



Nursing and Midwifery Council Quality Assurance Review

Programme approval visit report for:

Post-registration qualifications leading to:

Specialist Community Public Health Nurse – School Nurse

Specialist Community Public Health Nurse – Health Visiting

University of South Wales

November 2024

Contents

Key institutional and programme details.....	1
Executive summary	3
Conditions and recommendations	4
Conditions	4
Recommendations for enhancement	5
Response to conditions	5
Explanation of findings for Part 3.....	6
Standard 1: Selection, admission, and progression.....	6
Standard 2: Curriculum.....	9
Standard 3: Practice learning	15
Standard 4: Supervision and assessment.....	18
Standard 5: Qualification to be awarded	23

Key institutional and programme details

Name and location of Approved Education Institution (AEI)		University of South Wales Pontypridd Mid Glamorgan CF37 1DL Wales		
AEI institution Identifier		10007793		
Name and location of academic delivery partner(s) if not the AEI noted above		Not applicable		
Name of practice learning/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
SCPHN Specialist Community Public Health Nurse – School Nurse	Post Graduate Diploma Specialist Community Public Health Nursing - School Nursing	England, Wales, Northern Ireland ☒ Level 7 Scotland ☐ Level 11	☒	☒
Specialist Community Public Health Nurse – Health Visiting	Post Graduate Diploma Specialist Community Public Health Nursing - Health Visiting	England, Wales, Northern Ireland ☒ Level 7 Scotland ☐ Level 11	☒	☒
Interim awards available (only required if leading to NMC registration)				
NMC Programme Title	AEI Programme Title (in full)	Academic level(s)	Full-time	Part-time
There are no interim awards for this qualification that lead to NMC registration.	Not applicable	N/A	N/A	N/A
Proposed programme start date		31 March 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	29 November 2024 – online
Visitor team	Registrant Visitors: Dr Shelly Allen Mrs Joanna Dunn Lay Visitor: Mr Stephen Stericker

Executive summary

Quality Assurance Reviews (QAR) 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 AEI approval panel took place on 29 November 2024.

Context for the review

The University of South Wales (USW) has been offering the Specialist Community Public Health Nursing – School Nursing (pre-2022) and the Specialist Community Public Health Nursing – Health Visiting (pre-2022) qualifications. The current review is for the programme approval of the Specialist Community Public Health Nurse – School Nurse/Health Visiting qualifications in line with the NMC (2022, updated 2024) Part 3 Standards for Post-registration programmes. USW's qualification titles are the Post Graduate Diploma Specialist Community Public Health Nursing - School Nursing and the Post Graduate Diploma Specialist Community Public Health Nursing - Health Visiting.

The **final recommendation** made by the visitor team to the NMC, following consideration of USW'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 detailed 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 USW'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 (e.g. 3.1)	NMC only / Joint	AEI only
C1	Ensure there is a strategic approach to the systematic involvement and support of stakeholders, including people who use services and carers, in co-production throughout all stages of the programmes.	2.1	Joint	
C2	Ensure that programme and assessment documentation appropriately reflect the field specific content requirements for the SCPHN programmes.	2.6, 2.7	Joint	
C3	Ensure that programme documentation clearly and consistently states the overall required number of theory and practice days/hours (including the minimum requirements) totalling 45 weeks, and communicate this information effectively to students joining the programmes.	2.8, 2.11	Joint	
C4	Take appropriate steps to prompt an update to shared documentation which needs to align with the current NMC Standards.	4.1	NMC	
Date for all conditions to be met to meet intended delivery date		24 January 2025		

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) (e.g. 3.1)	NMC only / Joint	AEI only
R1	Consider strengthening the guidance to students and the governance arrangements in relation to the protected learning time for students.	1.5	NMC	
R2	Consider strengthening the governance processes to ensure that practice supervisors and practice assessors meet the requirements in line with the NMC Standards for post-registration programmes.	4.4, 4.5	Joint	
R3	Consider further articulating the processes for the evidencing of the use of exceptional circumstances where the practice supervisor and the practice assessor may be the same person.	4.6 (4.6.1)	NMC	
R4	Please ensure all curriculum content and student facing documentation is current and in line with the All-Wales documentation framework/current practice assessment document and ongoing updates.			AEI
R5	Ensure consistency of operational implementation across trusts.			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 USW to the conditions set. The findings of the visitor team with regard to responses to individual conditions, and any specific observations from USW relating to individual standards, are recorded in the main body of this report.

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 USW's response to any conditions set, is therefore as follows:

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

Explanation of findings for Part 3

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	☐	☐	☐	☒

	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 considered a range of evidence relating to the SCPHN programmes, including policies and the validation documents, partnership agreements and programme handbooks. The visitor team also gathered information through meetings at the online visit with the programme (development) team and senior managers, students, people who use services and carers involved in programme development and delivery, and representatives from practice learning partners and employers.
- 2 In considering Standards 1.1 and 1.2, the visitor team primarily reviewed the programme validation documents and interview materials. The validation documents clearly set out appropriate requirements that applicants need to meet in order to join the programmes. Documentary evidence and discussion at the online visit confirmed that the academic potential of applicants is assessed via the use of a presentation at interview, with the interview being graded for academic potential.
- 3 In reviewing Standard 1.3, the visitor team considered the partnership agreements and the validation documents. Documentary evidence and discussion at meetings during the online visit confirmed that eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants have the opportunity to apply to the programmes.
- 4 The visitor team reviewed All-Wales and USW's programme specific documentation in relation to Standard 1.5. Documentary evidence and discussion during the meetings at the online visit confirmed that there are established processes in place for practice governance. Students at the online visit confirmed that they had occupational health and Disclosure and Barring Service (DBS) checks prior to starting the programmes. Students and practice learning partners confirmed that students have protected learning time through supernumerary status whilst on practice, which is also specified in the partnership local level agreements, though both students and the programme team identified occasions where they have had challenges to supernumerary status, which have been resolved. Students will be with a practice supervisor on a one-to-one basis for significant periods of time at the start of the programme, until they gain new skills and are able to undertake selected visits/roles with indirect supervision. The evidence reviewed confirms that students do have protected learning time as required by Standard 1.5, however, clear guidance, detailing what protected learning time is and what steps should be taken when there are concerns about protected learning time, is missing in USW's documentation. The All-Wales guidance on the Practice Assessment Document mentions protected learning time and the steps to be taken 'if students have difficulty accessing protected learning time'. As not all of the guidance seen during the review was clear, the visitor team identified a **recommendation (R1)** for USW to consider strengthening the guidance to students and the governance arrangements in relation to

the protected learning time for students.

- 5 In considering Standard 1.6, the visitor team reviewed assessment regulations and the validation documents. Documentation requires the recognition of prior learning (RPL) to be mapped to the module learning outcomes and standards of proficiency for SCPHN school nursing or health visiting.
- 6 Based on the information made available, the visitor team considers that USW has in place the appropriate arrangements for Section 1: Selection, admission, and progression to enable the NMC standards to be met but identified one recommendation in relation to Standard 1.5 (R1).

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

In the student handbooks, the programmes are recorded as being 52 weeks duration with seven weeks annual leave, which meets the required 45 weeks. However, further confirmation of the overall number of weeks, and the balance of theory and practice hours was required in response to Condition C3.

USW's re-submitted student handbook confirms that students must achieve 112.5 days theory and 112.5 practice, although this is not specified in the validation document.

Findings

- 7 The visitor team considered a range of evidence relating to the SCPHN programmes, including strategy and policy documents, the validation documents, partnership programme handbooks and module information. The visitor team also gathered information through meetings at the online visit with the programme (development) team and senior managers, students, people who use services and carers involved in programme development and delivery, and representatives from practice learning partners and employers.
- 8 In considering Standard 2.1, the visitor team reviewed USW's documentation such as the Support Policy and examples of stakeholder involvement with the programme. Documentary evidence and discussion at the online visit confirmed that the programme was designed in partnership with stakeholders including students and young peoples' groups. During the online visit, practice learning partners articulated their involvement in national work on the Practice Assessment Document (PAD), and in meetings with USW to develop the curriculum. Practice learning partners confirmed that USW was receptive to their feedback, although they could not confirm what was changed as a result of this. When exploring the involvement of people who use services and carers during the online visit, the programme team highlighted the Teaching Research and Advisory Committee (TRAC) and the People who use services, families and carer strategy. While there is evidence of strong involvement from people who use services and carers in the admissions processes, there is limited evidence of systematic involvement at all other stages of the programme and in terms of training and support for the role. The visitor team therefore identified a **condition (C1)**, shared by USW members of the conjoint panel, linked to Standard 2.1 (and specifically, in relation to the NMC Standards framework for nursing and midwifery education, requirement 1.12) for USW to ensure there is a strategic approach to the systematic involvement and support of stakeholders, including people who use services and carers, in co-production throughout all stages of the programmes.
- 9 In reviewing Standard 2.2, the visitor team considered All-Wales documentation and programme specific information. Programme and national level documentation and discussion at the online visit confirmed that the programmes comply with the NMC Standards for student supervision and assessment (SSSA). Students are allocated to practice supervisors and practice assessors by their practice learning partner, in collaboration with USW. Practice learning partners attend practice supervisor and assessor training along with update sessions and are given time to attend these. USW provides specific support sessions for the programmes, and as practice learning partners are given the dates in advance these are a priority for staff to attend. Tripartite meetings

with the practice assessor, student and academic assessor are held every term, along with additional meetings being arranged on request. The academic assessor allocated is field specific and works closely with the practice assessor.

- 10 In considering Standards 2.4 and 2.5, the visitor team mainly reviewed the mapping and validation documents. Programme documentation states that there are two SCPHN routes offered, with the Post Graduate Diploma - Specialist Community Public Health Nursing - School Nursing and the Post Graduate Diploma - Specialist Community Public Health Nursing - Health Visiting. Programme documentation confirms that the programme learning outcomes reflect the core and field specific standards of proficiency for both fields of SCPHN practice.
- 11 The visitor team reviewed the programme validation and mapping documents, and module specifications, in relation to the required standards of proficiency when considering Standards 2.6 and 2.7. USW's mapping document suggests that all of the required standards of proficiency are included in the modules. However, the associated programme documentation and information gathered during the online visit does not provide assurance that there is sufficient field specific content for the two fields of SCPHN proposed. The proposed school nursing and health visiting programmes have all students undertaking the same modules, with the module specifications confirming that students also undertake the same assessments, with no requirement for these to be specific to the field of practice. The module timetables suggest that students study generic content together and where appropriate break out into field specific groups, though this is not reflected in approved documents such as the module specifications. The visitor team therefore identified a **condition (C2)**, shared by USW members of the conjoint panel, for USW to ensure that programme and assessment documentation appropriately reflect the field specific content requirements for the SCPHN programmes.
- 12 In reviewing Standard 2.8, the visitor team considered programme specific information including the student/course handbook. The programme is planned to be delivered using a blended learning approach, with a mix of face to face and online teaching, supplemented by resources on the virtual learning environment and online packages. The Student Handbook provides a clear overview of a range of learning and teaching strategies that are explicitly linked to the specific requirements of the Nursing and Midwifery Council (NMC, 2022) standards of proficiency. The module specifications, as outlined in the SCPHN school nursing and health visiting validation documents, provide more detailed content of how the curriculum is scaffolded and learning is assessed. Programme documentation and discussion at the online visit confirm that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies. The course handbook includes a course structure diagram that outlines the theory and practice days throughout the programme, although there was some inconsistency in the presented information regarding the total number of days of both. As a result of the inconsistency of information relating to the number of days (and hours) for theory and practice, the visitor team identified a **condition (C3)**, shared by USW members of the conjoint panel, that links to Standards 2.8 and 2.11, for USW to ensure that programme documentation clearly and consistently states the overall required number of theory and practice days/hours (including the minimum requirements) totalling 45 weeks, and communicate this information effectively to students joining the programmes.
- 13 In considering Standard 2.9, the visitor team reviewed programme specific

documentation and explored plans for the use of technology and simulation. Discussion at the online visit confirmed that technology-enhanced and simulated learning opportunities are used effectively and proportionately. The programme team provided examples of how they use the clinical simulation centre, including a community flat and clinic room, during the programme. Current students reported that they used the Hydra Minerva suite for interprofessional learning with other student groups. The programme team explained that USW provides a bank of laptops for loan, and that students who struggle with home internet can access Wi-Fi at either USW or at local placement provider bases. Students confirmed that they have been provided with sessions on accessing IT and have good IT support.

- 14 In reviewing Standard 2.10, the visitor team considered programme documentation and USW's processes in relation to the Welsh language. Narrative from USW and the associated evidence confirms that the programmes are delivered in English, but there are options for students to submit assessments in Welsh, as outlined in the Student Handbook. To facilitate this, it might sometimes be necessary for the work submitted to be translated into English for marking as detailed in the Procedures for assessment submitted in Welsh. USW's Welsh Language Unit is responsible for implementing the Welsh Language Standards, in cooperation with the faculties and departments, and for monitoring compliance with the relevant standards. The module entitled Developing Autonomous Practice in Specialist Community Public Health Nursing includes a requirement to complete e-learning short courses on Welsh Language Awareness and the Role of Welsh in the NHS.
- 15 In considering Standard 2.11, the visitor team reviewed the programme validation documents and student/course handbook. The Student Handbook and the SCPHN school nursing and health visiting validation documents routinely reference how the programme is designed to achieve the NMC standards of proficiency for SCPHN (2022) and Standards for student supervision and assessment (2023). While the student handbook outlines that the course is 52 weeks duration with seven weeks annual leave, which meets the required 45 weeks, there is not a clear and consistent articulation of the required number of days (and hours) for theory and practice. Written sources of information and explanations at the online visit provided differing details on the number of theory and practice days, which did not equate to a 45-week course. While the course handbook and validation documents include a breakdown of information relating to theory and practice, they do not clearly specify the total days (or hours) of both theory and practice, and the minimum requirements to pass the programme. The visitor team therefore identified a **condition (C3)**, as outlined in relation to Standard 2.8.
- 16 Based on the information made available, the visitor team considers that USW has in place the appropriate arrangements for Section 2: Curriculum to enable the NMC standards to be met, subject to meeting Conditions C1, C2 and C3.

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	Ensure there is a strategic approach to the systematic involvement and support of stakeholders, including	USW's People who use Services and Implementation Plan includes actions to enhance service user and carer contribution in relation to preparation and support, recruitment and selection, delivery and

	people who use services and carers, in co-production throughout all stages of the programmes.	assessment. However, in the initial response to the condition, there was no mention of how people who use services and carers are involved in the evaluation of the programme, which is a requirement of the NMC's Standards framework for nursing and midwifery education (SFNME) 1.12, and links to the Standards for post-registration programmes (Standard 2.1). There was mention of the continuous monitoring process in the introduction section, but no detail of how people who use services and carers are involved in evaluation. An additional opportunity for USW to respond to the condition was authorised by the NMC. The revised documentation, the draft People who use services and/or their carers strategy (January 2025), includes reference to the role of people who use services and carers in evaluations and course meetings. The visitor team therefore concludes that Standard 2.1 (and SFNME 1.12) is met.
C2	Ensure that programme and assessment documentation appropriately reflect the field specific content requirements for the SCPHN programmes.	USW has revised the module specifications in the validation documents and these now include relevant field specific content and assessments. However, the information in the student handbook is not always consistent with the validation documents. In the student handbook for the module Assessment, Surveillance and Interventions to improve population health outcomes in SCPHN practice it states the assessment is a '3hr exam on developmental theory, attachment and presenting problems including physical and emotional health and wellbeing and peri-natal mental health'. The module specification states this is a 2.5 hour exam and has a different description. Based on the changes to reflect the field specific content requirements, Standards 2.6 and 2.7 are now met, however, there are inconsistencies in the documentation to be resolved.
C3	Ensure that programme documentation clearly and consistently states the overall required number of theory and practice days/hours (including the minimum requirements) totalling 45 weeks, and communicate this information effectively to students joining the programmes.	USW's re-submitted student handbook confirms that students must achieve 112.5 days theory and 112.5 practice, although this is not specified in the validation document. Standards 2.8 and 2.11 are now 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

There is timetabled theory using technology and simulation in a range of modules. There are four scheduled active/simulation hours in four individual modules (Developing Autonomous Practice in Specialist Community Public Health Nursing; Assessment, Surveillance and interventions to improve population health outcomes in Specialist Community Public Health Nursing (SCPHN) practice; Advancing and Promoting Population Health and Wellbeing across the lifespan; Leadership, collaboration and advancing specialist community public health nursing services) and 10 hours in Safeguarding and protecting children, communities and populations.

Findings

- 17 The visitor team considered a range of evidence relating to the arrangements for practice learning, All-Wales documents and local level agreements. The visitor team met with a range of stakeholders at the online visit including the programme (development) team, students, people who use services and carers, and representatives from practice learning partners and employers.
- 18 In considering Standard 3.1, the visitor team reviewed information including USW's quality manual, local level agreements and the programme validation documents. The Disclosure and Barring Service (DBS) screening process for self-employed applicants is undertaken by USW, with students funding this themselves. All funded students are required to have a DBS check and subscribe to the update service. The Health Board supporting students undertakes occupational health assessments. USW, with the practice learning partners, audits all practice learning environments to ensure that they are suitable for students on the programmes. All students have named practice supervisors, practice assessors, and academic assessors, who hold the SCPHN qualification in the field of practice. There are sufficient practice supervisors, practice assessors, and academic assessors in place to support the current student numbers, and the anticipated increase in numbers in the next few academic years. During the online visit, practice learning partners articulated that practice supervisors and practice assessors have been prepared for their roles in line with the All-Wales 'Practice Supervisor, Practice Assessor and Academic Assessor roles and requirements' document. Practice supervisors, practice assessors and academic assessors confirmed that they are given adequate time to fulfil their roles and attend programme updates. Tripartite meetings are held to review student achievement and progress, and practice assessors and students confirmed that regular meetings take place.
- 19 The visitor team considered All-Wales and programme specific documentation in reviewing Standards 3.2, 3.3 and 3.4. Documentary evidence and discussion at the online visit support the processes in place to ensure that students work in partnership with USW and their practice learning partner to arrange supervision and assessment that complies with the SSSA. Students are aware of the procedures for escalating concerns and liaise regularly with practice learning partners and USW to give feedback (and receive responses) regarding their programmes. The programmes provide practice learning opportunities to enable students to develop, progress and meet the SCPHN requirements in their field of practice. The All-Wales Practice Assessment Document includes self-assessment of learning needs and provides a clear structure to ensure that practice learning opportunities are tailored to the individual needs of students to meet the

required standards of proficiency.

- 20 In considering Standard 3.5, the visitor team reviewed information including All-Wales documentation, USW's Student handbook, Well-being and Health Strategy, and the Disability policy. Documentary evidence and feedback during the online visit confirmed that there are processes in place to take account of individual learning needs and personal circumstances. Students articulated that they are given an individual support plan and a package of care according to their needs, and that this applies in the practice and USW setting. Practice learning partners confirmed that they have experience of supporting students who require reasonable adjustments in practice. The Practice Assessment Document includes a checklist in the initial orientation where reasonable adjustments are discussed and documented.
- 21 The visitor team reviewed programme specific documentation in relation to Standard 3.6 and explored the implementation of processes with stakeholders at the online visit. Students have individual learning contracts focused on their needs, which are agreed with practice supervisors and practice assessors and are reviewed regularly. Practice and academic assessors confirmed that regular tripartite meetings are held to review the learning needs of the student and, as necessary, develop action plans with the academic assessor to meet any specific issues or address any unmet learning needs. Practice assessors provided examples of this working effectively when students experience challenges in their learning.
- 22 Based on the information made available, the visitor team considers that USW has in place the appropriate arrangements for Section 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

- 23 The visitor team considered a range of evidence relating to supervision and assessment in the SCPHN programmes, including All-Wales documentation and partnership agreements. The visitor team also met with the programme (development) team and senior managers, students, people who use services and carers, and representatives from practice learning partners and employers during meetings at the online visit.
- 24 In considering Standard 4.1, the visitor team focused on the All-Wales documentation and local level agreements. USW makes use of the All-Wales documents as part of processes to comply with the NMC Standards framework for nursing and midwifery education. The All-Wales Practice Assessment Document submitted includes information relating to the requirement for students to be given protected learning time, and that consideration should also be given to any additional requirements for example, in relation to any additional learning needs. If students experience any issues accessing protected learning time, they are advised to contact their practice or academic assessor and the USW link lecturer. The programme team and students met during the online visit confirmed the implementation of these arrangements. However, some of the other documents have not been fully updated to reflect the current version of the NMC's standards. For example, the All-Wales Nursing and Midwifery Audit document references the Nursing and Midwifery Council (NMC) (2018) Standards framework for nursing and midwifery education, rather than the current, 2023, version. Other documents such as

the All-Wales Guidelines for Student Supervision and Assessment Practice Supervisor, Practice Assessor and Academic Assessor role requirements include some outdated references, though they also include a note regarding 2023 updates. The visitor team explored the currency of the documentation used through the requests for further clarification and evidence and during the online visit. USW articulated that the documents are undergoing a review by Higher Education and Improvement Wales (HEIW) in order for them to align to the revised NMC standards. The visitor team therefore identified a **condition (C4)** for USW to take appropriate steps to prompt an update to shared documentation which needs to align with the current NMC Standards.

- 25 In reviewing Standard 4.2, the visitor team considered documentation and support arrangements for practice supervisors, practice assessors and academic assessors. USW makes use of the All-Wales documentation to communicate the roles and responsibilities of practice supervisors, practice assessors and academic assessors. The All-Wales Guidelines for Part 2 NMC Standards for student supervision and assessment (2018, updated 2023) Practice Supervisor, Practice Assessor and Academic Assessor roles and requirements document includes hyperlinks back to the NMC's Standards framework for nursing and midwifery education (Part 1), Standards for student supervision and assessment (Part 2) and the Standards for post-registration programmes (Part 3). However, these links are broken in the document submitted (and this is replicated for a link within the All-Wales Practice Supervisor and Practice Assessor Handbook). The programme team did confirm that there is information and support in place for these key roles. USW provided evidence of planned training sessions for practice supervisors and practice assessors and during the online visit, practice learning partners confirmed that training and support is in place. Overall, the visitor team were satisfied that good working relationships exist between USW and the practice learning partners which facilitates a robust approach to the support of SCPHN students.
- 26 In considering Standards 4.3 to 4.5, the visitor team reviewed All-Wales documentation, the programme validation document and the support available for practice supervisors and practice assessors. The validation document outlines the requirements for the allocation of practice supervisors, practice and academic assessors, and is in line with the NMC standards. During the online visit, the programme team, students and practice learning partners shared their experiences of working in a tripartite manner and in accordance with the NMC Standards for student supervision and assessment. Practice supervisors meet the requirements for preceptorship and experience, with records held and monitored by the practice learning partners through a database that is shared with USW. USW articulated that students are only allocated a practice supervisor and practice assessor that has met all the prerequisite requirements and training in accordance with the NMC Standards for post-registration programmes, although the governance arrangements and USW oversight of this were less clear. The visitor team therefore identified a **recommendation (R2)**, shared by USW members of the conjoint panel, linked to Standards 4.4 and 4.5, for USW to consider strengthening the governance processes to ensure that practice supervisors and practice assessors meet the requirements in line with the NMC Standards for post-registration programmes.
- 27 In reviewing Standard 4.6, the visitor team considered documentation including the All-Wales guidance for practice supervisors and practice assessors. Documentation notes that '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 student

is undergoing education and training in a practice learning setting'. In these instances, all parties need to evidence why the practice supervisor and practice assessor roles need to be carried out by the same person. During the online visit, the programme team confirmed that there had been one occasion to date where the practice supervisor had also been the practice assessor, and this had been in response to unforeseen circumstances and was reported to have been rectified immediately. The visitor team explored the management and recording of information regarding this situation and while this has been a rare situation to date, the visitor team recognised an opportunity for USW to enhance the related systems and agree a programme wide process of recording these instances, for example, through use of the Practice Assessment Document. The visitor team therefore identified a **recommendation (R3)** in relation to Standard 4.6 (and specifically, 4.6.1) for USW to consider further articulating the processes for the evidencing of the use of exceptional circumstances where the practice supervisor and the practice assessor may be the same person.

- 28 In considering Standards 4.7 to 4.9, the visitor team reviewed USW's regulations, All-Wales documentation and examples of feedback from stakeholders. During the online visit, the visitor team explored the implementation of processes in practice. Students on the current SCPHN programmes confirmed that they were provided with constructive feedback and although there was recollection of some inconsistent assessment guidance, this was not a consistently reported experience. USW uses the All-Wales Practice Assessment Document for the recording of student achievement, and professional values, and core and field specific proficiencies are included.
- 29 Based on the information made available, the visitor team considers that USW has in place the appropriate arrangements for Section 4: Supervision and assessment to enable the NMC standards to be met, subject to meeting Condition C4.

Response to conditions

Response to conditions		
No.	Condition details	Findings
C4	Take appropriate steps to prompt an update to shared documentation which needs to align with the current NMC Standards.	Written (email) confirmation has been provided from Health Education and Improvement Wales (HEIW) stating that HEIW will prompt appropriate steps to amend All-Wales documents including the educational audit and practice supervisor and assessor framework to reflect the NMC Standards for Post-Registration and requirements for Post Registration students. Further, that this will be done as soon as possible with key stakeholders and once the amendments are made, the documentation will be made available to the AEI. In the Practice Assessor and Practice Supervisor Handbook documentation submitted for the recommendations from this review, there is still reference (on page 2) to The Nursing and Midwifery Council (NMC 2018, updated 2023) Realising professionalism: Standards for education and training - Part 2: Standards for student supervision and assessment, although the associated link does go to

		the current Part 2: Standards for student supervision and assessment. Overall, given the assurances from HEIW, Standard 4.1 is now met.
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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

- 30 The visitor team reviewed programme documentation including the validation documents, in relation to Standards 5.1 and 5.2. USW offers the SCPHN programmes with all modules at level 7. The programme specification, within the validation document, states there are no intermediate awards or exit awards. The Course/Student Handbook 2024/25 and Student contract include information for students on the requirement for the SCPHN awards to be registered with the NMC within five years of successfully completing the programme, and that if they fail to do so they will have to undertake additional education and training or gain such experience as specified in the NMC standards for the award to be registered.
- 31 Based on the information made available, the visitor team considers that USW has in place the appropriate arrangements in relation to Section 5: Qualification to be awarded to enable the NMC standards to be met.