



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**

Wrexham University

November 2024

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Wrexham University Mold Road Wrexham LL11 2AW Wales			
AEI institution Identifier (UKPRN)	10007833			
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
Specialist Community Public Health Nurse – School Nurse	Post Graduate Diploma in Specialist Community Public Health Nursing (School Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist Community Public Health Nurse – Health Visiting	Post Graduate Diploma in Specialist Community Public Health Nursing (Health Visiting)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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.	N/A	N/A	N/A	N/A
Proposed programme start date	06 January 2025			
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for post-registration 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	07 November 2024 – online
Visitor team	Registrant Visitors: Dr Keith Ford Dr Patricia Houghton Dr Rachael Spencer Lay Visitor: Mrs Catherine Cruickshank

Executive summary

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

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

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

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

The conjoint visit with the AEI approval panel took place on 07 November 2024.

Context for the review

Wrexham University (Wrexham) - has previously offered a range of courses linked to the Specialist Community Public Health Nursing – Health Visiting (pre-2022) and Specialist Community Public Health Nursing – School Nursing (pre-2022) qualifications, both with nurse prescribing. The current review is for the programme approval of the Specialist Community Public Health Nurse – School Nurse/Health Visiting qualifications in line with (2022, updated 2024) Part 3 Standards for Post-registration programmes. Wrexham's qualification titles are the Post Graduate Diploma in Specialist Community Public Health Nursing (School Nursing) and the Post Graduate Diploma in Specialist Community Public Health Nursing (Health Visiting). These programmes are planned to be offered for full-time and part-time students and do not include integrated nurse prescribing. Wrexham articulated during the online visit that they will encourage students to return and complete the V300 qualification if required, as it has been a Health Education and Improvement Wales (HEIW) directive not to include this within the programme (and the V100 has been removed).

The **final recommendation** made by the visitor team to the NMC, following consideration of Wrexham's response to any conditions required by the approval panel, is as follows:

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

The findings of the NMC visitor team's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

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 Wrexham's response to any conditions) was as follows:

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

Conditions

No.	Condition details	Specific standard not met	NMC only/ Joint	AEI only
C1	Take appropriate steps to prompt an update to the local level agreements, so they reflect the current requirements of the NMC Standards for post-registration students and therefore apply appropriately to the SCPHN programmes, including the requirement for protected learning time.	Part 3 Standards 1.5, 3.1	NMC	
C2	Take appropriate steps to prompt an update to the educational audit used, so it reflects the current NMC Standards for post-registration (SCPHN) programmes.	Part 3 Standards 1.5, 3.1	NMC	
Date for all conditions to be met to meet intended delivery date		13 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 standards	NMC only /Joint	AEI only
R1	Monitor the staffing levels and workloads, particularly for field-specific academic assessors.	N/A		AEI
R2	Ensure support is in place for students transitioning from acute to community settings, supporting them in developing new professional roles.	N/A		AEI

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

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	Take appropriate steps to prompt an update to the local level agreements, so they reflect the current requirements of the NMC Standards for post-registration students and therefore apply appropriately to the SCPHN programmes, including the requirement for protected learning time.	<p>Wrexham has provided updated local level agreements that now reflect the NMC Standards for post-registration students, including the requirement for protected learning time. There is also evidence uploaded that this has been agreed with Health Education and Improvement Wales (HEIW).</p> <p>The addendum to the local level agreement (all versions) has a date of next review as September 2024 and this will need amending but does not impact on the response to the conditions.</p> <p>Standards 1.5 and 3.1 are now met.</p>
C2	Take appropriate steps to prompt an update to the educational audit used, so it reflects the current NMC Standards for post-registration (SCPHN) programmes.	<p>Wrexham has provided updated audit documentation which now includes reference to the current post-registration standards and named post-registration programmes. Protected learning time is also now included with reference to post-registration students. There is also evidence uploaded that this has been discussed and agreed with Health Education and Improvement Wales (HEIW).</p> <p>Standards 1.5 and 3.1 are now met.</p>

The visitor team reviewed in full the response(s) and evidence from Wrexham 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 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 Wrexham'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	<p>Ensure that on entry to the programme the applicant is an:</p> <p>1.1.1 NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved specialist community public health nurse (SCPHN) programme.</p> <p>1.1.2 NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved community nursing specialist practice qualification (SPQ) programme.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Confirm on entry that each applicant selected to undertake SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Provide opportunities that enable eligible NMC registered nurses and/ or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Provide opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.5	Confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme.	<input 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

1. The visitor team considered a range of evidence for the design and delivery of the SCPHN programmes, including local level agreements, policies (including the Recruitment and Selection policy), and the programme and module specifications. The visitor team also met with key stakeholders including members of the senior management and programme teams, practice supervisors and assessors, people who use services and carers (PSCs), and students linked to the existing programmes.
2. In considering Standards 1.1 and 1.2, the visitor team reviewed policy documents, marketing material and a record for student pin numbers. The visitor team also considered the programme specification and module specifications for the Fundamentals of Community Nursing and The Enquiring Mind for SCPHN. Evidence demonstrated that Wrexham has appropriate arrangements in place to ensure that applicants meet the requirements on entry and have the academic capability to study at the required level. If required, candidates may need to undertake and pass a Level 6 or 7 module, such as Wrexham's 'Preparing for Academic Success' or one of the standalone modules in the PgDip SCPHN programme.
3. In considering Standard 1.3, the visitor team reviewed the opportunities for potential students to apply for the programmes, including those who are self-funded/self-employed. The programmes are advertised through the public-facing website, postgraduate open evenings, social media and flyers. NHS nurses or midwives employed by an NHS Wales health board can apply for Health Education and Improvement Wales (HEIW) funding on entering SCPHN training. Where there is not a substantive employer, an NHS employer can support an NHS-funded student via a fixed-term contract. HEIW confirms NHS commissioned places each year in January. Registered nurses or midwives who work in non-NHS settings and wish to self-fund their programme or who are self-employed can apply. There is an additional post-registration selection and onboarding process in place for recruiting non-NHS, self-employed and self-funded applicants that assures they can comply with the programme governance requirements, including meeting the NMC's Standards and requirements for practice learning and the Standards of proficiency for SCPHN. During the online visit, the programme team confirmed plans to initially allocate up to five SCPHN places for self-funded/self-employed applicants. The planned numbers for self-funded/self-employed students are part of the managed approach to the provision, to enable resources to be managed effectively and new processes to be embedded.
4. The visitor team considered documentary evidence linked to the governance arrangements in relation to Standard 1.5 and discussed these with key stakeholders at the online visit. The governance structure provides senior Wrexham oversight of

the quality of practice learning and therefore the provision of an appropriate experience for students. However, the Health Education and Improvement Wales Local Level Agreement template, and the completed version submitted refers only to supernumerary status (for pre-registration students) and not to protected learning time (for post-registration students). Following the requests for additional evidence, Wrexham provided a draft addendum which will accompany one of the local level agreements and was due to be agreed and signed off by the health board on 8 November 2024. However, the local level agreement still needs revision in relation to post-registration students. At the visit the programme team, senior managers, practice supervisors and practice assessors were able to describe accurately their understanding of protected learning time and how this would be implemented for SCPHN students. However, as this understanding is not reflected in the agreement submitted, the visitor team identified a **condition (C1)** in relation to Standard 1.5 (and 3.1), for Wrexham to take appropriate steps to prompt an update to the local level agreements, so they reflect the current requirements of the NMC Standards for post-registration students and therefore apply appropriately to the SCPHN programmes, including the requirement for protected learning time.

5. A biennial educational audit is completed for all practice learning environments to ensure that appropriate resources and capacity are in place, including practice supervisors and practice assessors, and that there are appropriate learning opportunities for students to meet the proficiencies. These audits are completed by practice supervisors, practice assessors or practice education facilitators and confirmed by the SCPHN programme team, which provides the opportunity for thorough oversight of the arrangements. However, the All-Wales audit template still has reference to content linked to previous NMC standards and includes outdated references. For example, audit documentation in the addendum refers to 'mentor' rather than practice supervisor/practice assessor. The visitor team therefore identified a further **condition (C2)** in relation to Standard 1.5 (and 3.1) for Wrexham to take appropriate steps to prompt an update to the educational audit used, so it reflects the current NMC Standards for post-registration (SCPHN) programmes.
6. In considering Standard 1.6, the visitor team reviewed information relating to the arrangements for the recognition of prior learning (RPL), the programme specification, and academic quality handbook. Applicants can RPL up to two-thirds of the programme (80 credits), mapped against the NMC (2022) Standards of Proficiency for Specialist Community Public Health Nursing – core and field proficiencies for Health Visiting or School Nursing. There is external examiner oversight of RPL claims.
7. Based on the information made available, the visitor team considers that Wrexham 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 SCPHN practice and/or SCPHN PHN practice and/or for</p> <p>2.1.2 all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice</p>	<input 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 SCPHN and/or community nursing SPQ programmes comply with the NMC Standards for prescribing programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.4	<p>State routes within the programme for:</p> <p>2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse.</p> <p>2.4.2 students to enter the SCPHN register for the public health nurse qualification.</p> <p>2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing.</p> <p>2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	<p>Ensure programme learning outcomes reflect the:</p> <p>2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing</p> <p>2.5.2 core standards of proficiency for SCPHN that are tailored to SCPHN public health nursing.</p> <p>2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Curriculum requirements

The programme is planned with a balance of 111 days of theory and 114 days of practice over 45 programmed weeks for full-time students or pro rata over 90 weeks for part-time students. Practice learning hours are set out as 855 hours (7.5 hours per day).

Findings

8. The visitor team considered a range of evidence including All-Wales guidance, programme specifications/handbooks, staff CVs, and examples of meeting minutes demonstrating the involvement of stakeholders, including students and people who use services and carers (PSCs). The visitor team also met during the online visit with key stakeholders including members of the senior management and programme teams, practice supervisors and assessors, PSCs, and students linked to the existing programmes.
9. In considering whether the SCPHN programmes will comply with the NMC standards framework for nursing and midwifery education, for Standard 2.1, the visitor team looked at how the programmes have been designed and the associated plans for resourcing and delivery. The programme team comprises one SCPHN school nurse and two health visitors. Other personnel also contribute to the programme from the wider teaching team, including those involved in the delivery of the Specialist Practitioner - District Nursing qualification. After requesting further evidence and confirmation at the online visit, in relation to the school nursing programme in particular, the visitor team was assured that there is appropriate programme team staffing to cover all days of the working week. The programme team outlined the business planning process and how this process can be simplified and the timeline expedited to reflect any changes in student numbers or staffing.
10. Documentary evidence, including minutes of meetings and feedback from stakeholders, such as PSCs, provided comprehensive evidence for the ongoing co-production of the design, development, delivery and evaluation of the programmes. There are plans for face-to-face on-campus teaching facilitation by PSCs and practice learning partners, or for their involvement through digital storytelling, case studies and scenarios. The involvement of PSCs and practitioners in feedback and assessment is detailed in the module specifications: 'Safeguarding vulnerable children and families' and 'Advancing population health in SCPHN'. PSC feedback will also be included in the evaluation of the programme each year and in practice as documented in the Practice Assessment Documents.
11. Meetings during the online visit confirmed stakeholder support for the SCPHN programmes. Wrexham is an established SCPHN programme provider for school nursing and health visiting and has effective partnerships with local practice learning partners who provide clear support for the programmes. Practice learning partner representatives confirmed at the online visit that key curriculum decisions are discussed and made in partnership and provided examples of changes made to the training plan in response to their feedback. Wrexham also demonstrates effective partnership working with students, with discussion at the online visit confirming that students have been involved in programme development. Students also confirmed that the programme team is responsive to their feedback, that they feel listened to and that the programmes prepare them effectively for SCPHN practice and they feel well supported in the practice learning environment. Although there was an acknowledgement of some inconsistency in expectations between different practice supervisors and practice assessors, this should be addressed through the

arrangements due to be implemented, and students feel well supported in the practice learning environment. Students evaluate all modules, complete placement evaluations, and are given feedback on the actions taken as a result of these evaluations via the student voice forums.

12. In considering Standard 2.2, the visitor team reviewed how the NMC's Standards for student supervision and assessment (SSSA) are evidenced. Wrexham demonstrates a commitment to the All-Wales arrangements for the delivery of both SCPHN programmes and has clear roles and responsibilities for academic assessors, practice supervisors and practice assessors. There is tailored guidance and training available, for example, with practice supervisors and practice assessors receiving a specific programme-related handbook and being provided with opportunities to join training at six-weekly intervals. Practice supervisors and practice assessors met during the online visit confirmed the guidance and support available to them. Wrexham also submitted evidence for Standard 6.5 of the NMC's SSSA. Further information linked to Standard 6.5 is provided in Annexe 1.
13. In considering Standards 2.4 to 2.10, the visitor team reviewed the programme and module specifications, mapping and timetabling documents, the All-Wales Practice Assessment Document and Wrexham's Active Learning Framework student handbook. Award and programme titles are clearly stated within the programme documentation. Programme learning outcomes reflect the core and specific standards of proficiency for the intended field of SCPHN practice. Modules are mapped to the programme learning outcomes and to the core and field-specific standards of proficiency for SCPHN Health Visiting and School Nursing.
14. The programme comprises 111 days of theory and 114 days of practice over 45 programmed weeks for full-time students, or pro rata over 90 weeks for part-time students. Programme planners show where practice weeks are allocated across the three semesters. On completion of all theoretical elements, students undertake a six-week period of practice learning at the end of the programme.
15. The SCPHN programme is delivered in English, but students can complete the All-Wales Practice Assessment Document for health visiting or school nursing in Welsh. Students can submit assignments in Welsh and placement areas can also be in first language Welsh. The formative assessment in the 'Fundamentals of Community Nursing Module' is a quiz on the use of conversational Welsh with patients.
16. In considering Standard 2.11, the visitor team reviewed the planned delivery of the SCPHN programmes and the split between theory and practice time. The SCPHN programmes will be offered on a full-time basis over 45 weeks, with 37.5 hours per week. The part-time programme will be on a pro rata basis, and for a duration of 90 weeks. Programme planners include practice allocation periods and indicate how theory and practice is balanced for full and part-time programmes across three semesters including the final practice learning period.
17. Based on the information made available, the visitor team considers that Wrexham 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.	<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

Practice learning hours are set out as 855 hours (7.5 hours per day).

There are plans for simulation which will be used in theory hours. Scenario-based simulation is included within the Fundamentals in Community Nursing (SCPHN) and Safeguarding Vulnerable Children and Families modules.

Findings

18. The visitor team considered a range of evidence including local level agreements, educational audits, programme specifications, training records, staff and student handbooks and policies (including the escalation policy). The visitor team also met with key stakeholders including members of the senior management and programme teams, practice supervisors and assessors, PSCs, and students linked to the existing programmes.
19. In considering Standard 3.1, the visitor team reviewed evidence including the All-Wales documentation, the recruitment and selection strategy for post-registration nursing (SCPHN) and associated documents including the supplementary documentation for self-funded/self-employed applicants. The documentation reviewed provides evidence that effective arrangements and governance for practice learning are in place for all students. Registered nurses or midwives who work outside NHS settings must ensure they comply with the requirements to demonstrate capability and equivalent governance arrangements for safe and effective practice, this includes identifying a named practice learning partner able to meet the practice learning governance requirements of Wrexham for admission to the SCPHN health visiting or school nursing programme. Meetings with the programme team, senior managers, practice supervisors and practice assessors at the online visit demonstrated that they could describe accurately their understanding of protected learning time and how this would be implemented for SCPHN students. However, the local level agreement submitted as part of the evidence base refers only to supernumerary status for pre-registration students and not protected learning time for post-registration students. All placements are audited to ensure there are sufficient practice supervisors and practice assessors and SCPHN learning opportunities. However, as previously outlined in relation to Standard 1.5, the educational audit documentation includes some outdated references/terminology. Standard 3.1 is therefore not met and referenced in the two conditions (C1 and C2) previously outlined linked to Standard 1.5.
20. In considering Standards 3.2 and 3.3, the visitor team considered the All-Wales guidance and Wrexham's programme-specific documentation. The documentation and associated processes enable supervision and assessment arrangements that comply with the NMC SSSA and provide appropriate practice learning opportunities for students to develop, progress and meet all the standards of proficiency in their field.
21. The visitor team considered the All-Wales and programme-specific information in relation to Standard 3.4 and to confirm that Wrexham meets the requirements of the NMC's SSSA. Meetings at the online visit also confirmed that there are suitable and effective arrangements and governance for practice learning in place for current SCPHN school nursing and health visiting students. Wrexham has processes in place to monitor and quality assure practice learning opportunities that enable students to develop, progress and meet the standards of proficiency for SCPHN

for school nursing and health visiting in settings that comply with the SSSA requirements. Processes are in place to support feedback from student placement evaluations and to review and respond to any student concerns or external quality assurance issues. Practice supervisors and practice assessors are invited to programme-specific preparation sessions at Wrexham to prepare them for the programme requirements and support them with the All-Wales electronic Portfolio (ePAD) and standards of proficiency for SCPHN. The arrangements for the programmes also include regular practice visits by academic assessors to students in placements which are recorded in the ePAD. There are governance processes to enable opportunities for self-funded or self-employed nurses or midwives to apply for an SCPHN practice learning environment placement and the associated plans were confirmed by the programme team and practice learning partner representatives.

22. In considering Standard 3.5, the visitor team reviewed the associated policy documents, such as the Equality, Diversity and Inclusion policy, and discussed the support for students during meetings at the online visit. Wrexham is committed to the early identification of any additional support needs that students may have, so that reasonable adjustments can be introduced, as documented within the Admissions policy. Potential arrangements are outlined in the various policy documents, such as Wrexham's Suitability for practice procedure, which outlines the rights and responsibilities of students. The availability of support arrangements is communicated clearly to students and relevant contacts are provided, in documents such as the Inclusion services student guide, which also includes a range of frequently asked questions (with answers). The programme handbook outlines the various options available for students, including reasonable adjustments in practice. Key stakeholders complete training to enable them to support students and there are good links between Wrexham and the practice learning partners to facilitate this support. The commitment to supporting students' learning needs was also echoed by practice supervisors and practice assessors during the online visit, with the initial meeting with students being regarded as particularly significant for the assessment of their needs. Students are aware of their responsibility to share a reasonable adjustment plan with their practice assessor and practice supervisor to facilitate reasonable adjustments in the practice learning environment. At the online visit, practice learning partners confirmed that they encourage students to share reasonable adjustment plans.
23. In considering Standard 3.6, the visitor team reviewed the All-Wales documentation, along with Wrexham's 2025 programme handbook. Students move through the curriculum and subsequent practice learning; they will transition along Benner's (1984) novice to expert continuum as explained within the Validation Submission document and clearly documented within the All-Wales Practice Assessment Document. The programme culminates in a minimum continuous period of practice learning of six weeks' duration (12 weeks pro rata for part-time students).
24. Based on the information made available, the visitor team considers that Wrexham 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 SCPHN and community nursing SPQ student learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure practice supervision, the assessment of practice and academic assessment complies with the NMC Standards for student supervision and assessment.	<input 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 SCPHN or community nursing SPQ qualified professionals or 4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Ensure practice and academic assessors: 4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or, 4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking. 4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN /community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/ assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Provide constructive feedback to students throughout the programme to support their learning and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>development for meeting the standards of proficiency and programme learning outcomes for:</p> <p>4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,</p> <p>4.7.2 SCPHN public health nurse,</p> <p>4.7.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or</p> <p>4.7.4 other specified field(s) of community nursing SPQ in health and social care.</p>				
4.8	Ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	<p>Assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:</p> <p>4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,</p> <p>4.9.2 SCPHN public health nurse practice,</p> <p>4.9.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or</p> <p>4.9.4 other specified field(s) of practice for the community nursing SPQ in health and social care.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

25. The visitor team considered a range of evidence in relation to supervision and assessment, including the All-Wales documents, programme and module specifications, and programme handbooks for students and practice supervisors/practice assessors. During the online visit, the visitor team met with key stakeholders, including members of the senior management and programme teams, practice supervisors and assessors, PSCs, and students linked to the existing programmes.
26. In considering Standard 4.1, the visitor team reviewed the All-Wales guidance and Wrexham's programme-specific documentation and used meetings during the online visit to confirm that the arrangements in place ensure student support, supervision, learning and assessment comply with the NMC standards framework for nursing and midwifery education.
27. In considering Standard 4.2, the visitor team reviewed programme-specific documentation supported by the All-Wales information. The documentary evidence provided shows there are robust processes in place between Wrexham and the practice learning partners for the preparation, education, training, support and expertise necessary for practice supervisors, practice assessors and academic assessors to support SCPHN students. The documented arrangements and

processes were corroborated by practice supervisors and practice assessors during the visit, as they reported being well supported, with opportunities provided for their ongoing development. During the online visit, the programme team also confirmed that SCPHN students are allocated to academic assessors who are SCPHN registrants and have undertaken a period of preceptorship as an SCPHN in preparation for the role of academic assessor. The support from staff was also acknowledged during the online visit by feedback from current students. Students felt well supported by the programme team, practice supervisors and practice assessors, and confirmed that practice learning is evaluated. Students provided examples of being involved in co-production sessions linked to the NMC's new standards of proficiency and also identified where action had been taken in response to programme feedback, for example with plans for more simulation being introduced and an increased focus on safeguarding.

28. In considering Standards 4.3, 4.4 and 4.5, the visitor team reviewed documents such as the programme specifications and handbooks, and All-Wales materials. Documentation also included resources for practice supervisors and practice assessors and academic assessors. The implementation of processes was explored with key stakeholders during the online visit, which provided assurance that Wrexham is meeting the required NMC standards.
29. In relation to Standard 4.6, practice learning partners work in partnership with the programme team to confirm they are allocating appropriately qualified and prepared practice supervisors and practice assessors for each of their students. During the visit, the programme team articulated the requirements for academic assessors, including registration, preceptorship and training as outlined for Standard 4.2. Practice learning partners also confirmed the same arrangements for the appropriate allocation of practice supervisors and practice assessors. Wrexham has a process for the application of exceptional circumstances when 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. This process includes an action log to ensure that the reasons for the exceptional circumstances are recorded and a maximum period of one semester is set. There are processes in place for students to raise and escalate concerns, and at the online visit the programme team confirmed the process of exceptional reporting to the NMC for ongoing risks.
30. In considering Standards 4.7, 4.8 and 4.9 the visitor team reviewed the All-Wales documentation along with Wrexham's programme specification information. Feedback opportunities are detailed for students in the programme and module specifications, with opportunities for both formative and summative feedback throughout the programme. The provision of feedback was confirmed during the online visit. The All-Wales ePAD is used as an ongoing achievement record and, to pass the practice component of the programme, students need to reach a minimum grade of 'competent' in all proficiencies.
31. Based on the information made available, the visitor team considers that Wrexham has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
5.1	Ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	Inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ , which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	Inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

32. The visitor team mainly considered the programme specification and validation document in confirming the minimum academic level for the SCPHN programme. In considering Standards 5.1 and 5.2, the visitor team confirmed that the programmes are the Post Graduate Diploma in Specialist Community Public Health Nursing (Health Visiting) and the Post Graduate Diploma in Specialist Community Public Health Nursing (School Nursing), with both awards comprising 120 credits at Level 7. Students can take and exit individual standalone module credits and there is also a Post Graduate Certificate in Community Practice exit award. There is no eligibility to register with the NMC with either of these latter two options and this is stated in the programme specification and module specifications.
33. Based on the information made available, the visitor team considers that Wrexham has in place the appropriate arrangements in relation to 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

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"/>

Findings

34. The visitor team considered Standard 6.5, which requires that 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 students' field of practice. In confirming that this standard was met, the visitor team reviewed evidence such as the All-Wales and Wrexham's handbooks, Wrexham's arrangement for supporting academic assessors and staff CVs.
35. Wrexham works in partnership with practice learning partner managers in assigning students to appropriately qualified practice assessors in line with the All-Wales and Wrexham's processes. Documents to support this process include a self-declaration form for practice assessors where they can confirm that they meet the preparation and preceptorship requirements. The programme leader allocates appropriately qualified academic assessors for the students' field of practice. Documentary evidence and meetings at the visit confirm that all SCPHN health visiting and school nursing students have an allocated placement area with an identified practice supervisor and practice assessor agreed in partnership with the employing practice learning partner. There are robust processes in place to prepare and support practice supervisors, practice assessors and academic assessors prior to and throughout the programme.
36. Based on the information made available, the visitor team considers that Wrexham has in place the appropriate arrangements to enable Standard 6.5 to be met.

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