further develop their knowledge and skills in a safe, supportive and effective way.

hese programme standards must be read with our Standards framework for nursing and midwifery education and tandards for student supervision and assessment, both of which apply to all NMC approved programmes. NMC pproved Education Institutions (AEIs) intending to deliver post-registration education programmes must comply with all hese standards to run an approved programme.

ducation providers structure their programmes to comply with our programme standards. They design their curricula round the proficiencies we set. Proficiencies are the knowledge, skills and behaviours that nurses and midwives need n order to practise.

e also publish standards of proficiency for nursing and midwifery professions, including Standards of proficiency for pecialist community public health nurses and Standards of proficiency for community nursing SPQs.

ur standards for education and training highlight the need for programmes to adopt an inclusive approach to ecruitment, selection and progression, ensuring admissions and all other academic processes are open, fair, ransparent and demonstrate an understanding of and take measures to address underrepresentation.

urricula for specialist community public health nurses and community nursing specialist practice qualifications may be lexible to accommodate opportunities for shared learning, including between post-registration programmes and the iffering fields of SCPHN and community nursing SPQ practice that reflect the range of learning opportunities and eeds and in recognising prior experience as registered professionals. Students will learn and be assessed in theory, imulation and practice environments and settings.

tudents are assessed against proficiencies for their intended field of SCPHN practice or SCPHN public health nurse ractice.

he awards are as follows:

- SCPHN: health visitor, school nurse, occupational health nurse
- SCPHN: public health nurse[2]

tudents are assessed against proficiencies for their intended community nursing SPQ practice.

he awards are as follows:

- Community nursing SPQ: in the field of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing
- Community nursing in health and social care SPQ: for which other fields of community nursing may be specified[3].

e believe that involving people who use services and members of the public in the planning and delivery of curricula ill promote public confidence in the education of nursing and midwifery professionals. We encourage the use of upportive evidence and engagement from people who have experienced care.

uccessful completion of the programme confirms the student is capable of providing safe, effective and kind care that mproves health and wellbeing.

Students will learn and be assessed in theory, simulation and practice environments and settings in a specific field of practice SCPHN role, a SCPHN public health nurse role, in a specific field of practice community nursing SPQ role or in a community nursing in health and social care SPQ role.

Through our quality assurance processes we check that education programmes meet all of our standards, that the programme outcomes relate to the proficiencies for particular qualifications and that AEIs and practice learning partners are managing risks effectively. We monitor risks to quality in education and training using internal and external intelligence. This intelligence gathering includes analysis of system regulators' reports.

Before any programme can be run, we make sure it meets our standards. We do this through an approvals process, in accordance with our quality assurance framework.

Overall responsibility for the day-to-day management of the quality of any educational programme lies with the AEI in partnership with its practice learning partners.

Legislative framework

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Article 5(2) of the Nursing and Midwifery Order 2001 ('the Order') requires the NMC to establish the standards of proficiency necessary to be admitted to each part of the register and for safe and effective practice under that part of the register. This article applies to SCPHN standards of proficiency.

Article 15(1) of the Nursing and Midwifery Order 2001 requires the NMC to establish the standards for education and training which are necessary to achieve the standards of proficiency for admission to any part of the register. This article applies to SCPHN programme standards.

Article 19(6) of the Nursing and Midwifery Order 2001 allows the NMC to establish standards of education and training for any additional qualifications that may be recorded on the register. Articles 15(3) to (9) and articles 16 to 18 shall apply in respect of those standards as if they were standards established under article 15(1)(a). This means the NMC may establish standards of education and training and may approve a course of education or qualification in relation to SPQs.

These post-registration programme standards are established under these provisions.
2 The SCPHN public health nurse qualification (PHN) qualification does not have a predetermined field of SCPHN practice

3 The community nursing SPQ in health and social care field of practice is not predetermined by the NMC. However the field of practice must be specified by the AEI as part of the NMC programme approval process.