



# **Nursing and Midwifery Council Quality Assurance Review**

**Programme Approval Report for:**

**Post-registration qualifications leading to:**

**Specialist Community Public Health Nurse – School  
Nurse**

**Specialist Community Public Health Nurse – Health  
Visiting**

**Specialist Community Public Health Nurse –  
Occupational Health Nurse**

**University of Suffolk**

**November 2024**

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## Key institutional and programme details

<b>Name and location of Approved Education Institution (AEI)</b>		University of Suffolk Waterfront Building 19 Neptune Quay Ipswich IP4 1QJ		
<b>AEI institution Identifier [UKPRN]</b>		10014001		
<b>Name and location of academic delivery partner(s) if not the AEI/EI noted above</b>		Not applicable		
<b>Name of employer partners</b>		Not applicable		
<b>Approval type</b>		Programme approval		
<b>Name of programme</b>				
<b>NMC Programme Title</b>	<b>AEI/EI Programme Title (in full)</b>	<b>Academic level</b>	<b>Full-time</b>	<b>Part-time</b>
Specialist Community Public Health Nurse – School Nurse	Postgraduate Diploma in Specialist Community Public Health Nursing (School Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist Community Public Health Nurse – Occupational Health Nurse	Postgraduate Diploma in Specialist Community Public Health Nursing (Occupational Health Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist Community Public Health Nurse – Health Visiting	Postgraduate Diploma in Specialist Community Public Health Nursing (Health Visiting)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Interim awards available (only required if leading to NMC registration)</b>				
There are no interim awards for this qualification that lead to NMC registration				
<b>Proposed programme start date</b>	3 February 2025			
<b>Standard(s) under assessment</b>	<input checked="" type="checkbox"/> Part 2: Standards for student supervision and assessment			

	<p><input checked="" type="checkbox"/> Part 3: Standards for post-registration programmes</p> <p>Note that the AEI has taken a programme centred approach to Part 2: Standards for student supervision and assessment and therefore Part 2 has been reviewed, in the context of this programme, through this current review.</p>
<b>Date of visit</b>	11 November 2024
<b>Visitor team</b>	<p>Registrant Visitors: Professor Kay Mafuba, Mrs Elaine Tabony</p> <p>Lay Visitor: Mr Mark Langley</p>

## 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) 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.

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

The conjoint visit with the AEI approval panel took place on 11 November 2024.

### Context for the review

The University of Suffolk (UoS) has offered the NMC-approved programmes Specialist Community Public Health Nurse – School Nurse (SCPHN – SN) and Specialist Community Public Health Nurse – Health Visiting (SCPHN – HV) since 2007. Initially the programmes were offered through University Campus Suffolk until 2016 when the University of Suffolk was established.

This review was conducted to approve the two existing programmes against the revised 2022 NMC Standards for Post-registration programmes and approve the introduction of a third pathway of Specialist Community Public Health Nurse – Occupational Health Nurse (SCPHN – OHN).

The previously approved programmes are not currently being delivered and, as a result, current SCPHN students were not available to meet for the review. However, students from other cognate courses were able to participate, including final year students from pre-registration nursing (children's and adult nursing fields) and second year pre-registration midwifery students.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI 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.

Where Part 2: Standards for Student Supervision and Assessment are reviewed simultaneously with Part 3: Standards for post-registration programmes, the associated summary of findings is recorded as Annexe 1.

## Conditions and recommendations

The **provisional judgement** (following the visit and prior to the consideration of the AEI'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/EI only
C1	The University in conjunction with its PLPs must provide documentary evidence to confirm how non-NHS, self-funded and self-employed students are fully supported from recruitment through to completion and how this aligns with NHS and other funded students.	1.3, 3.1	NMC	
C2	Revise the Practice Assessment Document (PAD) Guidance and the Practice Statement of Compliance to ensure that all students receive equitable support and protected learning time through their programme.	1.5, 3.1	NMC	
C3	To update the documentation to ensure: a) that all links work, and b) the accuracy of information.	N/A		AEI
<b>Date for all conditions to be met to meet intended delivery date</b>		2 December 2024		

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

## Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI/EI only
R1	To further integrate sector-based organisations representing the 0-19 age group and working occupational health professionals within the Health Voices Group and into course delivery, including at applicant interviews.	N/A		AEI

R2	To liaise with the subject librarian to review reading lists and access to material.	N/A		AEI
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Recommendations are to be addressed and reported in the annual self-assessment report.

## Response to conditions

Response to conditions				
No.	Condition details	Findings		
C1	The University, in conjunction with its PLPs, to provide documentary evidence to confirm how non-NHS, self-funded and self-employed students are fully supported from recruitment through to completion and how this aligns with NHS and other funded students.	<p>The response to Condition C1 was received on 26 November 2024. The following revised documents were uploaded to QA Link and reviewed by the visitor team:</p> <ul style="list-style-type: none"> <li>• Recruitment Flowchart for Self-funders</li> <li>• Self-funding Applicant Considerations</li> <li>• University of Suffolk and Practice Partner Agreement.</li> </ul> <p>The visitor team found that the revised documentation fully articulates the governance arrangements for non-NHS, self-funded and self-employed students from recruitment through to completion and that this aligns with the arrangements for NHS and other funded students.</p> <p>The visitor team therefore considers that for Condition C1, UoS has fully addressed the requirements of the condition.</p>		
C2	Revise the Practice Assessment Document (PAD) Guidance and the Practice Statement of Compliance to ensure that all students receive equitable support and protected learning time through their programme.	<p>The response to Condition C2 was received on 26 November 2024. The following revised documents were uploaded to QA Link and reviewed by the visitor team:</p> <ul style="list-style-type: none"> <li>• PAD Health Visiting Document</li> <li>• PAD Occupation Health Nursing Document</li> <li>• PAD School Nursing Document</li> <li>• PgD SCPHN Course Handbook</li> <li>• PgD SCPHN Year Planner</li> <li>• SCPHN PAD Guidance</li> <li>• Signed Statement of Compliance (SCPHN) Suffolk County Council 2024</li> <li>• University of Suffolk and Practice Partner Agreement.</li> </ul> <p>The visitor team found that the Practice Learning Partner Agreement is now clear, and UoS has referenced the link for protected learning time in accordance with the NMC in the course handbook.</p> <p>The visitor team therefore considers that for Condition C2, UoS has fully addressed the requirements of the condition.</p>		

The visitor team reviewed in full the response(s) and evidence from the AEI/EI 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.

The conditions set by the AEI that are not directly related to individual NMC standards are reported here.

<b>Response to AEI only conditions</b>		
No.	Condition details	Findings
C3	To update the documentation to ensure: a) that all links work, and b) the accuracy of information	The final UoS programme approval document, signed by the Chair confirming that the internal condition of validation has been met, was uploaded to QA Link on 26 November 2024, along with a range of updated programme documentation.

The visitor team considers that all conditions have been satisfactorily addressed resulting in the visitor 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 AEI 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	<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 <b>SCPHN</b> programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 <b>SPQ</b> 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 reviewed a range of evidence for this standard including the admissions policy, definitive course records, course handbook, a self-funding agreement for students, practice assessment document guidance, the practice statement of compliance and the developmental commentary.
2. In reviewing Standards 1.1 and 1.2, the visitor team considers that the three definitive course records made available provide clear evidence that the stated entry requirements meet the standards. There is a clear process for the development of applicants who have not yet achieved 120 credits at Level 6 to demonstrate recognition of prior learning (RPL) and the opportunity to undertake a course in readiness for learning and assessment at Level 7.
3. In reviewing Standard 1.3, the visitor team considered that the definitive course records did not explain the route for self-funded or self-employed students to apply for and be supported on the programme. Further evidence was sought in the first request for additional information and a student self-funding agreement was provided. However, there was no evidence to show the agreement is tripartite or to demonstrate that Practice Learning Partners (PLPs) agree with the expectation that students are supernumerary and are allocated practice supervisors and practice assessors while on the SCPHN course.
4. The Admissions Policy and the student self-funding agreements show that NHS, non-NHS, self-employed and self-funded students are welcome to apply. During the visit, the programme team explained that placement practice opportunities are negotiated with PLPs before such students could be offered a confirmed place on the programme and an honorary training contract would be issued between student and PLP. The PLPs present during the visit confirmed this approach and acknowledged the use of honorary contracts. Responsibility for Disclosure and Barring Service (DBS) and good health and character checks are also negotiated as part of the honorary training contract, but UoS takes overall responsibility to ensure that these are completed.
5. Due to a lack of documentary evidence to confirm arrangements, the visitor team set a **condition (C1)** that UoS, in conjunction with its PLPs, provide documentary evidence to confirm how non-NHS, self-funded and self-employed students are fully supported from recruitment through to completion and how this aligns with NHS and other funded students.
6. In reviewing Standard 1.5, the visitor team considers that while protected learning time (PLT) is referenced in the statements of compliance provided, the proposed PLT is not defined in these statements or in the Practice Assessment Document (PAD) Guidance Document. The visitor team considered that the PAD guidance document and the statements of compliance must be updated to include the necessary arrangements to protect learning time and therefore set a **condition (C2)** for

UoS to revise the PAD guidance and the practice statements of compliance to ensure that all students receive equitable support and protected learning time through their programme.

7. With respect to other arrangements and governance structures to support practice learning, the visitor team was satisfied that what it heard from UoS senior managers, the programme team and senior practice staff supports meeting the remainder of Standard 1.5. This includes quarterly meetings of the Education Partnership Forum which provides support for practice learning and oversight of PLT; regular practice supervisor and practice assessor forums that are attended by the programme team; the termly meetings of the personal academic coach (similar to a personal tutor), practice assessor, academic assessor and student to discuss student practice learning and progression; and that practice staff are involved in end of programme evaluation. With regards to the new Occupational Health Nurse (OHN) field, the programme team gave assurance that the practice supervisor and practice assessor training that is already in place for SN and HV fields will be extended to the additional field.
8. In reviewing Standard 1.6, the visitor team considers that the developmental commentary clearly identifies that the programme has been developed to meet the Standards of Proficiency for SCPHN (2022) in all three pathways; the process for recognition of prior learning is robust; and the admissions policy is clear and unambiguous.
9. Based on the information made available, the visitor team considers that UoS has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met, subject to meeting Conditions C1 and C2.

## Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
2.1	<p>Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education including the confirmation of appropriately qualified and experienced people for programme delivery for:</p> <p>2.1.1 all selected fields of <b>SCPHN</b> practice and/or <b>SCPHN PHN</b> practice and/or for</p> <p>2.1.2 all selected fields of community nursing <b>SPQ</b> practice and/or in other specified fields of community nursing <b>SPQ</b> in health and social care practice</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Confirm <b>SCPHN</b> and/or community nursing <b>SPQ</b> 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 <b>SCPHN</b> register in a specific field of <b>SCPHN</b> practice: health visitor, school nurse, occupational health nurse.</p> <p>2.4.2 students to enter the <b>SCPHN</b> register for the public health nurse qualification.</p> <p>2.4.3 students to annotate their registration in a specific field of community nursing <b>SPQ</b> 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 <b>SPQ</b> 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 <b>SCPHN</b> and for the intended field(s) of <b>SCPHN</b> practice: health visiting, school nursing, occupational health nursing</p> <p>2.5.2 core standards of proficiency for <b>SCPHN</b> that are tailored to <b>SCPHN</b> public health nursing.</p> <p>2.5.3 standards of proficiency for community nursing <b>SPQ</b> 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 <b>SPQ</b> 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 <b>SCPHN</b> practice: health visiting, school nursing, occupational health nursing,</p> <p>2.6.2 core standards of proficiency for <b>SCPHN</b> 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 <b>SCPHN</b> practice: health visiting, school nursing, occupational health nursing and/or <b>SCPHN</b> public health nursing,</p> <p>2.7.2 community nursing <b>SPQ</b> 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 <b>SCPHN</b> or community nursing <b>SPQ</b> 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 consists of a total of 1,845 hours, of which 1,020 hours are theory learning spread over 23 weeks and 825 hours are practice learning spread over 22 weeks.

The ratio of theory to practice is 55:45.

## Findings

10. In considering Standard 2.1, the visitor team reviewed a range of evidence including staff CVs, practice assessment documents and practice assessment context documents for all three fields, the course handbook, definitive course records, module specifications and the SCPHN module mapping to learning outcomes and spheres.
11. The visitor team checked the CVs provided against the NMC register and confirmed that all three academic staff are registered with the NMC as Health Visitors. The visitor team heard from both the programme team and UoS's senior managers that resources have been set aside for recruiting staff to cover the delivery of SN and OHN field-specific teaching. UoS previously had SN qualified staff, but these have moved on and, as the previous programme is not running this year, UoS is waiting for NMC approval before recruiting new staff. The programme team explained that the first module is generic, and field-specific teaching will be required in the second teaching block which will provide sufficient time to onboard new staff. The visitor team also heard that practice staff will be seconded to assist in the delivery of field-specific teaching, and these have already been identified. The senior practice staff from the SN and OHN fields confirmed their support for these secondments to support the delivery of the programme.
12. The visitor team heard from the programme team about the range of co-production events and opportunities that had taken place during the design and development of the programme. These included practice assessor forums, a practice assessor and PLP consultation event, a student voice forum, stakeholder events involving OHN and SN representatives from PLPs, and meeting with the Health Voices (PSC) group. People who use services and carers (PSCs) and PLPs were able to confirm these arrangements. In addition, the visitor team heard from PLP representatives for SN and OHN that additional meetings took place on several occasions to discuss local needs and programme content. The PSCs and PLPs the visitor team met confirmed that they were provided with programme documentation to review and comment upon.
13. As a result of these co-production events, the OHN pathway was developed to address local needs. The PLPs confirmed that they have been able to contribute to adapting the curriculum, the language used to reflect that OHNs work with employees not patients, and to include the differences between NHS and in-house OHN services. During the programme team's presentation, the visitor team heard that the January 2023 cohort of students had been involved in a consultation to look at the programme structure and the PAD documentation and that from this consultation the structure has moved to block practice placements and sequential rather than concurrent study of modules. Also, during the presentation, the visitor team heard how the PSC consultation event highlighted several themes to address in curriculum and practice including continuity of care, challenging poor practice and awareness of different needs of PSCs and that these have been incorporated into the programme.
14. In reviewing Standard 2.2, the visitor team found that the practice assessment documents, practice context documents, and the course handbook clearly illustrate how the NMC Standards for Student Supervision and Assessment (SSSA) are addressed. The PADs and the practice context documents clearly explain the roles of practice supervisors, practice assessors, and academic assessors in student supervision and assessment. The practice context documents outline three practice learning periods and the progression requirements between these periods. The

PADs evidence that students are assessed across a range of practice settings and learning environments. The PADs are based on the Pan London group PAD, funded by NHS England, developed in collaboration with six AEIs, and approved by the NMC.

15. In considering Standard 2.4, the visitor team reviewed the course handbook and the developmental commentary provided by UoS both of which articulate clearly that the proposed SCPHN programme is for health visiting, occupational health nursing, and school nursing fields and will lead to a recordable registration on the specialist part of the NMC register and that students who successfully complete the programme will be awarded a postgraduate diploma in specialist community public health in one of three fields stipulated.
16. In reviewing Standard 2.5, the visitor team considers that the SCPHN module mapping document demonstrates that core and specific standards of proficiency for SCPHN are mapped to the modules and practice assessment documents for the fields of health visiting, school nursing, and occupational health nursing.
17. In reviewing Standard 2.6, the visitor team considers that the indicative content outlined in the module specifications contained in the course handbook demonstrate the core and field-specific standards of proficiency for each intended field of SCPHN practice (health visiting, school nursing, occupational health nursing) will be addressed in the programme. For example, in the health needs assessment module, all students will cover a variety of topics related to public health policy and frameworks for practice, professional practice, and evidence-based public health practice. In addition, each module specification identifies a wide range of relevant and appropriate learning resources that will be available to students. During the presentation and discussion with the programme team, the visitor team heard further details of module content, and how the three shared modules and the one field-specific module are delivered. They also heard that the online learning experience (OLE) days are field specific and enable students to apply shared learning to their fields of practice and that assessments in the research module are field specific.
18. In reviewing Standard 2.7, the visitor team found that the definitive course records set out the content necessary to meet the programme outcomes for each of the SCPHN practice: health visiting, school nursing, occupational health nursing. The visitor team also considers that the public health skills and knowledge framework sets out the programme content that underpins public health practice.
19. In reviewing Standards 2.8 and 2.9, the visitor team found that the module specifications contained within the course handbook describe how technology-enhanced learning is used extensively throughout the programme. The module specifications show that students engage in two OLE days per week, two face-to-face learning days per week and one independent learning day per week during theory learning weeks.

As part of the programme team's presentation, the visitor team was provided with a demonstration of a typical learning week on the interactive OLE. The visitor team was able to see that students are provided with a recorded introduction to each week that clearly outlines session aims, indicative content and the relevant module learning outcomes; that all sessions are recorded and can be accessed by students at any time during the programme; and that there is a discussion board and a facility for students to request and book tutorial support sessions. From this evidence, the visitor team considers that the curriculum provides an appropriate balance of theory and practice learning opportunities.

20. With regards to simulated learning, the visitor team found no reference to this in any of the documented evidence. However, at the visit, the visitor team heard that simulation facilities are available for programme delivery, and these include a community flat and virtual reality equipment. The programme team explained how UoS's 'Digipath' training at the beginning of each academic year prepares staff to use simulation facilities more effectively to deliver the programme and how they intend to use scenarios to develop skills for hard to achieve proficiencies, as well as motivational interviewing and how simulations can be recorded to support student reflections.
21. Students conveyed to the visitor team that they consider simulation is used effectively to support both theory and practice learning. They provided examples of how they practised catheterisation, administration of IVs and venepuncture using simulation and confirmed that practice supervisors and practice assessors participate in simulation activities. The students also told the visitor team that UoS provides drop-in sessions in the simulation centre for students to practise proficiencies that they do not have sufficient opportunity to practise in clinical settings and that some practice settings provide access to simulation facilities. On this basis, the visitor team considers that technology and simulation opportunities are used effectively and proportionately to support supervision, learning and assessment.
22. In consideration of Standard 2.11, the visitor team was able to ascertain from the course planner that the programme is delivered full-time over 52 weeks, of which seven weeks are annual leave. The programme consists of a total of 1,845 hours, of which 1,020 hours are theory learning spread over 23 weeks and 825 hours are practice learning hours spread over 22 weeks. The visitor team considers that the programme length meets the requirements of Standard 2.11.
23. Based on the information made available, the visitor team considers that UoS has in place the 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.  <i>[Guidance note: put N/A in next column where appropriate.]</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Ensure that practice learning complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Take account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their:  3.6.1 intended field of SCPHN practice, SCPHN PHN practice or,  3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Practice learning requirements

The programme has a requirement of 825 hours practice learning spread over 22 weeks.

## Findings

24. The visitor team reviewed a range of evidence for this standard including definitive course records, the course handbook, practice assessment documents and the Code of practice for reasonable adjustments for students.
25. In reviewing Standard 3.1, the visitor team considers that the arrangements and governance for NHS-funded students is clearly articulated in the documentary evidence. Through these documents the roles and responsibilities of practice supervisors, practice assessors and academic assessors are detailed.
26. However, the visitor team identified that the arrangements and governance for non-NHS funded students, and self-employed or self-funded students is not clearly articulated, and this is referenced in the review of Standards 1.3 and 1.5, resulting in two conditions for UoS to address (see conditions C1 and C2 above).
27. In reviewing Standard 3.2, the visitor team was unable (for reasons outlined in the executive summary) to meet with current SCPHN students to discuss whether they consider that they work in partnership with UoS and PLPs to arrange supervision and assessment that enables them to meet the Part 2: SSSA. However, the visitor team did hear from students on pre-registration programmes how they work in partnership with UoS and PLPs to arrange supervision and assessment to address their own learning needs and broaden their experience. The visitor team considers that this practice of engagement with students in planning practice placements is not limited to pre-registration programmes.
28. In considering Standard 3.3, the visitor team reviewed the course handbook and practice assessment documents. The visitor team considers that collectively these documents outline the role and responsibilities of the practice supervisors and practice assessors to facilitate and coordinate appropriate student learning experiences to ensure that students develop, progress and meet all the standards of proficiency for their intended field of SCPHN practice. The visitor team considers that the SCPHN module mapping document demonstrates that core and specific standards of proficiency for SCPHN are mapped to the modules and practice assessment documents for the fields of health visiting, school nursing, occupational health nursing and that recording these in the PADs will ensure that all the standards of proficiency are addressed.
29. The PADs guide students, practice assessors and practice supervisors on the type of evidence expected to demonstrate proficiencies in the PAD. Students identify their learning needs at the start of each learning period through a review of strengths, challenges, opportunities and barriers to learning and this is discussed and agreed with the practice supervisor and practice assessor. The evidence students record in the PAD is assessed and must be able to demonstrate all the proficiencies by the end of the course programme.
30. In considering Standard 3.4, the visitor team reviewed the course handbook and the three practice assessment documents. Compliance with Standard 3.4 is addressed under Standard 2.2 above and in Annex 1: Explanation of findings for Part 2: SSSA.

31. In considering Standard 3.5, the visitor team reviewed UoS's Code of practice for reasonable adjustments and considers there to be a robust process for the provision of reasonable adjustments. The visitor team heard from students how UoS takes account of individual learning needs and makes reasonable adjustments. The students also offered the view that UoS is supportive of any challenges faced in practice.
32. In considering Standard 3.6, the visitor team reviewed the course handbook and the three PADs. The visitor team considers that the evidence students provide in the PADs for each pathway will confirm whether the student is meeting both core and service-specific proficiencies. Confirmation of achievement of all proficiencies is provided by the practice assessor and the academic assessor. The regular meetings documented in the PAD support students to identify learning needs and experiences. There is a clear communication process for students and the practice supervisor and practice assessor to communicate concerns and support the student through this process. There are three distinct learning periods where students self-assess their learning needs leading to a learning agreement which is both formatively and summatively assessed in each learning period.
33. Based on the information made available, the visitor team considers that UoS has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met, subject to meeting Conditions C1 and C2.

## Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
4.1	Ensure student support, supervision, learning, and assessment complies with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Liaise, collaborate, and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support <b>SCPHN</b> and community nursing <b>SPQ</b> student learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure practice supervision, the assessment of practice and academic assessment complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Ensure practice supervisors:  4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as <b>SCPHN</b> or community nursing <b>SPQ</b> 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 <b>SCPHN</b> or community nursing <b>SPQ</b> 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 <b>SCPHNs</b> or community nurses with a <b>SPQ</b> 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 <b>SCPHN</b> and/or community nursing <b>SPQ</b> .	<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 <b>SCPHN</b> or community <b>SPQ</b> 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 <b>SCPHN</b> /community nursing <b>SPQ</b> 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 <b>SCPHN</b> practice: health visitor, school nurse, occupational health nurse,</p> <p>4.7.2 <b>SCPHN</b> public health nurse,</p> <p>4.7.3 their intended <b>SPQ</b> 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 <b>SPQ</b> in health and social care.</p>				
4.8	Ensure all <b>SCPHN</b> proficiencies and/or community nursing <b>SPQ</b> proficiencies are recorded in an ongoing record of achievement which confirms <b>SCPHN</b> and/or community nursing <b>SPQ</b> 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 <b>SCPHN</b> practice: health visitor, school nurse, occupational health nurse,</p> <p>4.9.2 <b>SCPHN</b> public health nurse practice,</p> <p>4.9.3 their intended <b>SPQ</b> 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 <b>SPQ</b> in health and social care.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Findings

34. The visitor team reviewed a range of evidence for this standard including the course handbook, practice assessment documents and practice assessment context documents.
35. In reviewing Standard 4.1, the visitor team considers that the approach to supervision and assessment complies with Part 1: Standards for nursing and midwifery education and that this has been addressed in the narrative on Standard 2.1 above.
36. In reviewing Standard 4.2, the visitor team considers that the evidence presented for Part 2: SSSA demonstrates that UoS has a strategy for the preparation and ongoing support for all practice supervisors, practice assessors, and academic assessors in collaboration with other AEIs and their PLPs in the region. The visitor team heard from the programme team and the PLPs that in addition to generic preparation and support for practice supervisors, practice assessors, and academic assessors, collaborative SCPHN programme-specific workshops are planned for practice supervisors and practice assessors, and that these workshops will focus on the use of the SCPHN PADs. The programme team outlined the staff training available, which includes equality and diversity, programme-specific academic coaching and attendance monitoring, as well as academic assessor role requirements. Senior university and senior practice staff confirmed their support for further collaborative development of practice supervisors and practice assessors in OHN and SN.

37. In reviewing Standards 4.3, 4.4, 4.5 and 4.6, the visitor team reviewed the narrative in QA Link along with the course handbook, the three PADs, the three practice assessment context documents and considers that these documents collectively outline processes for ensuring that practice supervision, and practice and academic assessment complies with Part 2: SSSA. An external examiner is identified in the course handbook and their role in the assessment of practice and in the confirmation of grades is clear in the course handbook.
38. The narrative in QA Link explains the process of preceptorship locally but the visitor team found no other documentary evidence of this. However, the visitor team heard from senior practice staff that PLPs maintain registers for practice supervisors and practice assessors and that all practice supervisors and practice assessors undergo six months preceptorship with competency-based assessments that is in line with the NMC principles of preceptorship. The practice assessors and practice supervisors were able to confirm that they had undertaken a period of preceptorship. Senior practice staff provided assurance that practice supervisors' and practice assessors' experience in supporting and/or assessing SCPHN students forms part of the process of allocating practice supervisors and practice assessors.
39. In reviewing Standard 4.6, the visitor team considers that the PADs detail how UoS and PLPs ensure that students are assigned to practice assessors with the appropriate qualifications and experience. The visitor team found that the course handbook clearly explains that practice assessors are expected to be able to make judgements about the competency of students and be accountable to the NMC for such judgements. The QA Link narrative states that most practice assessors are very experienced and have been undertaking this role for several years apart from a very small minority who have achieved at least one year of practice in the role. The programme team, senior university staff, and senior practice staff demonstrated their understanding of the process they will follow, and the evidence they will require, to demonstrate exceptional circumstances where one person will act as both practice supervisor and practice assessor. They explained that exceptional circumstances are discussed at the educational partnership forum that meets quarterly, and that any occurrence of exceptional circumstances is reported to the NMC through exceptional and annual reporting mechanisms.
40. In reviewing Standard 4.7, the visitor team found evidence in the course and practice assessment documents that students will be provided with both formative and summative feedback using a variety of methods. Academic staff annotate and highlight academic errors, and/or areas which require improvement including field-specific content when providing both formative and summative feedback for theory assessments. Students are provided with marking criteria in programme documentation to enable them to review their own work before submitting. Feedback is used to encourage and advise students to seek either extra tutorial support from academic staff or are signposted to learning support services as appropriate.
41. During practice learning, students receive formative feedback through the initial and midpoint interviews. Summative feedback is provided during the final interview. Both formative and summative feedback is documented in the PAD. PADs provide opportunities for action plans to be put in place where students require additional support.
42. The visitor team heard from students that they receive formative and summative assessment feedback to theory assessments. Students confirmed that, while in practice, they receive regular feedback from practice supervisors, practice assessors, and practice education facilitators. The PSCs who attended the approval visit

confirmed that they provide students with feedback during simulation role plays and during student presentations.

43. In reviewing Standards 4.8 and 4.9, the visitor team found that all SCPHN proficiencies (generic and field specific) are individually recorded and assessed through the three PADs. There are regular progress review meetings that involve the student, practice supervisors, practice assessors and academic assessors. The PADs have a practice assessor's end of programme approval form and academic assessor's end of programme approval form that confirms SCPHN proficiencies have been met.
44. The PAD guidance outlines moderation processes that involve practice assessors, the course team, and academic assessors. The external examiner reviews both theory and practice assessments before they are presented at the assessment board for ratification of results and confirmation of award for the intended field of SCPHN practice. Upon confirmation of award the course leader confirms the health and good character of students before recommending registration to the NMC on their intended field of practice in part three of the NMC register.
45. Based on the information made available, the visitor team considers that UoS 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 <b>SCPHN</b> and community nursing <b>SPQ</b> 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 <b>SCPHN</b> 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 <b>SPQ</b> 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 <b>SCPHN</b> and/or community nursing <b>SPQ</b> student that following successful completion of an NMC approved programme of preparation for <b>SCPHN</b> or community nursing <b>SPQ</b> , 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 <b>SCPHN</b> and/or community nursing <b>SPQ</b> 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

46. In reviewing Standards 5.1 and 5.2, the visitor team was able to identify that the definitive course records in combination with the course handbook clearly state throughout that the programme is 120 credits at Level 7 and that all credits must be passed for successful completion. The course handbook is clear that students must register their **SCPHN** award within five years of successful completion.
47. Based on the information made available, the visitor team considers that UoS has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

## Annexes

### Annexe 1: Explanation of findings for Part 2: Standards for student supervision and assessment

UoS takes a programme approach to Part 2: Standards for student supervision and assessment. The visitor team considered six standards were in scope to review, in the context of the programme proposal, and the team's findings are recorded below.

#### Effective practice learning

##### Standard 1: Organisation of practice learning

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not Met	Met after conditions
1.2	Practice learning complies with specific programme standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Practice learning is designed to meet proficiencies and outcomes relevant to the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Findings

1. The visitor team reviewed a range of evidence for this standard including the course handbook, the three practice assessment documents, and the three practice assessment guidance documents.
2. The visitor team reviewed compliance with Standards 1.2, 1.3 and 1.10 in detail simultaneously with the review of the practice learning standards in Part 3 (Part 3: 3.1, 3.2, 3.3, 3.5 and 3.6). The visitor team's findings are reported in full in the Part 3 report above.
3. Based on the information made available, the visitor team considers that UoS has in place the appropriate arrangements for Standard 1: Organisation of practice learning to enable the NMC standards to be met.

### Standard 3: Practice supervisors: role and responsibilities

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:		Met	Not met	Met after conditions	Not applicable
3.2	Support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

4. The visitor team reviewed a range of evidence for this standard including the course handbook, the three practice assessment documents, the three practice assessment guidance documents and the supporting narrative in QA Link under Part 3: 4.6.
5. The visitor team found that the course handbook clearly explains that practice supervisors are expected to be able to make judgements about the competency of students and be accountable to the NMC for such judgements. The narrative in QA Link states that most practice supervisors are very experienced and have been undertaking this role for several years. The visitor team heard from senior practice staff how they maintain registers for practice supervisors with relevant experience for the SCPHN programme. The programme team explained how preparation for practice supervisors and practice assessors will be undertaken in collaboration with PLPs on an ongoing basis to ensure practice staff are appropriately prepared for their roles for them to support and assess students in their chosen fields of practice.
6. Based on the information made available, the visitor team considers that UoS has in place the appropriate arrangements for Standard 3: Practice supervisors: roles and responsibilities to enable the NMC standards to be met.

## Assessment of students and confirmation of proficiency

### Standard 6: Assessor roles

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not met	Met after conditions	Not applicable
6.5	Specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are NMC registered SCPHNs with appropriate equivalent experience for the student's field of practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7	Students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

7. The visitor team reviewed a range of evidence for this standard including the three practice assessment documents and the three practice assessment guidance documents.
8. In considering Standards 6.5 and 6.7, the visitor team found that the practice documentation clearly states that SCPHN students are assigned to practice and academic assessors who are registered SCPHNs with appropriate equivalent experience for the student's field of practice. The visitor team heard that UoS's placements administration team organises placement allocations, and maintains records of the allocation of practice supervisors, practice assessors and academic assessors. Senior PLP representatives informed the visitor team that they carry out regular audits of placement capacities and staff supervision and assessment capabilities in the practice areas and that the audits are presented to the quarterly meetings of the education partnership forum.
9. Based on the information made available, the visitor team considers that UoS has in place the appropriate arrangements for Standard 6: Assessor roles to enable the NMC standards to be met.

QAA2916 – R14795 – May 25

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