



Nursing and Midwifery Council Quality Assurance Review

Programme approval report for:

Post-registration qualifications leading to:

Specialist Community Public Health Nurse – Health Visiting

Specialist Community Public Health Nurse – Health Visiting (Apprenticeship)

Specialist Community Public Health Nurse – School Nurse

Specialist Community Public Health Nurse – School Nurse (Apprenticeship)

Anglia Ruskin University

November 2024

Contents

Programme approval report for:	1
Key institutional and programme details	1
Executive summary	3
Conditions and recommendations	5
Conditions	5
Recommendations for enhancement.....	5
Response to conditions.....	6
Explanation of findings for Part 3	7
Standard 1: Selection, admission, and progression.....	7
Standard 2: Curriculum	10
Standard 3: Practice learning	15
Standard 4: Supervision and assessment	19
Standard 5: Qualification to be awarded.....	23

Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Anglia Ruskin University Bishop Hall Lane Chelmsford CM1 1SQ			
AEI / EI institution Identifier	10000291			
Name and location of academic delivery partner(s) if not the AEI/EI noted above	Not applicable			
Name of practice learning/employer partners	Cambridgeshire and Peterborough NHS Foundation Trust Cambridgeshire Community Services NHS Trust (Norfolk and Waveney, and Cambridge) North East London NHS Foundation Trust Suffolk County Council Southend Borough Council HCRG Health Group			
Approval type	Programme approval			
Name of programme				
NMC Programme Title	AEI/EI Programme Title (in full)	Academic level	Full-time	Part-time
Specialist Community Public Health Nurse – School Nurse	PgDip Specialist Community Public Health Nursing (School Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist Community Public Health Nurse – School Nurse (Apprenticeship)	PgDip Specialist Community Public Health Nursing (School Nursing) - apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist Community Public Health Nurse – Health Visiting	PgDip Specialist Community Public Health Nursing (Health Visiting)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist Community Public Health Nurse – Health Visiting (Apprenticeship)	PgDip Specialist Community Public Health Nursing (Health Visiting) - apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interim awards available (only required if leading to NMC registration)				

NMC Programme Title	AEI/EI 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	6 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			
Date of visit	6 November 2024			
Visitor team	Registrant Visitors: Dr Sean Mackay Mr Niall Mclaughlin Lay Visitor: Professor Alan Howard			

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 programmes. 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 or EI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and their carers, employers, practice learning partners, the course visitor 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 6 November 2024.

Context for the review

Anglia Ruskin University (ARU) is an Approved Education Institution (AEI). It has offered NMC approved programmes in Specialist Community Public Health Nurse – School Nurse and Specialist Community Public Health Nurse – Health Visiting since 2015. This review was conducted to approve the two programmes against the revised 2022 NMC Standards for Post-registration programmes and to approve an apprenticeship route for each of the two programmes.

The programmes have been developed to address the shortage of specialist community public health nurses in the local region as identified by ARU's practice learning partners (PLPs) and proposed employer partners (EPs). The addition of the apprenticeship routes is to help ensure sustainability of the course and flexibility for funding options. Local employers are keen to develop an apprenticeship route to ensure sustainability of the course and flexibility for funding options. ARU's PLPs and EPs have identified a likely first cohort of between 50 and 55 students, the size of which reflects both the perceived need in the area and the limited number of such post-registration nursing programmes locally. All EPs listed in the table above were represented at the visit.

The course will be offered in January each year at both the Chelmsford and Cambridge campuses. It is delivered with a blended learning approach, with a mix of online and face-to-face sessions. ARU has moved to a blended learning delivery model to ensure that students enjoy the benefits of both approaches, although current cost-of-living concerns and the large geographical area that students come from mean that there is currently a strong preference for online learning.

The **final recommendation** made by the visitor team to the NMC, following consideration of ARU'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 the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

Conditions and recommendations

The **provisional judgement** (following the visit and prior to the consideration of the AEI 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 (eg 3.1)	NMC only/Joint	AEI only
C1	Revise the relevant documentation to clarify the guidance around the requirements of students and practice assessors in order to demonstrate that the student has reached the level required at the end of the three learning periods.	3.4	Joint	
Date for all conditions to be met to meet intended delivery date		4 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/EI only
R1	Revisit course policy, documentation and guidance to ensure sufficient flexibility to facilitate students' progression through the programme while supporting their health and wellbeing.	2.11	Joint	
R2	Ensure that practice assessors and practice supervisors have a clear knowledge of the new curriculum and application of the standards of proficiency.	3.6	Joint	
R3	Monitor implementation of the students' placement evaluation system.	4.3	Joint	

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

Response to conditions

The visitor team reviewed in full the response and evidence from the AEI 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 visitor team being able to confirm that all required standards are met.

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

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

Explanation of findings for Part 3

Standard 1: Selection, admission, and progression

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
1.1	<p>Ensure that on entry to the programme the applicant is an:</p> <p>1.1.1 NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved specialist community public health nurse (SCPHN) programme.</p> <p>1.1.2 NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved community nursing specialist practice qualification (SPQ) programme.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Confirm on entry that each applicant selected to undertake SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Provide opportunities that enable eligible NMC registered nurses and/ or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	<p>Consider recognition of prior learning that is capable of being mapped to the:</p> <p>1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice.</p> <p>1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Where programmes intend to offer SCPHN and/or SPQ students' admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	is capable of being mapped to the RPS Competency Framework for all Prescribers for applicants.				
1.8	Where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing programme to SCPHN and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

1. The visitor team considered a range of evidence including the course information document, handbooks, commitment statement and guidance notes, and met with staff with responsibilities for academic management, academic quality, school leadership and teaching. It also met with representatives of people who use services and their carers (PSCs), practice supervisors, practice assessors and managers from the placement learning providers/employer partners, and with students.
2. In relation to Standard 1.1, the visitor team reviewed a range of documentation. Students undertaking these courses are NMC-registered nurses or midwives who are normally employed and working in a community healthcare setting. They are normally supported by their employer to undertake the course and are currently funded by NHS England. However, it is possible for non-NHS, self-funding and self-employed students to undertake the course providing that they have secured an appropriate clinical learning experience, with supervision and assessment in line with the NMC standards for student supervision and assessment and NMC standards for post-registration programmes. The course information document includes admission requirements which specify that ARU, in partnership with the PLP, will ensure that the applicant is an NMC-registered nurse. The Lived Experience ARU Network (LEARN) has been involved in the programme development and joint interviews. Some trusts arrange for PSCs to be present at student interviews and agreed interview questions/scenarios are used. ARU is taking steps to involve PSCs in the recruitment process and ARU and PLP staff met at the visit confirmed that applicants' registered status is checked and that joint interviews by PLPs and ARU are conducted that include questions from PSCs.
3. In considering Standard 1.2, the visitor team found evidence that the admissions criteria for the programme require candidates to normally have an honours degree although candidates with extensive relevant practical experience and continuing professional development will be considered. A presentation at interview is used to assess the applicant's capability of Level 7 study. The visitor team noted ARU's approach to interview, which requires PLPs to record their assessment of student interviews using a formal template and demonstrates that ARU uses appropriate criteria for testing Level 7 capability and that suitably detailed interview notes are maintained.
4. In considering Standard 1.3, the visitor team confirmed a clear process for eligible NMC-registered nurses/midwives who are non-NHS or self-employed or self-funded to apply to enter the programme. As noted above, applicants must provide evidence of a suitable practice learning environment. At the visit, ARU confirmed that non-NHS and self-funded applicants would be supported, and that suitable governance processes are in place. With regards to self-funding students, ARU provides details of contacts in each organisation and assists in any discussions and clarifications from interested applicants.

5. In considering Standard 1.5, handbooks for students and practice partners demonstrate effective arrangements for the provision of practice supervisors, practice assessors and protected learning time. The visitor team reviewed commitment statements from a range of PLPs which confirm that appropriate arrangements are in place to support practice learning, including employer support and protected learning time. A practice education governance committee oversees arrangements. Staff CVs confirm that the practice assessors, practice supervisors and academic advisors are appropriately qualified and prepared for their role and the visitor team checked that all the relevant ARU staff were current on the NMC register. PLP representatives confirmed at the visit that there are sufficient practice assessors available and there is a programme of support, such as preparing them for the rollout of the new e-PAD. PLP representatives confirmed their commitment to maintain protected learning time and noted there are signed agreements. All PLPs present indicated the intention to be approved as EPs for the new apprenticeship routes.
6. In considering Standard 1.6, the visitor team reviewed ARU's Recognition for Prior Learning (RPL) policy and associated documentation. The evidence demonstrates that RPL is mapped to the programme learning outcomes and standards of proficiency for the applicants intended field of SCPHN practice. For experiential learning, applicants submit a portfolio, which is reviewed by an Accreditation or Prior Learning sub-panel to determine the credit value.
7. Based on the information made available, the visitor team considers that ARU has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
2.1	<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	Ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.11	<p>Ensure programmes are:</p> <p>2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended 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 course is designed with 45 programmed weeks and a total length of 53 weeks, including the one-week course induction/introduction. The apprenticeship route is identical, but there is approximately four weeks after the programme ends for the End Point Assessment, allowing for the awards board and recommendation to the NMC. During this time the apprentice is in their employed role.

In terms of hours of study, the course consists of 1,705.5 hours with 844.5 hours of theory, and 861 hours of practice. The ratio of theory to practice to is 50.5% to 49.5%.

Findings

8. The visitor team considered a range of evidence including the course information document, handbooks, commitment statement and guidance notes. It also met with staff with responsibilities for academic management, academic quality, school leadership and teaching, and with representatives of PSCs and students.
9. In relation to Standard 2.1, the evidence provided demonstrates that the programme has been developed with significant stakeholder input, including students, graduates, PLPs and PSC representatives. The Lived Experience ARU Network (LEARN) group has a key role in co-designing interview scenarios, reviewing modules and contributing to teaching activities. Formal curriculum feedback sessions with LEARN members are used to inform teaching scenarios and group work sessions. ARU also conducts regular meetings with PLPs and students as part of a Curriculum Planning Group, incorporating feedback into course design. This approach demonstrates ARU's commitment to ensuring stakeholder voices are integral to programme development and delivery.
10. The Curriculum Planning Group was established as an SCPHN working group, including PSC representatives, employers, PLPs, and students. Its role is to review the new curriculum, admission process, modules, and assessment and there is clear evidence of consultation with stakeholders, including the LEARN group. There is evidence of discussions on course outline and specific experiences (for example. mental ill-health and domestic abuse) identified for potential inclusion. Further work is planned to map these lived experiences into specific modules. The visitor team confirmed that the LEARN group's involvement in curriculum design and delivery is well documented and meets the standards for stakeholder engagement in programme development.
11. In further consideration of Standard 2.1, the visitor team noted that compliance with the NMC standards framework was provided and approved for Part 1 and Part 2 of the standards in 2020 and this is reflected in the student information document. ARU engages in revised and updated mapping to reflect new processes or requirements that have been put in place due to amendments, and these clearly highlight continuing compliance with the NMC standards. The course proposal document demonstrates alignment with the NMC standards for student supervision and assessment; NMC standards for post-registration programmes; NMC standards of proficiency for specialist community public health nursing; and the Apprenticeship Standards for SCPHN published by the Institute for Apprenticeships and Technical Education (IfATE).
12. In respect of Standard 2.2, the visitor team reviewed evidence confirming that practice supervisors, practice assessors and academic assessors are appropriately qualified and have current registration. Practice staff who support students are

provided with briefing sessions to support them in their role. Examples of opportunities for protected learning time are provided and there is a system of education audits of practice areas in place. In addition to the involvement of the service user group, LEARN, the voluntary sector and patient groups have also contributed to delivery of the course, with positive feedback from students. The current and proposed practice assessment document requires feedback from PSCs as an integral component.

13. In consideration of Standard 2.4, course documents clearly indicate that the programme has specific routes for Health Visiting and School Nursing and for its proposed apprenticeship provision. Students will register for Health Visiting or Student Nurse practice and there is no SCPHN public health nurse qualification proposed.
14. In respect of Standard 2.5, course documentation demonstrates that programme learning outcomes reflect the core and field-specific standards of proficiency for SCPHN and for the intended fields of SCPHN practice. The Health Visiting and School Nurse programme learning outcomes are mapped to the modules, which are themselves mapped to the core and specific standards of proficiency. There are separate Practice Assessment Documents (PADs) for both programmes, where students document their achievements and record the outcomes of tri-partite meetings. These PADs are used to monitor student progress in meeting the core and field-specific standards of proficiency.
15. In consideration of Standard 2.6, course documentation and handbooks outline the general and professional content necessary to meet the core and field-specific standards of proficiency for each intended field of SCPHN practice. The PGDip consists of three core theoretical modules (30 credits each) and a core practice module (30 credits). All modules are compulsory. The practice-based modules are field specific and follow the Pan London Practice Assessment Document. The PADs are mapped to the core and field-specific standards of proficiency for specialist community public health nurses (SPSCPHN). All modules are mapped to the SPSCPHN and there is no compensation in theory or practice: all theoretical elements of the programme, along with the PAD, must be passed.
16. In consideration of Standard 2.7, the visitor team confirmed that the programme leader is an SCPHN (Health Visiting) registrant, supported by staff with either Health Visiting or School Nurse registration. Course documentation demonstrates that the theoretical modules are shared across both Health Visiting and School Nurse routes, with a combination of shared input and field-specific sessions. The 'Foundations for SCPHN practice' module covers therapeutic relationships, health literacy, child development and mental health and research-based practice. There is also field-specific content, such as genomics, antenatal and foetal development, and infant feeding (Health Visiting specific) and supporting young people, risk taking and school aged development (specific for School Nurse). The 'Developing expertise in SCPHN' module takes a trauma-informed approach and covers safeguarding, risk, resilience, and support for different groups. The 'Leading a public health initiative' module includes leadership skills and the high impact areas for Health Visiting and School Nurse practice. Assessments for the theoretical modules are field specific.
17. The applied leadership module is shared with students from other programmes, enabling interprofessional learning. A university Interprofessional Learning Events network hosts various events across the year allowing interprofessional learning opportunities for students beyond the Health Visiting and School Nurse groups.

18. In consideration of Standard 2.8, course documentation demonstrates careful consideration of the balance of theory and practice in the programme. The course has been designed with three theory modules and one practice module, with the UNICEF baby friendly initiative (BFI) embedded in the HV curriculum. The compassionate resilience framework is embedded throughout all modules to ensure that all students are prepared for the workforce challenges and are resilient to these. BFI is firmly embedded as ARU strives for UNICEF's gold accreditation. The visitor team confirmed a balance of practice and theoretical learning opportunities as required by the standard, with block weeks of theory or practice. A practice module has been devised to support students, and the block delivery plan has significantly changed to allow students opportunities to undertake practice placement experiences while retaining a balance of theory and practice as required. The new national PAN London SCPHN PAD, approved for delivery by the NMC, will be utilised to assess students in practice and be delivered via an online platform.
19. In respect of Standard 2.9, the majority of the teaching is delivered online using ARU's virtual learning environment, but some synchronous learning opportunities are provided. Simulation, such as a community flat and immersive rooms, are offered for face-to-face skills teaching and practice. Objective Structured Clinical Assessments are used for infant feeding (Health Visiting) and health needs assessment of a young person (School Nurse). Course documentation and handbooks confirm that students can access support to develop digital and study skills.
20. In consideration of Standard 2.11, the course proposal document confirms that the programme is of suitable length to support student achievement of all proficiencies and programme outcomes for the intended SCPHN award. This document specifies 45 programmed weeks, and a total length of 53 weeks, including the one-week course induction/introduction. The apprenticeship route is identical, but there is a period of approximately four weeks after the programme ends for the End Point Assessment (awards board and recommendation to the NMC). During this time the apprentice is in their employed role. In meetings during the visit, ARU, students and PLP representatives confirmed that there are processes in place to provide reasonable adjustments for students including learning in practice and assessments.
21. Students met by the visitor team reported that the course was intensive and demanding and that while lecturers were supportive and processes are in place there was limited flexibility within the course structure to make up missed learning or practice hours in cases of sickness or other exceptional circumstances. PLPs and EPs confirmed to the visitor team they are supportive of students with complex personal circumstances. As a result, the panel and visitor team made the **recommendation (R1)** that the course team revisit course policy, documentation and guidance to ensure sufficient flexibility to facilitate students' progression through the programme while supporting their health and wellbeing.
22. Based on the information made available, the visitor team considers that ARU 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Take account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their: 3.6.1 intended field of SCPHN practice, SCPHN PHN practice or, 3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice learning requirements

The course consists of 1,705.5 hours, with 844.5 hours of theory and 861 hours of practice. The ratio of theory to practice to is 50.5% to 49.5%. In relation to the balance of simulated and hands-on practice learning hours, online taught days include a lecture

and facilitated route-specific groupwork and discussion, and modules include a series of in-person taught days to support student learning. Simulation and scenario-based activities will be used to link theory to practice and will be taught face-to-face. This blended approach means that students are exposed to a range of learning opportunities.

Findings

23. The visitor team considered a range of evidence including policies and procedures governing partnership working, formal partnership agreements, handbooks, and assessment documents. It also met with staff with responsibilities for academic management, academic quality, school leadership and teaching and with PSC representatives and current students.
24. In considering Standard 3.1, course documentation and handbooks demonstrate that practice placement information for students is clearly outlined in relation to the course length and balance of theory and practice, and the visitor team confirmed that ARU complies with the NMC standards. As noted above, simulation and scenario-based activities will be used to link theory to practice and taught face-to-face.
25. The governance of practice learning is outlined in the course proposal document. As an established AEI, existing processes are in place for the governance of clinical learning environments, with all practice areas audited and recorded on a Placement Management System, In Place. This system has not been used for SCPHN before, but SCPHN students will be added to the new electronic practice assessment document (ePAD) and data will be transferred from In Place so that all placements are managed in the same way.
26. All PLPs signed new standard placement agreements in 2023 that included governance arrangements, and there are commitment statements from SCPHN PLPs to support students in the clinical learning environment. The statements of commitment address the needs of all learners. ARU has new practice policies in place to address the specific requirements for student supervision and support in the revised NMC standards for post-registration programmes. These policies are designed to ensure that stakeholders in the practice learning process are committed to governance and apply to all students regardless of funding options. The student handbook enables students to see the ways in which governance of practice learning is managed within the programme regardless of funding source. ARU confirmed that it would work closely with self-funded students to provide details of contacts in each organisation and to help with discussions and clarifications regarding practice arrangements.
27. In consideration of Standard 3.2, course information and approval documentation demonstrate that the course was collaboratively produced in response to the new SCPHN standards for 2022 and that NMC requirements for student supervision and assessment and the NMC standards for post-registration programmes are observed. The course information document contains links to meetings where key stakeholders contributed to programme management. These documents outline the governance of practice learning and student supervision and assessment, and the statements of commitment confirm that PLPs intend to comply fully with the Standards for Student Supervision and Assessment (SSSA). Students met at the visit confirmed that they work in partnership with the education provider and their practice learning partners to arrange supervision and assessment in alignment with the SSSA.

28. In respect of Standard 3.3, practice assessment documentation confirms that students are required to obtain a wide range of experience to enable them to meet the standards of proficiency for SCPHN in the field of School Nursing or Health Visiting. This is outlined clearly in the PAD and the course handbook. Students are required to collect 12 pieces of feedback from PSCs and provide reflections which form part of their overall assessment. The PADs used are the Pan-London Practice Learning Group (PLPLG) documents for Health Visiting and School Nursing and are currently in use for existing approved courses. The visitor team confirmed that this approach aligns with the requirements for practice learning and proficiency standards.
29. In considering Standard 3.4, the visitor team noted that ARU is applying the Pan-London practice assessment document for SCPHN. This is pre-approved to meet the standards and is designed to be accompanied by a context document that supports students and practice assessors in equitably applying assessment standards. While the ARU context document states the requirements for completing each period of practice learning, it was unclear which proficiencies and levels of practice are mandated for students and how these may affect progression between periods of practice learning. ARU clarified that the requirements for progression stated in the context document were not sufficiently clear about whether the stated expectations were requirements or goals and that the context document in the form submitted for this review would not be used. The visitor team therefore set a **condition (C1)** to revise the relevant documentation to clarify the guidance around the requirements of students and practice assessors in order to demonstrate that the student has reached the level required at the end of each of the three learning periods.
30. In considering Standard 3.5, student handbooks include information that addresses students' individual learning needs and personal circumstances when allocating practice learning and allows for reasonable adjustments for students with disabilities. The course information document outlines robust systems for supporting students to develop practice support plans, and the PADs contain generic direction to ARU's policies on adjustment. At the visit, the visitor team heard about ARU's Wellness and Reasonable Adjustments Placement Plan (WRAPP) approach which takes account of students' individual learning needs and personal circumstances when allocating practice learning and makes reasonable adjustments where applicable. Students confirm that they are supported with adjustments and ARU noted that practice assessors are well prepared to support students with reasonable adjustments in placement.
31. In considering Standard 3.6, the visitor team noted from ARU's presentation at the visit that the programme was designed to ensure learning experiences are tailored to the student's stage of learning, proficiencies and intended programme outcomes. PLP representatives confirmed that the programme was collaboratively developed to achieve this, and students confirmed that their feedback on the current programme had informed changes to the proposed programme that will improve practice learning experiences. The panel and the visitor team noted that while practice assessors and practice supervisors were aware of the proposed changes, they had not yet been formally briefed on the new curriculum and proficiencies and how these should be applied in practice. The programme team confirmed to the visitor team that there was a plan for a series of update sessions for practice assessors and practice supervisors about the new curriculum. The panel and visitor team therefore made a **recommendation (R2)** that the course team should ensure that practice assessors and practice supervisors have a clear knowledge of the new curriculum and application of the standards of proficiency.

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

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	Revise the relevant documentation to clarify the guidance around the requirements of students and practice assessors to demonstrate that the student has reached the level required at the end of each of the three learning periods.	Following submission of additional documentary evidence, the visitor team considered the condition to be met. The guidance to students and practice assessors is clear on the processes to support practice learning in each period and the guidance is consistent across the documentation with language adjusted appropriately to each route through the programme. The visitor team was assured that ARU's programme documents ensure that practice learning complies with the NMC standards for student supervision and assessment.

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	<p>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.</p>	<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

33. The visitor team considered a range of evidence including ARU's mapping against NMC standards, the course approval and information documents, partner commitment statements, assessment documents and policies. It also met with staff with responsibilities for academic management, academic quality, school leadership and teaching and with PSCs and students.
34. In consideration of Standard 4.1, the visitor team saw evidence that practice assessment is undertaken against the PLPLG ePAD and that all proficiencies within the NMC 2022 SCPHN standards are mapped to modules in the programme. At the visit, practice assessors and PLPs confirmed that this mapping is visible to them in the curriculum and that practice assessors can see the learning being undertaken by the student.
35. In considering Standard 4.2, the visitor team confirmed that the SCPHN and practice policies use self-declaration forms for practice assessors, practice supervisors and academic assessors to ensure preparation for supporting students in placement is collaborative. Participants in practice assessment meet these requirements, and agreements with placement providers confirm the necessary resourcing. Students the visitor team met confirmed that they are allocated suitably qualified and prepared practice assessors and supervisors. PLPs confirmed that the training, resources and

support structures are in place to continue collaborative preparation for supporting students.

36. In considering Standard 4.3, the visitor team confirmed that the use of the PLPLG PADs ensures that practice supervision, the assessment of practice and academic assessment comply with the SSSA. LEARN members will participate in the final poster presentation assessment and engage in discussions with students and record feedback, which will be incorporated into the academic markers' comments. This planned involvement of PSCs in assessments aligns with the requirements of the SSSA.
37. ARU and PLPs confirm that they have experience in using the Pan London PAD to support students in other programmes and that practice assessors and practice supervisors will receive specific training for the SCPHN PAD in preparation for its use in the proposed programme. The panel and visitor team noted that practice representatives did not appear to be aware of the formal processes in place for evaluating placements. The course proposal team subsequently confirmed that all placements were evaluated, and that feedback was collated and reviewed at monthly Practice Education Committee meetings. It was explained that the team had previously used its own system but would be moving to a regional approach in future and all placement evaluations would be available on the new placement management system, In Place. In light of the changes, the panel and visitor team made a **recommendation (R3)** that ARU monitor implementation of the students' placement evaluation system.
38. In consideration of Standard 4.4, 4.5 and 4.6, the visitor team confirmed that mandatory self-declaration forms are in place for practice supervisors. These ensure a period of preceptorship is completed in line with the NMC principles for preceptorship as SCPHN qualified professionals or allows supervisors to evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN students. Students met by the team at the visit confirmed that the practice assessors and practice supervisors allocated are experienced and qualified. Practice assessors present at the visit confirmed that they are experienced registered SCPHN or community SPQ nurses for the programme the student is undertaking and that they are required to have completed preceptorships. Practice policies make clear the circumstances and documentation that apply where it becomes necessary for the practice supervisor and practice assessor roles to be carried out by the same person.
39. In respect of Standard 4.7, practice assessment documentation demonstrates that the adoption of the PLPLG PAD for the Health Visiting and School Nurse fields mandates the provision of constructive feedback to students throughout the practice learning components. The student handbook clearly articulates the role and structure of formative and summative feedback and assessment through the academic components in a way that is accessible to students and to partners supporting the delivery of the programme. PLPs and students the visitor team met during the visit confirmed that they are clear about the role of formative and summative feedback and how this informs student development and progression.
40. In consideration of Standard 4.8, programme documents demonstrate that all SCPHN proficiencies and SPQ proficiencies are recorded in an ongoing record of achievement which confirms proficiencies have been met. This practice assessment tool was approved for all such programmes in 2023. The PLP representatives met at the visit confirmed that practice assessors and supervisors are experienced and prepared for the use of the PLPLG PADs.

41. In consideration of Standard 4.9, practice assessment documentation confirms that the PLPLG PADs for school nurses and health visitors require all SCPHN proficiencies to be assessed to ensure the student's suitability for award and to confirm overall proficiency, based on the successful completion of all practice learning and final confirmation by the academic assessor.
42. Based on the information made available, the visitor team considers that ARU 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

43. The visitor team considered a range of evidence including ARU's Code of Practice on curriculum approval, the course approval forms, and draft student handbook, and met with staff, PSC representatives and students.
44. In considering Standard 5.1 and 5.2, the visitor team reviewed evidence which confirmed that the course and module specifications align with Level 7 requirements. These documents clearly state that the programme is 120 credits at Level 7 and that all credits must be passed for successful completion. Module specifications were reviewed and adjusted to ensure consistency with Level 7 descriptors, and the course handbook clearly states that students must register their SCPHN award within five years of successful completion. ARU demonstrated adherence to the Senate Code of Practice, which outlines academic level standards.
45. Based on the information made available, the visitor team considers that ARU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

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