Nursing and Midwifery Council Quality Assurance Review

Programme Approval Report for:

Post-registration qualifications leading to:

Specialist Practitioner – District Nursing with integrated Independent and Supplementary Prescribing (V300)

University of Chester

November 2024

Contents

Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of Chester Parkgate Road Chester CH1 4BJ
AEI institution Identifier [UKPRN]	10007848
Name and location of academic delivery partner(s) if not the AEI/EI noted above	Not applicable
Name of employer partners	Not applicable
Approval type	Programme approval

Name of programme				
NMC Programme Title	**AEI Programme Title (in full)**	**Academic level**	**Full-time**	**Part-time**
Specialist Practitioner - District Nursing with integrated Independent and Supplementary Prescribing (V300)	Post Graduate Diploma Specialist Practice Qualification - District Nursing with integrated Independent and Supplementary Prescribing (V300)	England, Wales, Northern Ireland ☒ Level 7	☒	☒

Interim awards available (only required if leading to NMC registration) There are no interim awards for this qualification that lead to NMC registration				
NMC Programme Title	**AEI/EI Programme Title (in full)**	**Academic level(s)**	**Full-time**	**Part-time**
None			☐	☐

Proposed programme start date	2 September 2025
Standard(s) under assessment	☐ Part 2: Standards for student supervision and assessment ☒ Part 3: Standards for post-registration programmes Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.
Date of visit	7 November 2024
Visitor team	Registrant Visitors: Ms Sarah Beresford, Mrs Victoria Sweetmore 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. Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews.

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

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

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

The conjoint visit with the University of Chester's approval panel took place on 7 November 2024.

Context for the review

The University of Chester (UoC) has offered NMC-approved programmes including Specialist Practitioner Qualifications (SPQ) for over 20 years. The review of the Specialist Practitioner - District Nursing with integrated Independent and Supplementary Prescribing (V300) is conducted to approve the programme against the revised 2022 NMC Standards for Post-registration programmes. The programme is not currently running while the UoC awaits approval against the revised standards. As a result, recent graduates took part in the review as opposed to current students.

The Independent and Supplementary Nurse Prescribing standalone qualification (also known as V300) was approved by NMC in October 2020. This qualification is offered by UoC as a standalone qualification and as an integrated module in a range of its programmes, including the Specialist Practitioner - District Nursing with integrated Independent and Supplementary Prescribing. The module was mapped to the refreshed Royal Pharmaceutical Society (RPS) competency framework (2021), and this was confirmed through the 2022 annual self-reporting process following guidance from the NMC. The V300 qualification is also accredited by the General Pharmaceutical Council (GPhC) following a GPhC approval event in 2022.

The UoC is implementing a new academic framework; however, the Chair of the review panel confirmed that the Specialist Practitioner - District Nursing with integrated Independent and Supplementary Prescribing (V300) will sit outside of the new academic framework to ensure it continues to meet NMC standards.

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

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

Conditions

No.	Condition details	Specific standard not met	NMC only/ Joint	AEI only
C1	All programme documentation to be of a publishable standard, with reference to the UoC programme title and NMC qualification title in key documents such as the programme specification.	N/A		AEI
Date for all conditions to be met to meet intended delivery date		5 December 2024		

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

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard	NMC only/ Joint	AEI only
R1	The UoC to consider improving the presentation of Module NM7088 (Advancing Independent and Supplementary Prescribing in Practice) to ensure that it is clear and unambiguous, including which professional qualifications this leads to in different programmes.	2.4	NMC	
R2	Revise the programme specification document to include UoC exit awards.	N/A		AEI

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

Response to conditions

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

Response to AEI only conditions

The response to UoC conditions that are not directly related to individual NMC standards are reported in the table below.

Response to AEI only conditions		
No.	Condition details	Findings
C1	All programme documentation to be of a publishable standard, with reference to the UoC programme title and NMC qualification title in key documents such as the programme specification.	The response to Condition C1 was received on 4 December 2024 and included the following evidence uploaded to QA Link and confirmation from the Chair of the UoC approval panel that the internal condition had been met: • programme specification • programme handbook • handbook for practice assessors and practice supervisors • programme timetable • programme mapping. The visitor team reviewed the evidence and confirmed that the programme title and NMC qualification titles are consistent throughout. The visitor team considers that for Condition C1, the UoC has fully addressed the requirements of the condition and therefore Condition C1 is met.

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

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

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

Explanation of findings for Part 3

Standard 1: Selection, admission and progression

	Approved education institutions, together with practice learning partners, must:	Met	Not Met	Met after conditions	Not applicable
1.1	Ensure that on entry to the programme the applicant is an: 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. 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.	☒	☐	☐	☐
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	☒	☐	☐	☐
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.	☐	☐	☐	☒
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.	☒	☐	☐	☐
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.	☒	☐	☐	☐
1.6	Consider recognition of prior learning that is capable of being mapped to the: 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. 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.	☒	☐	☐	☐
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	☒	☐	☐	☐

6

	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.	☒	☐	☐	☐

Findings

1. The visitor team reviewed a range of evidence for this standard including the combined Specialist Practice Qualification (SPQ) and Specialist Community Public Health and Nurse (SCPHN) Admissions Policy 2024, the Admissions Pack, the APL (RPL) Statement for validation of SPQ and SCPHN programmes, the programme specification SPQ - District Nursing (DN) 2024/25, a range of Practice Placement Agreements, the SPQ-DN Handbook for Practice Assessors (PAs) and Practice Supervisors (PSs) the SPQ Practice Assessment Document (ADNE-PAD) and the SPQ Service User Handbook.

2. The visitor team heard more about selection, admission and progression through the programme team's presentation and discussed this standard further with the programme team, people who use services and carers (PSC) representatives, Practice Learning Partners (PLPs), and former students.

3. In reviewing Standards 1.1, 1.2 and 1.8, the visitor team considers that the UoC has robust systems to assess applicants for safe and effective practice and academic ability. Entry requirements and RPL arrangements are clearly articulated in the Admissions Policy and RPL Statement. UoC is moving away from using presentations as part of the selection process to developing unseen case studies for applicants to respond to and these will be followed up with questions during face-to-face interviews. The case studies are being developed in conjunction with PSCs and PLPs. PSCs and PLPs are invited to participate in the interview process but it was understood that this is not always possible. The former students group was able to confirm involvement of PSCs and/or PLPs as members of their interview panels. NMC registration checks are undertaken three times on each applicant by different UoC personnel.

4. In reviewing Standard 1.4, the visitor team considers that the Admissions Pack clearly articulates that NHS, non-NHS, self-employed and self-funded students are encouraged to apply. At the visit, the visitor team established that while the numbers of self-employed or self-funded applicants are small, appropriate enabling arrangements are in place to support such applicants, including securing a practice placement prior to offering a place on the programme and the use of honorary training contracts between student and PLP. This was further corroborated during the meeting with PLP representatives who confirmed if they have sufficient PS and PA capacity to support a student they will issue an honorary training contract. The programme team confirmed that the UoC takes responsibility for governance procedures including Disclosure and Barring Service (DBS) screening, Occupational Health screening, references and an educational audit of the practice placement environment.

5. In reviewing Standard 1.5, the visitor team considers that the Practice Placement Agreements outline the requirements for protected learning time (PLT) and student

support. The handbook for PAs and PSs has a clear definition of PLT and details the respective roles and responsibilities of all staff, including the requirement for completion of a preceptorship. In the meetings with PLP managers, PAs and PSs, and with former students, it was confirmed that in most cases students are moved from their employment team to a different team to help protect learning time. Where students remain in their team of employment any issues relating to PLT are dealt with quickly and the former students all confirmed that they had been fully supernumerary on the previous programme and were well supported.

6. In considering Standards 1.6 and 1.7, the visitor team reviewed the UoC's RPL Policy and Procedure which is supported by a Statement of APL (RPL) for the validation of SPQ DN programmes. Prospective students are required to provide evidence of prior learning. Mapping against programme outcomes is progressed by an academic assessor (AA) with relevant expertise and knowledge of the programme. During the visit, the programme team provided significant information to triangulate RPL processes (which the UoC refers to as APL). For students who have completed a diploma-level qualification previously but may not have the 360 credits for a degree, there is an option to take a stand-alone 20-credit, Level 7, Public Health module.

7. For prescribing, the Advancing Independent and Supplementary Prescribing in Practice module (Module NM7088, which leads to the NMC V300 annotation) has been mapped to the Royal Pharmaceutical Society (RPS) competency framework for all prescribers. The programme team confirmed that in the case of a student who has completed a limited prescribing programme at Level 6 (V100 or V150) and where this is annotated on the NMC register, successful completion of a 1,500-word assignment is required to APL this qualification to the V300 award. The maximum credits students can APL is equivalent to two-thirds of the SPQ programme.

8. Based on the information made available, the visitor team considers that the UoC has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
2.1	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: 2.1.1 all selected fields of **SCPHN** practice and/or **SCPHN PHN** practice and/or for 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	☒	☐	☐	☐
2.2	Comply with the NMC Standards for student supervision and assessment.	☒	☐	☐	☐
2.3	Confirm **SCPHN** and/or community nursing **SPQ** programmes comply with the NMC Standards for prescribing programmes.	☒	☐	☐	☐
2.4	State routes within the programme for: 2.4.1 students to enter the **SCPHN** register in a specific field of **SCPHN** practice: health visitor, school nurse, occupational health nurse. 2.4.2 students to enter the **SCPHN** register for the public health nurse qualification. 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. 2.4.4 students to annotate their registration in community nursing **SPQ** practice in health and social care.	☒	☐	☐	☐
2.5	Ensure programme learning outcomes reflect the: 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 2.5.2 core standards of proficiency for **SCPHN** that are tailored to **SCPHN** public health nursing. 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.	☒	☐	☐	☐

2.6	Set out the general and professional content necessary to meet the: 2.6.1 core and field specific standards of proficiency for each intended field of **SCPHN** practice: health visiting, school nursing, occupational health nursing, 2.6.2 core standards of proficiency for **SCPHN** public health nurse qualification. 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.	☒	☐	☐	☐
2.7	Set out the content necessary to meet the programme outcomes for each intended field of: 2.7.1 **SCPHN** practice: health visiting, school nursing, occupational health nursing and/or **SCPHN** public health nursing, 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.	☒	☐	☐	☐
2.8	Ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies.	☒	☐	☐	☐
2.9	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	☒	☐	☐	☐
2.10	Ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language.	☐	☐	☐	☒
2.11	Ensure programmes are: 2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended **SCPHN or** community nursing **SPQ** award. 2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.	☒	☐	☐	☐

Curriculum requirements

The programme meets the minimum requirement of 45 weeks in theory and practice, and this is spread across a full calendar year of 52 weeks. The programme for part-time students is spread over two calendar years (104 weeks). There are 90 days' theory and 135 days' practice learning providing a 40:60 ratio of theory to practice.

> The programme is 120 credits at Level 7 and consists of four 20-credit modules, one 40-credit module and a non-credit bearing module which is assessed via the Practice Assessment Document (ADNE-PAD). All elements must be passed to achieve the award.

Findings

9. The visitor team reviewed a range of evidence for this standard including the SPQ Rationale and Critical Commentary, staff CVs, Staff Replacement Flowchart, the programme handbook and specification, PA and PS handbook, the ADNE-PAD and the NM7088 module descriptor.

10. The visitor team heard more about the development and structure of the programme during the programme team's presentation and discussed this standard further with the programme team, senior managers, PSC representatives, Practice Learning Partners (PLPs), PSs and PAs, and former students.

11. In reviewing Standard 2.1, the visitor team considers that the UoC continues to meet the NMC standards framework for nursing and midwifery education. The programme team outlined at the visit how the entire programme has been co-produced with PSCs, students and PLPs. The visitor team heard about the Ideas Project which is a consultative project aimed at gathering feedback from stakeholders and developing and decolonising the curriculum to reflect diversity, equality and cultural competence. The visitor team heard confirmation of co-production from all the groups it met during the visit. This included details of the design and development stakeholder days, examples of PSC and PLP involvement in curriculum planning, simulation, teaching, case studies and assessment and how the ADNE-PAD has been reviewed by the Focus on Involvement group (PSC group) during its development.

12. With respect to staffing, the visitor team queried the level of resources and whether this is sufficient to meet the needs of the programme and students. The visitor team heard from senior managers about contingency plans if the programme lead is unavailable and identified that there is a deputy programme lead. The visitor team heard that the UoC made the decision to defer entry to the new programme from January to September 2025 in order to recruit the required staff. Both the programme team and senior managers concurred that they can draw on other members of the wider school who have the SPQ qualification, that there are alumni who are keen to teach on the programme, and that there is a bank of 30 visiting lecturers who can also teach on the programme.

13. The visitor team queried why the module descriptor for NM7088 (V300) did not have an allocated module leader and heard that as the module runs several times per year there are multiple qualified module leaders who are allocated as required in accordance with teaching load allocations.

14. In reviewing Standard 2.2, the visitor team considers that the UoC continues to meet the NMC Standards for Student Supervision and Assessment (SSSA). The signed Practice Placement Agreements clearly outline the responsibility of PLPs in respect of SSSA, while the PA and PS handbook sets out the roles and responsibilities of the PAs, PSs and AAs. All PAs and PSs have completed a period of preceptorship and receive training and support from the UoC. An example of the timetables and training was provided with the evidence. The PLPs at the visit confirmed that they had sufficient numbers of PAs and PSs and that they regularly review the list of all PAs and PSs within the Trusts using electronic HR systems. Students at the visit stated that they had not experienced any problems with obtaining a PA and were allocated both a PA and PS for each placement experience.

15. With respect to prescribing, the visitor team heard from both PLPs and former students that, where necessary, additional V300 qualified PAs and PSs are allocated to students to cover this element of the programme. The visitor team heard that, while there are enough SPQ PAs who hold both the SPQ and V300 qualifications, not all SPQ District Nurses do and many of these are currently taking the V300 themselves. There are, however, V300 qualified staff within the Trusts that will act as PAs, such as the Hospital at Home team, Advanced Clinical Practitioners, Complex Care practitioners, Nurse Consultants, and GP colleagues.

16. In reviewing Standard 2.3, the visitor team considers that the UoC continues to meet the NMC Standards for prescribing programmes. The 40-credit Advancing Independent and Supplementary Prescribing in Practice module (NM7088 which leads to the V300 annotation) was reviewed by the visitor team who considered that the programme learning outcomes comply with the standards for prescribing programmes. The SSSA element of the prescribing standards has been addressed in the discussion of Standard 2.2. above.

17. In considering Standard 2.4, the visitor team reviewed the programme handbook and programme specification and confirmed that these clearly state the route for students to annotate their NMC registration in SPQ District Nursing within five years of completion.

18. In relation to the V300 annotation, the visitor team queried why the NM7088 module descriptor did not state that this module leads to the V300 annotation. The programme team explained that this is a shared module across different programmes and is approved by more than one professional body and this has led to issues regarding referencing the V300 annotation in the module descriptor. The visitor team felt there should be ways to make the V300 clear and unambiguous on the module descriptor and the UoC has recommended that the presentation of the NM7088 module descriptor is reviewed which was endorsed by the team. The visitor team therefore made the **recommendation (R1)** that the UoC should consider improving the presentation of Module NM7088 (Advancing Independent and Supplementary Prescribing in Practice) to ensure that it is clear and unambiguous, including which professional qualifications this leads to in different programmes.

19. While the visitor team considered the route to annotation for the V300 qualification could be clearer in the module descriptor it was satisfied that as V300 is stated in both the programme title and programme specification that this standard is met.

20. In considering Standards 2.5, 2.6 and 2.7, the visitor team reviewed the programme specification and handbook, all module descriptors, and the practice assessment document (or PAD). The UoC uses the Association of District Nurse and Community Nurse Educators PAD known as the ADNE-PAD. The visitor team considers that the programme learning outcomes adequately reflect the standards of proficiency for SPQ District Nursing and that there is clear mapping between module and programme learning outcomes; the general and professional content necessary to meet the standards of proficiency for the SPQ have been tailored appropriately to the field of District Nursing; and that the programme and module descriptors set out the content necessary to meet the programme learning outcomes.

21. In reviewing Standards 2.8 and 2.9, the visitor team established from the programme documentation that there is a 40:60 ratio of theory to practice (90 days and 135 days respectively) and that there is a variety of learning, teaching and assessment strategies in place. The theory opportunities include classroom-based learning, online seminars, scenario-based learning, problem-based learning, case-based

learning, collaborative and team-based learning, directed and self-directed learning and simulation-based learning.

22. Module descriptors provide a detailed account of how each module is delivered and the learning opportunities which will be provided. Modules are designed and delivered in accordance with the Framework for Higher Education Qualifications using credit-level descriptors.

23. Prior to the visit, the visitor team requested further details of the role of simulation within the programme and the infrastructure to support its development. The visitor team heard from the UoC that it has a faculty SIM coordinator who works with programme teams to embed simulation within templated sessions across the faculty. The coordinator manages a team of simulation demonstrators and associate lecturers who design and deliver programme-specific sessions alongside programme teams. The simulation environment covers acute hospital environments such as ICU and wards, as well as community and home settings.

24. The SPQ District Nursing programme is designed to equip students with a comprehensive set of digital skills that are vital in the modern healthcare landscape. In recognition of the growing importance of integrated care, the need for improved digital communication and shared systems is emphasised throughout the curriculum, to give students an understanding of how these tools underpin collaborative healthcare practices.

25. Module NM7264 (Advanced Level Consultation and Decision Making to Formulate Differential Diagnosis) uses the UoC's simulation suite, supporting students to have 'real life' experiences of various conditions and presentations while in a safe learning environment.

26. Through a request for further information, the visitor team was able to establish that simulated learning is part of theoretical learning only and does not replace clinical practice hours. The module descriptors and timetables for both NM7264 & NM7088 demonstrate 14 full-day sessions of seven-and-a-half hours which equate to 105 hours of simulation practice-based learning across these two modules. The technology utilised includes automated manikins linked to IT systems to replicate patient conditions that students are likely to have to assess and treat in the community, while the interactive virtual reality cave provides a realistic environment for students to complete patient assessments.

27. During the visit, the visitor team explored simulated learning further and the programme team offered some examples of simulated learning which test a student's ability to make professional judgements about making referrals or calling for paramedic support, such as a safeguarding issue or an emergency in a community setting. The visitor team heard from the PSC representatives that they actively contribute to the development of scenarios and have the opportunity to be involved in the delivery of simulated learning.

28. To enhance the student experience through use of the wider expert teaching and learning, the programme team encourages interprofessional working and leadership. The programme design enables joint teaching with the SCPHN programme. This provides a greater integration of professional skills from which students on both programmes can benefit.

29. In reviewing Standard 2.11, the visitor team considers that the programme length of 45 programmed weeks of theory and practice for full-time students and 90 weeks for

part-time students is sufficient to support the achievement of all proficiencies and programme learning outcomes.

30. Based on the information made available, the visitor team considers that the UoC has in place appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
3.1	Ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or self-funded.	☒	☐	☐	☐
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.	☒	☐	☐	☐
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.	☒	☐	☐	☐
3.4	Ensure that practice learning complies with the NMC Standards for student supervision and assessment.	☒	☐	☐	☐
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.	☒	☐	☐	☐
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.	☒	☐	☐	☐

Practice learning requirements

> Practice learning requirements are a total of 135 days. Simulation is not used in place of practice learning hours.

Findings

31. The visitor team reviewed a range of evidence for this standard including the Safeguarding Policy, the Students' Escalating Concerns from Placement Policy, the ADNE-PAD, the SPQ Service User Handbook, Staff CVs, and signed practice placement agreements.

32. The visitor team heard more about the organisation and supervision of practice placements in the programme team's presentation and discussed this standard further with senior managers, the programme team, PSC representatives, PLP managers, PSs and PAs, and former students.

33. In reviewing Standards 3.1, 3.2 and 3.4, the visitor team considers that the UoC has in place suitable and effective arrangements and governance for practice learning for all students and is compliant with the standards for student supervision and assessment (SSSA).

34. During the visit, senior managers explained that Care Quality Commission (CQC) reports are reviewed every month by the QA team within the school and any issues are reported to the Dean. There is an escalation process in place through to Director of Nursing level within the Trusts. The senior managers also confirmed that audits of the placement organisations (for example a hospital) take place every three years and that audits of individual placements within an organisation (for example, a ward) are undertaken should an issue arise.

35. Arrangements for PLT are reported under Standard 1.5 (above), compliance with SSSA is reported under Standard 2.2 (above) and arrangements for securing placements for, and the admission of, students who are self-employed and/or self-funded are provided under Standard 1.4 (above). The programme team and the PLPs confirmed that once on course, the arrangements for supervision and assessment of all students in practice learning is the same.

36. In reviewing Standard 3.3, the visitor team considers that the practice learning opportunities available will allow students to develop, progress and meet all the standards of proficiency for the Specialist Practitioner - District Nursing with integrated Independent and Supplementary Prescribing (V300). The signed placement agreements cover a range of organisations and Trusts offering a wide variety of placement opportunities. UoC offers diverse practice learning opportunities covering various SCPHN fields (for example health visiting, school nursing) and community nursing fields (for example district nursing, general practice nursing). This variety allows students to meet the full scope of proficiencies required for their intended field. Students gain experience across different areas, supported by the programme team's efforts to align these experiences with proficiency standards. PSCs are engaged through PSC days and stakeholder events, contributing to programme relevance by participating in simulations, teaching, and assessments.

37. In reviewing Standard 3.5, the visitor team considers that the UoC takes appropriate account of students' individual learning needs and personal circumstances when allocating practice learning including making reasonable adjustments for students

with disabilities. From discussions with the programme team and former students it was evident that the UoC takes account of individual student needs, adjusting placements and learning environments to address personal circumstances. Reasonable adjustments, particularly for students with disabilities, are considered when assigning placements. The UoC facilitates pathways for students joining with prior experience or credits (APL), using APL coordinators to integrate these students effectively. A bridging module is also offered to ease the transition to Level 7 study, further accommodating students from diverse backgrounds.

38. In reviewing Standard 3.6, the visitor team explored with the programme team, PSCs, PLPs and former students how learning experiences are tailored to a student's stage of learning and proficiencies to enable students to demonstrate overall proficiency and meet the programme learning outcomes. Stakeholders, including students and PSCs, provide input to tailor module content and ensure that programme learning outcomes match real-world needs. Former students noted the programme's flexibility, which allowed them to pursue experiences outside their own teams for broader exposure. At the trimester meetings between PSs, PAs and students, student progress is evaluated, and future learning experiences are planned to align with students' individual learning stages and proficiency requirements. The UoC has implemented touchpoints and issue-raising mechanisms to track progress, facilitating proactive planning to ensure that any deficiencies that could impact on proficiency attainment are addressed.

39. Based on the information made available, the visitor team considers that the UoC has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

Standard 4: Supervision and assessment

	Approved education institutions, together with practice learning partners, must:	Met	Not met	Met after conditions	Not applicable
4.1	Ensure student support, supervision, learning, and assessment complies with the NMC Standards framework for nursing and midwifery education.	☒	☐	☐	☐
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.	☒	☐	☐	☐
4.3	Ensure practice supervision, the assessment of practice and academic assessment complies with the NMC Standards for student supervision and assessment.	☒	☐	☐	☐
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	☒	☐	☐	☐
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**.	☒	☐	☐	☐
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.	☒	☐	☐	☐
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:	☒	☐	☐	☐

	4.7.1 their intended field of **SCPHN** practice: health visitor, school nurse, occupational health nurse, 4.7.2 **SCPHN** public health nurse, 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 4.7.4 other specified field(s) of community nursing **SPQ** in health and social care.				
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.	☒	☐	☐	☐
4.9	Assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to: 4.9.1 their intended field of **SCPHN** practice: health visitor, school nurse, occupational health nurse, 4.9.2 **SCPHN** public health nurse practice, 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 4.9.4 other specified field(s) of practice for the community nursing **SPQ** in health and social care.	☒	☐	☐	☐

Findings

40. The visitor team reviewed a range of evidence for this standard including staff CVs, signed practice agreements, the ADNE-PAD, the programme specification and the PA and PS handbook. The visitor team heard more about the approach to student supervision and assessment as part of the programme team's presentation and discussed this standard further with the programme team, PLPs, PSs, PAs and former students.

41. In reviewing Standards 4.1 and 4.3, the visitor team considers that the UoC is compliant with both the Framework for nursing and midwifery education and the Standards for student supervision and assessment. Compliance in both has been reported under Standards 2.1, 2.2, 3.2 and 3.4 above.

42. In reviewing Standard 4.2, the visitor team considers that the approach to the education and training of PSs, PAs and AAs to support student learning and assessment is clearly outlined in the PA and PS handbook and in the ADNE-PAD. Discussion with the programme team, PLPs, PAs and PSs provided further corroboration that the UoC, along with its practice partners, has taken a collaborative approach to training and supporting PSs, PAs and AAs. This includes shared governance, resource planning, and regular feedback mechanisms. Both PAs and PSs are involved in updates and training, as well as consultations about the programme. Faculty members have a deep understanding of their roles in supporting both SCPHN and community nursing SPQ students, ensuring that necessary expertise and preparation are maintained.

43. In reviewing Standards 4.4 and 4.5, the visitor team considers that the qualifications and experience required for the roles of PA, PS and AA are clearly articulated in the PA and PS handbook and the ADNE-PAD and that CVs the visitor team reviewed provide evidence that those appointed have the requisite qualifications and experience including an appropriate period of preceptorship or by demonstrating prior learning and relevant assessor experience. PAs and AAs are involved in ongoing training and to ensure they are able to conduct fair and reliable assessments of SPQ DN students. PAs and PSs confirmed that training for the new ADNE-PAD is planned and that they have been involved in the development of the associated documentation for the PAD.

44. In reviewing Standard 4.6, the visitor team heard from former students and PLPs that students are assigned a PA who is an experienced community SPQ nurse. The visitor team asked the PLPs to describe what would happen in the event that the same individual is required to act as PA and PS to a student. The visitor team was satisfied that this is a rare occurrence and in the event that this should be necessary the PLPs share the reasons for this with the UoC to ensure that the incident is recorded and management of any potential conflict of interest is agreed and documented.

45. In reviewing Standard 4.7, the visitor team heard from former students that they received regular feedback throughout their programme to aid in their learning and development and had adequate opportunities to feed back any concerns. Former students reported that they felt their feedback was listened to and acted upon. PLPs noted structured touchpoints for feedback, as well as examples of constructive discussions with students, which help students progress toward meeting proficiency and programme outcomes.

46. In reviewing Standards 4.8 and 4.9, the visitor team noted that the UoC uses the NMC-approved ADNE-PAD to record and assess SPQ proficiencies.

47. Based on the information made available, the visitor team considers that the UoC has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
5.1	Ensure that the minimum academic level for **SCPHN** and community nursing **SPQ** is at postgraduate masters' level.	☒	☐	☐	☐
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.	☐	☐	☐	☒
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.	☒	☐	☐	☐
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.	☒	☐	☐	☐
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.	☒	☐	☐	☐

Findings

48. The visitor team reviewed a range of evidence for this standard including the programme handbook, programme specification and module descriptors.

49. In considering Standards 5.1, 5.3, 5.4 and 5.5, the visitor team confirms that the programme handbook and programme specification both state that the programme is made up of 120 credits at Level 7 and that all elements must be passed. Additionally, the module descriptors all carry a prefix of 7 to denote they are Level 7.

50. The Prescribing (Level 7) Programme Handbook introduces the student to the concept of a personal formulary, with detailed guidance and an associated template. Further detail is provided in this document in relation to regulatory requirements, including that 'Registered prescribers must only prescribe from the formulary that they are qualified to prescribe from and within their competence and scope of practice'.

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