



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

## **Major Modification Report for:**

**Pre-registration nurse qualification leading to:**

**Pre-registration nursing - Adult**

**Pre-registration nursing - Child**

**Pre-registration nursing - Mental Health**

**Canterbury Christ Church University**

**March 2025**

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## Key institutional and programme details

<b>Name and location of Approved Education Institution (AEI)</b>	Canterbury Christ Church University North Holmes Road Canterbury CT1 1QU				
<b>AEI Institution Identifier</b>	10001143				
<b>Name and location of new programme delivery partner(s) if not the AEI noted above</b>	Not applicable				
<b>Name of new employer partners for apprenticeships</b>	There are no new employer partners				
<b>Approval type</b>	Major modification				
Name of programme					
NMC programme title	AEI programme title(s) (in full)	Academic level(s)	Apprentice-ship	Full-time	Part-time
<b>Pre-registration nursing - Adult</b>	BSc (Hons) Nursing (Adult)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Adult</b>	MSc Nursing (Adult)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Adult</b>	BSc (Hons) Nursing (Adult) (NDA)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Child</b>	BSc (Hons) Nursing (Child)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Child</b>	MSc Nursing (Child)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Mental Health</b>	BSc (Hons) Nursing (Mental Health)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-registration nursing - Mental Health</b>	MSc Nursing (Mental Health)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Mental Health</b>	BSc (Hons) Nursing (Mental Health) (NDA)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Interim awards available</b> There are no interim awards for this qualification that lead to NMC registration	
<b>Proposed programme start date</b>	1 September 2025
<b>Standard(s) under assessment</b>	<input checked="" type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes  Note that the AEI has taken a programme-centred approach to Part 2: Standards for student supervision and assessment and therefore Part 2 has been reviewed, in the context of this programme, through this current review.
<b>Date of visit</b>	27 March 2025
<b>Visitor team</b>	Registrant Visitors: Ms Sarah Beresford Dr David Coyle  Lay Visitor: Ms Ann Minton



## 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(s). Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in [QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews](#).

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

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

For programme approvals all standards within Part 3: Standards for pre-registration nursing are reported upon. For major modifications only those Part 3 standards impacted by the modification are reported upon. The visitor team confirms with the AEI/EI which Part 3 standards are in scope for a major modification.

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

This modification was undertaken as a one day visit held at Canterbury Christ Church University on 27 March 2025.

### Context for the review

This major modification for Canterbury Christ Church University (CCCU) has been driven by CCCU's introduction of a new academic framework which required a complete refresh of the current pre-registration nursing curriculum. CCCU has therefore reviewed and revised its credit framework across its portfolio. The nursing team used the opportunity afforded by this change to review, revise and refresh the programmes, drawing on the quality assurance mechanisms that it has in place to inform and enhance these. Changes have been applied to the whole curriculum, structure, credits and assessment methods. While CCCU is proposing to change the programme structures, there are no changes to the balance of hours. The programme learning outcomes will be aligned to those within the academic framework but also contextualised in relation to the NMC standards. As CCCU has refreshed its provision, narrative and evidence was submitted for all of the applicable Part 2 Standards for Student Supervision and Assessment (SSSA, 2018, updated 2023) and Part 3 Standards for the pre-registration nursing (2018, updated 2023) provision. CCCU is also proposing to modify the MSc Nursing qualification to include Child, though this is not a new field of practice as it is currently offered within the BSc qualification.

CCCU has documented its redevelopment of the pre-registration nursing programmes, which has included co-production, starting from a system partners engagement event in Spring 2024. Subsequent steps have included curriculum development days (with a series of workshops and presentations with stakeholders regarding the new changes to the programmes), and additional engagement with Practice Learning Partners (PLPs), Employer

Partners (EPs) and students/apprentices. People who use services and carers (PSCs) have also been involved in the redesign of the provision and have ongoing roles in the continued delivery.

The visitor team met with a range of senior and programme staff, senior representatives from the PLPs and EPs, current students/apprentices and PSC representatives.

The **final recommendation** made by the visitor team to the NMC, following consideration of CCCU'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 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 is reviewed simultaneously with Part 3: Standards for pre-registration nursing programmes, the associated summary of findings is recorded as Annexe 1.

## Conditions and recommendations

The **provisional judgement** of the visitor team following the visit 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

Conditions				
No.	Condition details	Specific standard(s) not met	NMC only/ Joint	AEI only
C1	The course team must review and update the course documentation in Course Loop for typographical errors, to reflect points of clarification raised by the University panel.	N/A		AEI
Date for all conditions to be met to meet intended delivery date		Monday 16 June 2025		

All conditions must be met in order for a programme to be recommended to the NMC for final approval.

### Recommendations for enhancement

Recommendations				
No.	Recommendation details	Specific standard(s)	NMC only/ Joint	AEI only
R1	The panel recommends that the course team strengthen the description of support available for disabled students both during the courses and while on placement to reflect the good practice on the courses.	N/A		AEI

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

### Statements of good practice

Statements of good practice relating to the NMC standards				
No.	Good practice details	Specific standard(s)	NMC only/ joint	
GP1	The ongoing commitment to co-production in the nursing programmes, including with PSCs, ensuring their contribution is embedded and recognised within the delivery of programme content.	Part 3: 2.1 (SFMNE 1.12)	NMC	
GP2	The use of simulated practice learning experiences involving clinical practitioners acting as Practice Supervisors and Practice Assessors for SSSA compliance, with clear mapping to Skills Annexes A	Part 3: 2.3, 2.4	NMC	

	and B that provide students/ apprentices with the opportunity to hone their skills.		
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**Response to AEI only conditions**

The response to CCCU's conditions that are not directly related to individual NMC standards is reported in the table below.

<b>Response to AEI only conditions</b>		
<b>No.</b>	<b>Condition details</b>	<b>Findings</b>
C1	The course team must review and update the course documentation in Course Loop for typographical errors, to reflect points of clarification raised by the University panel.	CCCU uploaded evidence (19 June 2025) confirming that the internal condition has been met. The visitor team considers that for Condition C1, CCCU has fully addressed the requirements of the condition and therefore Condition C1 is met.

The **final recommendation** made by the visitor team to the NMC, following consideration of the CCCU'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

### 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
1.1	<p>Confirm on entry to the programme that students:</p> <p>1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>1.1.2 demonstrate values in accordance with the Code</p> <p>1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>1.1.5 can demonstrate proficiency in English language</p> <p>1.1.6 have capability in literacy to meet programme outcomes</p> <p>1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision making guidance. This includes satisfactory occupational health assessment and criminal record checks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute is able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50% of the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	For NMC registered nurses, permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	programme outcomes that may be more than 50% of the programme.				
1.7	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Recognition of prior learning metrics

CCCU has clear criteria for applications for the recognition of prior learning (RPL) of up to a maximum of 50% of the BSc programmes (180 credits), though this may be more than 50% of the programme for NMC Registered Nurses. For the apprenticeship route, where there is recognised prior learning, the content and duration of the apprenticeship must be reduced to reflect this (though must still meet the minimum threshold of 12 months).

For the MSc programme, prospective students are required to demonstrate 750 hours of practice learning and 500 hours theoretical learning equivalence, and previous practice learning is required to be in a relevant or aligned practice setting.

## Findings

1. The visitor team considered a range of evidence relating to the arrangements for selection, admission and progression for the pre-registration nursing provision, including recruitment and programme information, the Recognition of Prior Learning (RPL) policy, and the Readiness for Practice Document. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from PSCs, PLPs and EPs.
2. In considering Standard 1.1, the visitor team reviewed information such as the recruitment cycle action plan, course overview documents for Level 6 and Level 7 provision and information on the interview process. The course overview documents include details linked to the values-based recruitment process which is designed to ensure that applicants demonstrate the values required to deliver excellence in care. These documents also specify that minimum qualifications in numeracy and literacy skills are required, though they do not cover digital literacy. CCCU has a clear interview process, which uses questions that have been co-produced by students/apprentices and PSCs and includes an Academic Assessor (AA) and PLP/EP or PSC representative on the interview panel. CCCU's Recruitment and Selection group provides oversight of the recruitment process. During the onsite visit, CCCU confirmed that prospective students'/apprentices' level of digital competency was assessed via the online application process.
3. In reviewing Standards 1.2 and 1.3, the visitor team considered CCCU's Faculty Professional, Statutory and Regulatory Body (PSRB) policy which requires that relevant criminal conviction/enhanced disclosure and barring system (DBS) checks are in place, along with the relevant health clearance procedures, to ensure that all students/apprentices gain clearance as part of the admissions process. CCCU's Readiness for Practice Document includes details linked to the BSc Adult, Child and Mental Health nursing and the MSc Adult, Child and Mental Health nursing programmes and clearly states that DBS checks and occupational health checks should be completed before students/ apprentices go into practice, and outlines that a self-declaration of good health and good character is required prior to placements in years two and three. The BSc programme information also includes details on

health clearance and DBS checks. The same information was not included for the MSc programmes, but when explored during the onsite visit, the visitor team was assured of the updated information and that the MSc programme website information now contains details on the requirement for an occupational health screening and DBS check, and the BSc handbook includes information on the declarations required by Standard 1.3.

4. In considering Standard 1.4, the visitor team looked at evidence of the Registered Nurse responsible for directing the educational programme providing supporting declarations of health and character for students/apprentices who have completed a pre-registration nursing programme. CCCU makes effective use of its nursing declaration tracker, which provides clear evidence of the tracking and monitoring of declarations.
5. In considering Standards 1.5 and 1.6, the visitor team accessed CCCU's NMC specific information for the BSc and MSc programmes, and the Faculty RPL policy and procedure. CCCU has clear criteria for applications for RPL up to a maximum of 50% of the BSc programmes (though this may be more than 50% of a programme for NMC Registered Nurses), in accordance with the NMC standards, and uses a mapping tool to ensure that decisions are fair and consistent. In relation to the recognition of prior and experiential learning (RPEL) required for the MSc course, the evidence presented detailed that students are required to demonstrate 750 hours of practice learning and 500 hours theoretical learning equivalence. For the modification to the MSc Nursing qualification to include children's nursing, practice learning must be aligned to or relevant to children and is mapped against the NMC Standards of proficiency for registered nurses (SoPRN, 2018, updated 2024). During the onsite visit, the visitor team was assured of the arrangements in place and current students/apprentices confirmed that the application process was straightforward.
6. In considering Standard 1.7, the visitor team viewed programme and module information which included reference to the learning skills team providing guidance on writing and reflection, as well as the development of digital capabilities. The visitor team also considered CCCU's generic online modules, information and support on using digital technologies, and the online formative self-assessment tool to test drug calculation competencies. CCCU also offers support for the development of evidence analysis skills and team working, and preparation for the objective structured clinical examination (OSCE), and reflective practice. During the onsite visit, the visitor team was assured of the support available to students/apprentices.
7. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 1: Selection, admission, and progression to enable the NMC standards to be met.

## 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<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	Ensure that programme learning outcomes reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	State routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Ensure that field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	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"/>
2.11	Ensure that 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"/>
2.12	Ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.14	Ensure programmes leading to nursing registration and registration in another profession are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Curriculum requirements

All programmes have an equal balance of 50% theory and 50% practice with the minimum requirements of 2,300 hours of theory and 2,300 hours of practice.

BSc programmes are three years in duration and delivered on a full-time basis.

The MSc programmes are two years in duration on a full-time basis.

The Registered Nurse Degree Apprenticeship programmes are four years in duration.

## Findings

8. The visitor team considered a range of evidence relating to the pre-registration nursing curriculum, including documents showing programme learning outcomes mapped to the NMC SoPRN, course handbooks and module information. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from PSCs, PLPs and EPs.
9. In considering Standard 2.1, the visitor team reviewed CCCU's documentation including mapping to the NMC standards, learning outcomes and the Faculty PSRB policy. There is clear evidence throughout the documentation of the NMC standards being mapped to programmes. Students and apprentices are theoretically and practically assessed against the NMC SoPRN, and the course and pathway learning outcomes for the applicable fields of nursing practice (adult, mental health and child) throughout the programmes of study which also include the required exposure across the four fields of practice in line with the NMC standards. All the pre-registration programmes are subjected to an internal scrutiny process to ensure they comply with the NMC standards and CCCU's Faculty PSRB programme policy. During the onsite visit, the visitor team recognised the considerable depth of co-production embedded into the development of these programmes and in relation to the proposed modifications, as outlined by the programme (development) team. PSCs confirmed their involvement from the beginning of the programme development process through a series of structured conjoint meetings. The visitor team therefore identified the ongoing commitment to co-production in the nursing programmes, including with PSCs, ensuring their contribution is embedded and recognised within the delivery of programme content, as a feature of **good practice (GP1)**.
10. In relation to Standard 2.2, the visitor team was assured that all programmes comply with the NMC Standards of Student Supervision and Assessment (SSSA, 2018, updated 2023). Students/apprentices will be allocated a range of practice learning experiences throughout the duration of the programmes to enable them to meet the proficiencies set out in their practice assessment documentation. To successfully complete the BSc and MSc nursing programmes (Adult, Child and Mental Health) students/apprentices must pass each part of their clinical practice, as assessed by their Practice Assessors (PAs) and recorded in the Pan London electronic practice assessment document (PAD) Parts 1, 2, 3 (for the three parts/years of the programmes which each have a progression point at the end). All practice learning is supported by Practice Supervisors (PSs), PAs and Academic Assessors (AAs) who work in partnership with the student/apprentice to enable completion and achievement of the required NMC SoPRN. During the onsite visit, students/apprentices and PLPs/EPs explained the relationship between PSs, PAs and AAs in accordance with the SSSA standards. The programme (development) team confirmed that after the completion of each part of the programmes there is a

meeting held between the student, PA and AA. Students/apprentices and PLPs/EPs all confirmed that practice learning is supported by PSs, PAs and AAs who work in partnership with the student/apprentice to enable completion and achievement of proficiencies. PLPs/EPs stated that tripartite meetings can be challenging to facilitate due to staff absences or AA workloads, but it is something which is done, and all staff are getting more accustomed to doing this routinely. Further information relating to SSSA can be found in Annexe 1.

11. In considering Standard 2.3, the visitor team focused on the evidence provided which shows that programme learning outcomes have been written to reflect the NMC SoPRN and together with module outlines set out the general and professional content to be delivered. Simulated practice learning (SPL) contributes to the pedagogical approach of the BSc programmes, enabling students/apprentices to develop their skills and confidence prior to using them on live patients in practice settings. Some of the SPL enables nursing practice to be performed in a safe environment, and both Skills Annexes A and B can be practised by the students using SPL. PSCs confirmed their contribution to the SPL across the programmes. The visitor team identified the use of SPL experiences involving clinical practitioners acting as PSs and PAs for SSSA compliance, with clear mapping to Skills Annexes A and B that provide students/apprentices with the opportunity to hone their skills as a feature of **good practice (GP2)** in relation to Standards 2.3 and 2.4, and further details linked to GP2 are provided in relation to Standard 2.4.
12. In considering Standard 2.4, the visitor team reviewed the programme-specific information and was assured of the plans for the BSc, MSc and apprenticeship programmes, which will provide appropriate module content and practice learning experiences. CCCU's approach to meeting this standard is enhanced by the introduction of a core first year where adult, mental health and child nurses learn together. During the onsite visit, the visitor team triangulated the documentary evidence, relating to the programmes and fields of nursing practice, through meetings with key stakeholders. As identified in relation to Standard 2.3, the visitor team identified the use of SPL experiences as an example of **good practice (GP2)**. CCCU is providing students/apprentices with the opportunity through SPL to hone their skills, in particular those Annexe A and B skills, in a safe and controlled environment, to enhance their confidence and competence. Students/apprentices are afforded the opportunity to practise invasive skills such as catheterisation and venepuncture in these SPL environments, using scenario-based learning before practising their skills with real patients. Using SPL within the Professional Practice modules has enabled students/apprentices to learn from each other, and to learn from the PS and PA clinical practitioners that come to CCCU for one day per week to support the SPL. The programme team explained that as part of SPL students/apprentices have the opportunity to engage with people with learning disabilities by means of a simulated hospital admission. The use of co-teachers was mutually beneficial to the parties and provided good opportunities for the parties to develop skills and understanding of communication and reasonable adjustment skills to be implemented in the practice learning environment. PSCs confirmed their input into the SPL via the process of co-tutoring and find this a very valued part of their role within the School.
13. In relation to Standards 2.5 and 2.6, the visitor team reviewed the programme documentation and was assured that successful completion of the pre-registration nursing programmes will enable students/apprentices to enter the register in their specific field of practice. The visitor team was also assured that the programmes enable students/apprentices to meet the NMC SoPRN and programme outcomes.

14. In considering Standard 2.7, the visitor team reviewed programme information including handbooks and applied fields of nursing documents (child, mental health and adult). Content for the distinct three fields of nursing show outcomes which have been developed to enhance knowledge of person-centred assessment, individualised assessment and care planning commensurate with the Standards for Curriculum. Modules and assessments cover relevant content including policy, public health, prevention and inequality. Research, leadership and medicines management principles and practice are also included in the curriculum. Students/apprentices undertake practice learning to participate in the provision of nursing care, with opportunities to consolidate and develop proficiencies in clinical settings. Modules also include topics such as physiology and pharmacology and the emphasis on developing reflexivity and supervision enhances the students'/ apprentices' learning. The programme outcomes are mapped for all fields to modules at Levels 4, 5, 6 and 7 to ensure the content and assessment is appropriate to meet the NMC Standards. Apprentice documents for the adult and mental health programmes also show content on individualised assessment, care planning across contexts, policy and legislative influences sufficient to meet Standard 2.7. During the onsite visit, the visitor team noted confirmation of the high level of co-production and inclusivity which is clearly evidenced in the development of modules and programmes across the fields and in supporting documentation. PSCs confirmed their involvement from the inception of the programme and in the development of modules and assessment methods.
15. In considering Standard 2.8, the visitor team focused on module information following the changes applied to the whole curriculum. Module information provided evidence of appropriate coverage and mapping of the required content across the programmes, aligned to the NMC SoPRN. Safeguarding theory, and roles and responsibility are applied to all fields, as is medicines management. The standard is met throughout the programmes in shared modules at Levels 4, 5 and 6 and for the three fields with specific relevance to principle and practice, and there is appropriate evidence in the Level 7 MSc modules. During the onsite visit, the programme (development) team and PLPs/EPs demonstrated the robust arrangements to manage safeguarding and regulatory requirements that provide theory and practice experience for students/apprentices.
16. In considering Standards 2.9, 2.10 and 2.12, the visitor team considered the balance of the curriculum between theory and practice, the use of technology and SPL and the length of the programmes. There are no changes to the balance of hours associated with this modification and CCCU makes use of a range of learning and teaching strategies. Technology and SPL opportunities are used to support learning, supervision and assessment in the BSc programmes with up to 600 hours (of the minimum 2,300 practice learning hours) in SPL. The MSc programme does not include any SPL. The Registered Nurse Degree Apprenticeship minimum practice hours (2,300) are attained through 360 hours of SPL and 1,950 hours in supernumerary practice learning environments (2,310 in total).
17. Standards 2.11, 2.13 and 2.14 were not applicable to this review as the programmes are not delivered in Wales, and programmes do not lead to registration in two fields of nursing practice or to nursing registration and registration in another profession.
18. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

### 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	Provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care to a diverse range of people across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in Standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Take account of students' individual 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 students experience the range of hours expected of registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Ensure that students are supernumerary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Practice learning requirements and simulated learning hours

The BSc, MSc and Registered Nurse Degree Apprenticeship programmes each provide no less than 2,300 practice hours within the programme.

In the BSc programmes up to 600 hours are in simulated practice learning (SPL).

The MSc programme has practice learning hours that include 750 hours brought in via RPL and there is no SPL.

The Registered Nurse Degree Apprenticeship practice learning hours include 360 hours of SPL.

#### Findings

19. The visitor team considered a range of evidence relating to the pre-registration nursing practice learning, including documents showing programme learning outcomes mapped to the NMC SoPRN, course handbooks and module information. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from PSCs, PLPs and EPs.

20. In considering Standard 3.1, the visitor team focused on CCCU's course plans and information, and the NMC specific information document. The BSc, MSc and Registered Nurse Degree Apprenticeship theory and practice hours plans for September 2025/February 2026 show that the programmes will provide practice learning opportunities that allow students/apprentices to develop and meet the NMC SoPRN to deliver safe and effective care to a diverse range of people across the fields of nursing practice. CCCU demonstrates a robust process to ensure nursing students/apprentices are suitably placed, with clinical learning opportunities to enable diverse and comprehensive learning. CCCU, with PLPs/EPs, also has arrangements to monitor and maintain the quality and appropriateness of the practice learning environments. During the onsite visit it was clarified that all PLPs/EPs are aware of the applicable requirements for students/apprentices to be supernumerary whilst undertaking practice learning experiences in line with the individual programme information. All students/apprentices are informed of their supernumerary status during their placement preparation and how to escalate any concerns in relation to this whilst on placement. Students/apprentices all reported positive placement experiences and were well supported in their practice placements by the PSs, PAs and AAs. The Senior PLP/EP representatives also confirmed the arrangements in place with CCCU to ensure that the quality and appropriateness of practice learning environments is monitored and maintained. Placement allocations are provided in sufficient time to enable students/apprentices to visit the practice learning environment prior to commencing the placement. The programme (development) team and Senior PLP/EP representatives also confirmed that the practice learning team undertakes an annual audit for quality which is shared with PLPs/EPs. CCCU and PLPs/EPs also make good use of the live database to monitor the PSs and PAs within the NHS Trusts who are up to date in their training.
21. In considering Standard 3.2, the visitor team reviewed evidence relating to the course structures detailed in the NMC specific information documents for all programmes. CCCU's modified programmes are designed to enable the nurse graduating to meet the holistic needs of people of all ages. As detailed in Standard 3.1, the visitor team triangulated the arrangements for the programmes during the onsite visit, with students/apprentices and PLPs/EPs providing positive feedback. The visitor team was also assured, through meetings with the programme (development) team and PLPs/EPs, of the arrangements linked to the proposed modifications to the programmes.
22. In considering Standard 3.3, CCCU's course overview documents demonstrate that the proposed curricula are designed to develop communication and relationship management skills as well as nursing procedures, as set out in the NMC SoPRN. The content and practice learning are clearly delineated according to the field of practice. The practice learning for students/apprentices is assessed at clearly designated points in parts one, two and three of the programmes. The skills of communication and management are assessed at each practice learning opportunity formatively and summatively, taking into account feedback and feedforward from PSs, and they are assessed by PAs and verified by AAs.
23. The BSc, MSc and Registered Nurse Degree Apprenticeship programmes each provide no less than 2,300 practice hours within the programme, in accordance with Standard 3.4. In the BSc programme there are 600 SPL hours. There is no SPL in the practice hours for the MSc programme. In the Apprenticeship programmes there are 360 hours in SPL, with practice learning hours divided into four blocks in each part of the programme, based on 30 hours in practice per week to accommodate one study day per week that is part of the theory hours. The inclusion

of SPL throughout each BSc programme was discussed at the onsite visit, and there was a demonstration of how this is achieved in the core year one which was triangulated by the programme (development) team, students/apprentices and PSCs, who were involved in developing the enigmas and case scenarios used in the SPL environment. During the professional practice module, Annex A skills were given particular focus to enhance students'/apprentices' communication skills. Several examples were given by the programme (development) team and PSCs of how SPL introduced real-life scenarios to the students/apprentices in a safe and protected environment. The programme (development) team explained the ethos of students/apprentices learning from and with each other, across the fields of practice, in this core year one. Clinical practitioners acting as PS and PA also provide input from practice one day per week to support SPL ensuring SSSA compliance, as outlined in relation to Standards 2.3 and 2.4.

24. In considering Standard 3.5, the visitor team considered information including CCCU's guidelines for the support of students/apprentices requiring reasonable adjustments during practice learning. Students/apprentices, on all pre-registration nursing programmes, requiring additional support or reasonable adjustments are referred to CCCU's disability and student support team, where in partnership with the programme team, a Practice Learning Support Plan (PLSP) is developed. This enables the programme team to allocate students'/apprentices' practice learning and ensure reasonable adjustments are actioned appropriately. The visitor team was assured of CCCU's commitment to supporting students/apprentices with additional needs in both the CCCU and the practice setting through documentary evidence and meetings at the onsite visit.
25. In considering Standard 3.6, the visitor team noted that in the BSc nursing programmes, there is evidence that students/apprentices are informed at the beginning of their programmes and in their practice learning handbooks that they are required to experience the range of hours expected of registered nurses, unless the student/apprentice has reasonable adjustments which state that they should not do so. This will include at least one set of night duty (meaning more than one night). This approach is replicated for MSc and Registered Nurse Degree Apprenticeship students/apprentices. Practice hours are expected to be logged in the Pan London PAD and the visitor team confirmed these arrangements during the onsite visit.
26. In considering Standard 3.7 the programme (development) team and PLPs/EPs are responsible for ensuring students/apprentices remain supernumerary as required by their programmes. All students/apprentices met at the onsite visit gave very positive practice learning experiences with no mention of situations whereby they were not supernumerary in line with the programme expectations. All students/apprentices confirmed that they were informed of their supernumerary status during their placement preparation and were aware of how to escalate any concerns encountered on placement in relation to this.
27. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

## 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Ensure that support, supervision, learning and assessment provided 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	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Ensure that there is equal weighting in the assessment of theory and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10	Ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in standards of proficiency for registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

28. The visitor team considered a range of evidence relating to supervision and assessment in the pre-registration nursing provision, including CCCU's programme documentation, overview and mapping documents. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from PSCs, PLPs and EPs.
29. In considering Standard 4.1, the visitor team reviewed programme documentation with a focus on how the support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education (SFNME,2018, updated 2023). There is evidence that all programmes have mapped the required NMC SoPRN against module outcomes, which are found in the

relevant programme specifications. For each practice learning opportunity, students/apprentices will be supported by a PS, PA and AA, with evidence that those individuals undertaking these roles will have been prepared appropriately. During the onsite visit, the programme (development) team confirmed in their presentation that all students/apprentices have support whilst on placement for practice learning, from a named PS, PA and an AA, who is a different person for each part of the programme. The visitor team was satisfied from the evidence that there were AAs with due regard to field of practice available to support students across the programmes. A live tracker is maintained for every student/apprentice which includes details of academic assessments, practice outcomes and placement hours achieved, which enables the AA and programme leadership team to review each student's/apprentice's progress before signing off each part of the programme.

30. In considering Standard 4.2, the visitor team focused on the support, supervision, learning and assessment provided and confirmed that this complies with the NMC's SSSA. The BSc and apprenticeship programmes have been planned and are required to meet CCCU's 'Timely feedback' policy and must abide by the General Regulations for the Conferment of Awards and Regulations for Taught Awards in regard to assessment and feedback. The programme learning and assessment teaching strategy outlines the academic support students/apprentices can expect on all of the programmes. During the onsite visit, the MSc students confirmed their experience as consistent with that of the BSc students and apprentices. The visitor team reviewed Part 2: SSSA as part of the modification request and further information is available in Annexe 1.
31. In considering Standard 4.3, the visitor team noted that CCCU has arrangements to inform the NMC of the name of the registered nurse responsible for directing the education programme. CCCU articulated that the current course directors for the BSc and MSc nursing programmes and the Registered Nurse Degree Apprenticeship are registered nurses. The course directors' names are included in the programme specification details and CCCU's process is to communicate the names to the NMC when the programmes commence, and then again if any change of leadership occurs.
32. In considering Standard 4.4, the visitor team reviewed evidence including external examiner feedback to assess the feedback given to students/apprentices. For the BSc and MSc nursing programmes, there is evidence that students are provided with constructive feedback throughout the programme to support their development. Students receive feedback on assignments and have feedback from PSs and PAs in the Pan London PAD, in addition to reflective conversations in clinical supervision and through personal academic tutor support. The external examiner commented that feedback to the students is of a high standard. These arrangements are mirrored for apprentices on the Registered Nurse Degree Apprenticeship. Apprentices also have six-weekly review meetings where their progress in all elements of the programme is considered.
33. In considering Standards 4.5-4.7, the visitor team reviewed evidence including CCCU's programme information and the NMC specific information document. The visitor team was assured that students/apprentices meet the required NMC SoPRN, pass the required health numeracy assessment and meet all communication and relationship management skills and nursing procedures within their fields of nursing practice.
34. In considering Standard 4.8, the visitor team focused on the assessment of students/apprentices. Part 3 of the Pan London PAD requires the assessment of

students'/apprentices' proficiency across the seven platforms and of additional nursing procedures in preparation for professional practice as a registered nurse. The students'/apprentices' proficiency to practise safely with minimal supervision is assessed at each practice learning opportunity, however the student/apprentice cannot proceed to part two or part three unless they are assessed as meeting the NMC SoPRN. Students'/apprentices' achievement of the required NMC SoPRN is assessed by PAs, with additional supporting evidence from PSs and other healthcare professionals. The AA is specified in CCCU's course overview documents and required to confirm student achievement in practice, therefore permitting the student/apprentice to apply for registration at the end of the programmes.

35. In relation to Standard 4.9, CCCU's course overview documents demonstrate that the programmes (BSc, MSc and Apprenticeship) ensure that there is equal weighting in the assessment of theory and practice of 50% each for the minimum NMC hours requirements.
36. In considering Standard 4.10, the visitor team confirmed that the Pan London PAD parts 1, 2 and 3 provide the mechanism for recording all NMC SoPRN in an ongoing record of achievement.
37. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

## 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	Ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

38. The visitor team considered a range of evidence relating to the pre-registration nursing qualifications to be awarded including programme documentation. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from PSCs, PLPs and EPs.
39. In considering Standards 5.1 and 5.2, the visitor team reviewed information in the programme handbooks and overview documents (including children's nursing). This information clearly states that the programmes are bachelor's or master's degrees and provides information on the requirements for achieving these. Handbooks for all programmes highlight that students/apprentices have five years to register their award with the NMC and advise that if students/apprentices decide not to immediately register their qualifications they will need to talk to the NMC as they may have to undertake additional education and training or gain such experience as specified in their standards. At the onsite visit, students/apprentices were clearly aware of this requirement.
40. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

## Annexes

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

#### Effective practice learning

All students are provided with safe, effective and inclusive learning experiences. Each learning environment has the governance and resources needed to deliver education and training. Students actively participate in their own education, learning from a range of people across a variety of settings.

#### 1: Organisation of practice learning

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not Met	Met after conditions	Not applicable to this major modification
1.1	Practice learning complies with the <a href="#">NMC Standards framework for nursing and midwifery education</a> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Practice learning complies with specific programme standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Practice learning is designed to meet proficiencies and outcomes relevant to the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	There are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	There is a nominated person for each practice setting to actively support students and address student concerns.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Students are made aware of the support and opportunities available to them within all learning environments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Students are empowered to be proactive and to take responsibility for their learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Students have opportunities to learn from a range of relevant people in practice learning environments, including users of services, registered and non-registered individuals, and other students as appropriate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	Learning experiences are inclusive and support the diverse needs of individual students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11	All nurses, midwives and nursing associates contribute to practice learning in accordance with <a href="#">the Code</a> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Findings

41. The visitor team considered a range of evidence relating to practice learning within the pre-registration nursing provision at CCCU, including placement agreements, educational audits, the placement capacity mapping document and committee meeting terms of reference. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from people who use services and carers (PSCs), practice learning partners (PLPs) and employer partners (EPs).
42. In relation to Standard 1.1, the visitor team reviewed a range of evidence that demonstrates that practice learning at CCCU complies with the NMC SFNME. The programmes are co-produced with PLPs/EPs, PSCs and students/apprentices. Programmes are innovative and meet the Standards in respect of learning culture, educational governance and quality, student empowerment, educators and assessors, and curricula and assessment. Strategic partnership sub-boards meet quarterly and are jointly chaired with CCCU and PLPs/EPs, fostering collaborative working. Co-chaired working group meetings held every two months also contribute to this collaborative approach. There is evidence that student/apprentice number planning takes place yearly and involves negotiation with PLPs/EPs to determine placement capacity. Practice learning environmental audits verify student/apprentice numbers and Practice Supervisor (PS) and Practice Assessor (PA) availability. There is evidence that all practice learning environments used for student/apprentice practice learning placements are included in the CCCU audit cycle and that audits are carried out using the Pan London Practice Learning Environmental Audit Tool. Governance processes, using CCCU's committee structure, are in place that oversee the outcomes of audits, and where scores fall below a threshold, action plans are put in place, with reviews to ensure that actions are followed through, prior to re-audit. Students/apprentices are also asked to evaluate the placements that they attend. The visitor team was therefore assured of the arrangements in place for the modified programmes.
43. In reviewing Standard 1.2 the visitor team focused on documentary evidence including CCCU's Faculty Professional Statutory and Regulatory Body (PSRB) Policy, placement information and student/apprentice course handbooks for the BSc, MSc, and Registered Nurse Degree Apprenticeship provision. The visitor team was assured that the modified Pre-registration nursing programmes have been developed to meet the NMC 2023 Standards for pre-registration nursing and designed to help nursing students/apprentices to achieve the NMC SoPRN and the programme outcomes.
44. In considering Standard 1.3, the visitor team reviewed the arrangements to ensure that practice learning is designed to meet the NMC SoPRN and outcomes relevant to the programme. The visitor team was assured, through the documentation reviewed, that the spiral curriculum design of the programmes enables effective delivery of practice learning principles. Practice learning aligns to the principles of CCCU's vision 2030 Learning, Teaching and Assessment Strategy. CCCU uses the practice assessment documents (PADs) developed collaboratively by the Pan London Practice Learning Group. There is also a practice learning guide which outlines the roles of the PS, PA and Academic Assessor (AA). Meetings during the onsite visit enabled the visitor team to confirm that the documented arrangements will continue to be implemented appropriately in practice, and that there has been a strengthening of the training of PSs, PAs and AAs, which includes the introduction of drop-in sessions and free continued professional development (CPD) activities.

45. In considering Standard 1.4, the visitor team was assured by documentary evidence demonstrating suitable processes, resources and individuals in place to provide safe and effective co-ordination of learning within practice learning environments. There is evidence of clearly defined processes for identifying and assuring placement provision and capacity, which includes appropriate numbers of PSs, PAs and AAs, along with evidence to show that they receive appropriate training.
46. In relation to Standard 1.5, all students/apprentices are allocated an identified PS and PA for each placement and during SPL. There are Trust/organisational practice facilitators, and each student/apprentice is supported by an AA and a Senior Lecturer in Practice Learning. The Senior Lecturer in Practice Learning role contributes to the team responsible for maintaining a consistent approach to practice learning in accordance with programme, CCCU and regulatory requirements. In meetings during the onsite visit, the programme (development) team clarified that the Senior Lecturer roles in Practice Learning were initially fixed-term contracts but now three permanent posts have been created due to the success of the positions. The roles have developed to include working on committees and practice learning groups linked to the overall governance processes for practice placement learning and SPL to ensure SSSA requirements are met at CCCU. The roles also include work to address quality issues, the provision of clinical linkage training for staff, support for students/apprentices and PSs and PAs, and maintenance of up-to-date educational audits.
47. In relation to Standard 1.6, the visitor team viewed documentation such as CCCU's placement practice preparation presentation and educational audit documentation. Evidence demonstrates that students/apprentices will be made aware of the support and opportunities available to them in placements, for example through the placement practice preparation presentation delivered to all students/apprentices on each programme. In practice settings all PAs are given protected time to fulfil the role of the PA, which is utilised when operational demand allows and at a time when clinical care would not be compromised. There was clear evidence at the onsite visit that students/apprentices are made aware of, and engage with, the support available to them. Students/apprentices confirmed that they had received very good support from CCCU, and on placement from PSs and PAs, with practice staff having a good understanding of the different parts of their programmes.
48. In considering Standard 1.7, the visitor team reviewed Pan London documentation and student course handbooks. Students and apprentices are encouraged to engage in learning opportunities across the breadth of the lifespan and fields of practice. This encourages and enables students/apprentices to become independent learners who take responsibility for their own professional development and facilitates and promotes the concept of lifelong learning. The PADs contain numerous sections where students/apprentices are required to identify learning needs, and action plans are completed at initial, mid-point and final interview stages for each placement area. Meetings during the onsite visit enabled the visitor team to confirm that the documented arrangements are implemented appropriately in practice.
49. In relation to Standard 1.8, there is significant evidence that students/apprentices are provided with opportunities to learn from a range of relevant people in practice including PSCs, registered and non-registered people and other students/apprentices. CCCU's Faculty PSRB policy mandates evidence of PSC involvement in the development, delivery and ongoing review of the programmes. There is evidence that programme design has involved consultation and collaboration with PSCs, PLPs/EPs and students/apprentices. There are also arrangements to ensure

that the curriculum and delivery of the programmes remains responsive, and that PSCs are actively involved, using a staged approach to students'/apprentices' learning. The Faculty Service Users Partnership Strategy sets out the partnership between CCCU and PSCs and is currently under review. CCCU records all activities that involve PSCs, including training, and the PADs show that PSCs can take part in the assessment of practice by offering feedback via these documents. During the onsite visit, the visitor team confirmed that students/apprentices are provided with opportunities to learn from a range of relevant people in practice including PSCs, registered and non-registered people and other students/apprentices. PSCs met at the onsite visit provided examples of their involvement including input into teaching sessions, role play and sharing their experiences and skills.

50. In considering Standard 1.9, the visitor team looked at documentation such as CCCU's Access and Participation plan, the Implementation tool for the Promotion of Equality, Diversity and Inclusion and the Learning and teaching strategy. There is evidence that learning environments are inclusive and support the diverse needs of individual students/apprentices. CCCU is committed to widening participation and the Access and Participation Plan evidences the desire to support suitably qualified students/apprentices from under-represented groups of society. There is evidence of an implementation tool to promote Equality, Diversity and Inclusion which aligns with the Equality Act 2010. Tailored support is available for students/apprentices with dyslexia and other learning needs, and placements make reasonable adjustments as outlined in the placement agreement policies. CCCU's Our Vision 2030 Learning, Teaching and Assessment strategy focuses on embedding sustainability and wellbeing and fostering an inclusive and compassionate student/apprentice journey with an ethical and sustainable curriculum. Meetings during the onsite visit enabled the visitor team to confirm that the arrangements for supporting students and apprentices are understood and will continue to be implemented appropriately in practice.
51. The visitor team reviewed the practice assessment documentation in relation to Standard 1.10 ensuring that learning experiences are tailored to the students'/apprentices' stage of learning, proficiencies and programme outcomes. The evidence provided, including the programme timetable and specification, details how the programme is mapped to the learning and programme outcomes. The implementation of appropriately tailored learning experiences was confirmed by students/apprentices and PLP/EP representatives during meetings at the onsite visit.
52. In considering Standard 1.11, the visitor team viewed documentary evidence including placement agreements, educational audits and student evaluations. There is evidence that a variety of nursing professionals contribute to practice learning in accordance with the Code. CCCU has signed the HEE National NHS Education contract, which has since been replaced by NHS England, and all PLP organisations have signed either the CCCU placement agreements or Schedule of the HEE National NHS Education Contract. CCCU's Faculty PSRB policy states that partnership working needs to be evident, and CCCU audits all practice learning areas every three years, using the Pan London audit tool. The Quality Manual details that CCCU is committed to ensuring students/apprentices have placement opportunities to contribute to their learning. Feedback during meetings at the onsite visit demonstrated an understanding of the arrangements for professionals to contribute to practice learning in accordance with the Code.
53. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 1: Organisation of practice

learning to enable the NMC standards to be met.

## Supervision of students

Practice supervision enables students to learn and safely achieve proficiency and autonomy in their professional role. All NMC registered nurses, midwives and nursing associates are capable of supervising students, serving as role models for safe and effective practice. Students may be supervised by other registered health and social care professionals.

## 2: Expectations of practice supervision

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not Met	Met after conditions	Not applicable to this major modification
2.1	All students on an NMC approved programme are supervised while learning in practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	There is support and oversight of practice supervision to ensure safe and effective learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	The level of supervision provided to students reflects their learning needs and stage of learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Practice supervision ensures safe and effective learning experiences that uphold public protection and the safety of people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	There is sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Practice supervision facilitates independent learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	All students on an NMC approved programme are supervised in practice by NMC registered nurses, midwives, nursing associates, and other registered health and social care professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Findings

54. The visitor team considered a range of evidence relating to pre-registration nursing placements and practice supervision, including placement agreements, educational audits and PADs. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from PSCs, PLPs and EPs.
55. In considering Standards 2.1-2.3, the visitor team reviewed evidence including placement agreements, CCCU's Faculty PSRB policy, and the Clinical Linking Guidance document. CCCU's documentation demonstrates that the proposed modifications to programmes, coupled with the realignment of the associated structure, will enable all students/apprentices on an NMC-approved programme to be supervised appropriately while learning in practice and during SPL, in accordance with Standard 2.1. The employer partnership agreement gives assurance that there is capacity for the apprentices to be supervised.
56. In relation to Standard 2.2, there is effective support and oversight of practice supervision between CCCU and PLPs/EPs to ensure safe and effective learning, as outlined in the relevant placement agreements. During meetings at the onsite visit, it

was confirmed that practice learning teams ensure that PSs and PAs are supported to implement the SSSA in full in the practice areas. There was also a clear demonstration from CCCU, PLPs/EPs and student/apprentice representatives that the NMC standards are known, adhered to and monitored to ensure safe and effective learning.

57. In relation to Standard 2.3, there is evidence within the Pan London Practice Learning Document to demonstrate that the level of support and supervision for students/apprentices is commensurate with their stage of learning. Evidence also showed appropriate progression towards safe, independent practice with minimal supervision to ensure students'/apprentices' preparedness to apply to the register on completion of their programmes. Meetings during the onsite visit enabled the visitor team to confirm that there is an appropriate understanding of the arrangements for supervising students/apprentices to enable these to be implemented effectively in practice. Students/apprentices demonstrated a clear understanding of the PADs, as did the representatives from PLPs and EPs.
58. In reviewing Standards 2.4-2.7, the visitor team considered evidence including placement agreements and PADs. The evidence provided demonstrated that there are appropriate processes and structures for practice supervision, and that these are communicated through the course handbooks, practice learning handbook and PADs. CCCU uses the Pan London practice learning audit to monitor the appropriate implementation of practice supervision. There is sufficient coordination and continuity of support and supervision of students/apprentices to ensure safe and effective learning experiences, and oversight is provided by CCCU's Work Based Placement and Practice Learning Sub-committee. Supporting evidence for parts 1-3 of the PADs demonstrates that students/apprentices on all programmes will have sufficient co-ordination and support for their developing practice with appropriate safeguards. There is evidence that all students/ apprentices on the modified programmes will be supervised in practice by appropriately registered professionals. PAs are specified to be registered as nurses, to undertake those roles and be supported by the processes outlined in the CCCU placement agreement.
59. During the onsite visit, the visitor team confirmed the implementation of the arrangements for Standards 2.4-2.7. The visitor team confirmed the use of the Pan London PADs with key stakeholders, with the programme (development) team confirming that students/apprentices are trained to use the electronic PAD tool and learn the process of practice assessment. PAs and PSs are also provided with an induction for using the tool during their initial SSSA training and are provided with annual updates. PLPs/EPs have responsibility for offering and monitoring professional development opportunities to their employees and CCCU gains assurance on the continuous professional development of PSs and PAs via the quarterly practice working groups. CCCU and PLPs/EPs work together effectively to ensure that appropriate practice supervision is provided.
60. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 2: Expectations of practice supervision to enable the NMC standards to be met.

### 3: Practice supervisors: role and responsibilities

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	Serve as role models for safe and effective practice in line with their code of conduct.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Have current knowledge and experience of the area in which they are providing support, supervision and feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Receive ongoing support to participate in the practice learning of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Findings

61. The visitor team considered a range of evidence relating to pre-registration nursing placements and practice supervision, including course information, PADs and educational audits. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from PSCs, PLPs and EPs.
62. In considering Standards 3.1-3.5, the visitor team reviewed evidence including the Pan London Approach to the implementation of the NMC's SSSA. The Pan London PADs outline the roles and responsibilities required by staff who undertake student supervision and assessment, and the preparation required for PSs. Students/apprentices are appropriately supported in practice learning environments and enabled to meet the NMC SoPRN and programme outcomes. Proposals for the modified programmes detail appropriate arrangements for the support and supervision of students/apprentices, including feedback on their progress towards, and achievement of, the NMC SoPRN and skills. PSs work collaboratively with other stakeholders in providing support for students/apprentices, in line with the roles of the PS and PA outlined within the Pan London PADs. The relationship between the student/apprentice and their PS/PA is clearly outlined in CCCU's NMC information document for the BSc (Hons) Nursing provided to the visitor team. There are clear processes to support students/apprentices where difficulties arise and procedures for students/apprentices to escalate any concerns. PSs and PAs have been prepared for their roles to support students/apprentices in practice learning environments in line with the Pan London approach and associated documentation. PSs have current knowledge and experience of the area in which they are providing support, and there is documentary evidence of the training and ongoing support provided. PSs have protected time to carry out their duties which is utilised when operational demand allows and at a time when clinical care would not be compromised.

63. During the onsite visit, the visitor team was assured of the shared understanding of the arrangements to enable PSs to meet their roles and responsibilities, thus confirming appropriate evidence for Standards 3.1-3.5 to be met. The programme (development) team confirmed that all PLPs/EPs sign up to CCCU's Placement Agreement which sets out responsibilities in relation to the practice learning environment. Senior PLP/EP representatives met during the onsite visit cited the strong relationship with CCCU and confirmed that they have robust processes in place to maintain patient safety using systems such as the CCCU Alert reporting process, whereby students complete a proforma alerting the placements team to any concerns. This Alert process is referenced in the Freedom to Speak Up Procedure and students/apprentices are encouraged to submit an alert form if a concern has not been resolved informally or they felt unable to raise a concern. They also confirmed CCCU's provision of training for PSs and PAs. CCCU provides drop-in session opportunities for updates and queries, although these sessions are new and not yet particularly well attended, and PLPs/EPs are therefore promoting the opportunities among their staffing teams. Students/apprentices from the current programmes met during the onsite visit confirmed that they have had a good experience of practice supervision and assessment.
64. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 3: Practice supervisors: role and responsibilities to enable the NMC standards to be met.

## 4: Practice supervisors: contribution to assessment and progression

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Contribute to the student's record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Contribute to student assessments to inform decisions for progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Are expected to appropriately raise and respond to student conduct and competence concerns and are supported in doing so.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

65. The visitor team considered a range of evidence relating to the pre-registration nursing provision, including PADs and PS and PA staff training. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from PSCs, PLPs and EPs.
66. In considering Standards 4.1-4.4, the visitor team focused on the arrangements for PSs to contribute to the assessment and progression of students/apprentices. CCCU is part of the Pan London Practice Learning Group that has developed the PAD records for nursing. At the onsite visit, students/apprentices and PLPs/EPs confirmed that PSs contribute to students'/ apprentices' assessments through the PADs and regular review meetings. These contributions inform decisions for progression in relation to mid-point practice learning environment evaluations, recording and verification of service recipient evaluations and the inter-professional learning components of the Pan London PADs across the programmes. PSs have sufficient opportunities to engage with PAs and AAs to share relevant observations on the conduct, proficiency and achievement of the students/apprentices they are supervising. PSs are expected to appropriately raise and respond to student/ apprentice conduct and competence concerns in the same ways as PAs and are supported in doing so through relevant training and in line with CCCU's Fitness to Practise Procedure. During the onsite visit, students/apprentices confirmed that there are always sufficient PSs who have a good understanding of the different parts of the practice assessment process. The more senior students/apprentices met at the onsite visit described considerable improvements in the last year in respect of collaborative working between CCCU and PLPs/EPs and the overall support they were receiving from CCCU. These student/apprentice accounts concord with the documentary evidence, and information from the senior delivery team and PLP/EP representatives, in relation to arrangements for the modified programmes.

67. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 4: Practice supervisors: contribution to assessment and progression to enable the NMC standards to be met.

## 5: Practice supervisors: preparation

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	Receive ongoing support to prepare, reflect and develop for effective supervision and contribution to student learning and assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Have understanding of the proficiencies and programme outcomes they are supporting students to achieve.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

68. The visitor team considered a range of documentary evidence relating to the pre-registration nursing provision, including the Pan London information and CCCU's NMC specific information, Clinical Linking Guidance document and the Senior Lecturer in Practice Learning job description. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from PSCs, PLPs and EPs.
69. In considering Standards 5.1 and 5.2, the visitor team reviewed the Pan London Approach to the implementation of SSSA which provides information on the role and responsibilities of PSs, and the requirements for their preparation in regard to supervision and assessment. CCCU uses a Senior Lecturer in Practice Learning role to support academic and practice-based colleagues, to support those undertaking the PS and PA roles, and facilitate their support of students/apprentices. CCCU's clinical linking guidance is intended to provide information relating to the monitoring and enhancement of the placement experience for students/apprentices and the personnel supporting them in practice, which includes PSs. The preparation of PSs enables them to have an understanding of the NMC SoPRN and programme outcomes that they are supporting students/apprentices to achieve. The Pan London PADs at levels 1-3 make clear delineation between the roles of PAs, AAs and those held by the PSs. The Work Based, Placement and Practice Learning Sub-committee Terms of Reference support the arrangements for the oversight and monitoring of student/apprentice work-based learning and evaluation of placement areas, which would enable any issues with PSs in practice learning environments to be addressed.
70. During the onsite visit, the visitor team confirmed that PSs are appropriately prepared for their role with CCCU through training and annual updates. The programme (development) team and senior manager meetings provided evidence of both structures and processes that augment the PSs' preparation and ongoing development. There was evidence that the PS role was integral to the students'/ apprentices' learning in practice, and students/apprentices were positive regarding the support they have received.

71. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 5: Practice supervisors: preparation to enable the NMC standards to be met.

## Assessment of students and confirmation of proficiency

Student assessments are evidence based, robust and objective. Assessments and confirmation of proficiency are based on an understanding of student achievements across theory and practice. Assessments and confirmation of proficiency are timely, providing assurance of student achievements and competence.

### 6: Assessor roles

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not met	Met after conditions	Not applicable to this major modification
6.1	All students on an NMC approved programme are assigned to a different nominated academic assessor for each part of the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	All students on an NMC approved programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements, in line with local and national policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Nursing students are assigned to practice and academic assessors who are NMC registered nurses with appropriate equivalent experience for the student's field of practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	Midwifery students are assigned to practice and academic assessors who are NMC registered midwives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.6	Nursing associate students are assigned to practice and academic assessors who are either an NMC registered nursing associate or an NMC registered nurse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.7	Students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.8	Practice and academic assessors receive ongoing support to fulfil their roles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.9	Practice and academic assessors are expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement, and are supported in doing so.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

72. The visitor team considered a range of evidence relating to the pre-registration nursing provision, including the Pan London Approach to the implementation of the

SSSA, the Clinical Supervision module handbook, NMC Specific information for each programme, and placement agreements and educational audits. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students and apprentices, and representatives from PSCs, PLPs and EPs.

73. In considering Standard 6.1, the visitor team reviewed evidence including the shared Pan London approach to the implementation of the SSSA, which provides information related to the NMC Standards, requiring that all students/apprentices are assigned to a different nominated AA for each part of the education programme. All of the documentation reviewed consistently affirmed that the AA will not be the same person for each part of the programme. The visitor team confirmed the awareness of the requirements relating to the AA role through meetings at the onsite visit.
74. The Pan London approach to the implementation of the SSSA was also considered in relation to Standard 6.2, along with examples of placement agreements, audits, the CCCU Placement Capacity Mapping Process and working group meeting minutes and the Faculty Practice Learning Risk Register. Guidance on using the PADs clearly evidences the responsibilities of the nominated PA which includes that they meet regularly with the student/apprentice, supervise the students'/apprentices' learning and undertake assessment of their practice to ensure regulatory standards are met and there is adherence to assessment policies. The Practice Learning Environmental audits afford an opportunity for CCCU to check student/apprentice numbers and the availability of PSs and PAs. The effective implementation of the arrangements for allocating PAs was confirmed at the onsite visit and the visitor team was assured of the arrangements for the modified programmes.
75. In relation to Standard 6.3, there is evidence that all practice learning areas are included in CCCU's three-yearly audit cycle. There is a repository for electronic copies of educational audits which have not used the Pan London tool, and the outcomes of all educational audits are recorded on the placement database. CCCU's Work Based Learning Administrative Team assigns all students/apprentices to placement areas and ensures a broad experience is allocated. There is evidence that all nursing students/apprentices are assigned to a PA and AA who are NMC-registered nurses for the student's/apprentice's field of practice, and the Faculty has a clearly defined process for identifying and assuring placement capacity. There is also clear evidence of collaborative processes and communication between PAs and AAs, including communication processes when they need to discuss key issues. Communication is via the Pan London PADs, except where there is a need to initiate an action plan and a meeting between the student/apprentice, PA and AA can be arranged.
76. Standards 6.4-6.7 are not applicable to the context of this review as they relate to nursing associate/midwifery/specialist community public health nurse provision.
77. In relation to Standard 6.8, there is evidence that AAs and PAs receive ongoing support to fulfil their roles, and that PLPs/EPs recognise the importance of ongoing support to enable the PAs to carry out their roles. Protected time is allocated to each PA to fulfil their requirements for the verification of assessment of student/apprentice performance and this is undertaken at an appropriate time when clinical care would not be compromised. All practice staff are supported by practice development nurses/facilitators and a team of Senior Lecturers in Practice Learning. There is evidence of a collaborative approach between CCCU and PLPs/EPs to ensure there is effective governance and quality assurance of practice learning.

During the onsite visit, the visitor team explored the arrangements for the training and upskilling of new PSs and PAs. PLPs/EPs have the responsibility to maintain sufficient numbers of PSs and PAs but the training and support of these is a conjoint approach between PLPs/EPs and CCCU. Senior Trust representatives confirmed that they have numerous checks to ensure there is capacity for all students/apprentices coming to their practice areas to be matched with PAs. A live database, seen by the visitor team, is maintained by the PLPs/EPs and shared with CCCU and is managed as a traffic light system to indicate those PSs and PAs who have had up-to-date training and preparation, and is reviewed monthly to ensure that all placement areas have sufficient PAs. PLP/EP representatives also highlighted other audit systems that ensure that PSs and PAs are kept up to date. Overall, the visitor team was assured that the systems are robust and highly effective to maintain sufficient numbers for students'/apprentices' support.

78. In relation to Standard 6.9, there is evidence of processes in place for PAs and AAs to appropriately respond to concerns regarding student/apprentice conduct, proficiency and achievement and be supported to do so. Evidence suggests that issues identified are investigated in collaboration with CCCU and PLPs/EPs. During the onsite visit, senior PLP/EP representatives described how concerns are escalated by PSs and PAs and cited a close relationship with CCCU. They described how there is always someone to talk with regarding any concerns and confirmed they knew who to contact. Senior PLP/EP representatives also agreed that there are good support mechanisms and that they are confident in the lines of communication, noting a considerable improvement in communication from and with CCCU recently. Feedback received confirmed that the meetings between PA, AA and students/apprentices work, although they can be a challenge to arrange and carry out due to staffing issues, caseloads, patient requirements and staff shortages.
79. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 6: Assessor roles to enable the NMC standards to be met.

## 7: Practice assessors: responsibilities

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not met	Met after conditions	Not applicable to this major modification
7.1	Practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Practice assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5	A nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6	There are sufficient opportunities for the practice assessor to periodically observe the student across environments in order to inform decisions for assessment and progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7	There are sufficient opportunities for the practice assessor to gather and coordinate feedback from practice supervisors, any other practice assessors, and relevant people, in order to be assured about their decisions for assessment and progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.8	Practice assessors have an understanding of the student's learning and achievement in theory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.9	Communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.10	Practice assessors are not simultaneously the practice supervisor and academic assessor for the same student.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.11	Practice assessors for students on NMC approved prescribing programmes support learning in line with the NMC Standards for prescribing programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Findings

80. The visitor team considered a range of evidence relating to the pre-registration nursing provision, including the Pan London documentation, CCCU's NMC specific

information, and PS/PA staff training. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from PSCs, PLPs and EPs.

81. In considering Standards 7.1-7.3, the visitor team reviewed the approach to assessment by PAs to confirm student/apprentice achievement of the NMC SoPRN and programme outcomes for practice learning, including feedback from PSs, along with assessments on conduct, proficiency and achievement. Students/apprentices must be successful in 10 practice assessments in each placement and have AA and PA verification. PAs conduct assessments to confirm student/apprentice achievement at the end of each practice learning opportunity, as well as at the stage where students/apprentices progress. The Pan London PADs specify the PA's role in assessing their allocated students/apprentices and include a prompt for the recording of progression at the midway point in each practice learning placement. The need for PSs and PAs to liaise is clear within their preparation and within the agreement between CCCU and the PLPs/EPs and this was triangulated by feedback during meetings at the onsite visit.
82. In reviewing Standard 7.4, the visitor team was assured that all PAs are responsible for maintaining their registration on a suitable part of the NMC register to be able to judge the proficiency of students/apprentices. CCCU expects that PAs must maintain current knowledge and expertise relevant for the NMC SoPRN and programme outcomes they are assessing, and this is monitored as part of the placement audits and reviews with PLPs/EPs. The visitor team confirmed the mutual understanding of these arrangements during the onsite visit, in meetings with CCCU staff and PLPs/EPs.
83. In considering Standard 7.5, the visitor team was assured by the approach to the allocation of PSs, PAs and AAs and the associated arrangements for partnership working and communication. Documentation reinforces the importance of effective working between CCCU and the PLPs/EPs for all fields and stages of the programmes. The communication between PAs and AAs may be virtual or in-person, with specified requirements for documentary evidence outlined in flow charts and Pan London PADs. The visitor team was assured of the understanding and implementation of the arrangements through meetings with key stakeholders during the onsite visit.
84. In relation to Standard 7.6, the evidence submitted by CCCU shows that there are sufficient opportunities for the PA to periodically observe the student/apprentice across environments in order to inform decisions for assessment and progression. The Pan London PADs make clear statements in relation to the PA role and their responsibilities to liaise and communicate in respect of the performance of students/apprentices across the different practice learning environments. PAs are expected to consider feedback from PSs supporting the student/apprentice. The Pan London PADs require that a record of the achievements or progress towards proficiencies and other records are available to the PA to assist their decisions.
85. In relation to Standard 7.7, CCCU's documentary evidence, and the triangulation of this from meetings at the onsite visit, shows that there are sufficient opportunities for the PA to gather and coordinate feedback from PSs, any other PAs, and relevant people, to be assured about their decisions for assessment and progression.
86. In relation to Standard 7.8, the visitor team was assured by CCCU's use of the Senior Lecturer in Practice Learning role, the preparation of PAs and the use of the

Pan London PADs. The modification evidence documents and supporting narrative provide evidence that PAs will have ongoing support from CCCU to enable the understanding of the student's/apprentice's learning and achievement in theory.

87. In relation to Standard 7.9, CCCU has arrangements in place for the communication and collaboration between PAs and AAs. At the end of each part of the programme and transition point for the student/apprentice, it is specified within the parts of the PADs that communication and collaboration between PAs and AAs is scheduled. Where an action plan to address areas of student/apprentice performance is required, or there is a concern regarding fitness to practise, the action plan also requires communication and agreement between the AA and PA. At the onsite visit, the visitor team was assured by Senior PLP/EP representatives that there is vastly improved communication with CCCU and excellent support mechanisms. They also articulated that CCCU is proactive in contacting the PLPs/EPs/PAs ahead of progression points to enable early interventions to support students/apprentices who may be at risk of action planning and/or difficulties of progression. The students/apprentices met at the onsite visit highlighted that they have clinical supervision sessions with the AAs whereby situations can be discussed.
88. In reviewing Standard 7.10, the visitor team considered the arrangements for ensuring that PAs are not simultaneously the PS and AA for the same student. The visitor team was assured of the arrangements in place, as documented in evidence such as the PADs.
89. Standard 7.11 is not applicable to the context of this review and the pre-registration nursing qualification.
90. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 7: Practice assessors: responsibilities to enable the NMC standards to be met.

## 8: Practice assessors: preparation

Approved education institutions, together with practice learning partners, must ensure that practice assessors:		Met	Not met	Met after conditions	Not applicable to this major modification
8.1	Undertake preparation or evidence prior learning and experience that enables them to demonstrate achievement of the following minimum outcomes:  8.1.1 interpersonal communication skills, relevant to student learning and assessment  8.1.2 conducting objective, evidence-based assessments of students.  8.1.3 providing constructive feedback to facilitate professional development in others, and knowledge of the assessment process and their role within it.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	Receive ongoing support and training to reflect and develop in their role.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	Continue to proactively develop their professional practice and knowledge in order to fulfil their role.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	Have an understanding of the proficiencies and programme outcomes that the student they assess is aiming to achieve.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

91. The visitor team considered a range of evidence relating to the pre-registration nursing provision, including CCCU's Gateway 2 NMC standards mapping, Pan London documentation, placement agreements, educational audits and working group meeting minutes. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from PSCs, PLPs and EPs.
92. In considering Standards 8.1-8.4, the visitor team focused on the preparation, ongoing support and training for PAs that will enable them to fulfil their roles appropriately and have an understanding of the proficiencies and programme outcomes that the student/apprentice they assess is aiming to achieve.
93. CCCU uses the Pan London approach for preparing PAs and provides workshops for PSs and PAs, along with drop-in sessions. CCCU uses placement agreements and audit documents as part of the monitoring process to ensure that the expected arrangements are implemented in practice and that PAs are appropriately conducting assessments of students/apprentices and providing constructive feedback. Placement agreements require that placement staff maintain the competency required to support learning and assessment and have a demonstrable commitment to staff development. CCCU uses the PADs as part of its work with PLPs/EPs to ensure that PAs also understand the proficiencies and programme outcomes that the student/apprentice they assess is aiming to achieve.
94. During the onsite visit, the programme (development) team demonstrated that

PLPs record the CPD of PSs and PAs on a database to which CCCU also has live access. CCCU regularly reviews the database and offers a range of free opportunities for PSs and PAs to update their professional skills, including PLP/EP meetings and drop-in sessions. There are quarterly check-ins with PLPs/EPs with a focus on reviewing all aspects of practice education, including the CPD of PSs and PAs. Concerns are discussed at the operational management group meetings, where an action plan is identified and progress monitored against previous actions. Any unmet or ongoing issues are then raised at the strategic management board. Therefore, the visitor team was assured that CCCU has robust mechanisms in place to ensure that PSs and PAs are actively involved in developing and enhancing their own professional practice. Throughout the meetings with stakeholders during the onsite visit there was strong corroboration of the evidence that PAs, in partnership with CCCU, are prepared, use evidence-based assessment, communicate their evaluation of students/apprentices effectively and are supported to do so by their PLP/EP colleagues and CCCU.

95. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 8: Practice assessors: preparation to enable the NMC standards to be met.

## 9: Academic assessors: responsibilities

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not met	Met after conditions	Not applicable to this major modification
9.1	Academic assessors collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	Academic assessors make and record objective, evidence-based decisions on conduct, proficiency and achievement, and recommendations for progression, drawing on student records and other resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	Academic assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing and confirming.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4	The nominated academic assessor works in partnership with a nominated practice assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5	Academic assessors have an understanding of the student's learning and achievement in practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6	Communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.7	Academic assessors are not simultaneously the practice supervisor and practice assessor for the same student.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

96. The visitor team considered a range of evidence relating to the pre-registration nursing provision, including the Pan London documentation, CCCU's staff development policy, CCCU's Faculty PSRB policy and CCCU regulations for Taught Awards 24-25. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from PSCs, PLPs and EPs.
97. In considering Standards 9.1, the visitor team reviewed the arrangements in place to ensure that AAs are fulfilling their roles and responsibilities appropriately. CCCU uses the Pan London approach to the implementation of SSSA, and documentation clearly outlines the AA role and indicates how AAs should be prepared, including in relation to the NMC SoPRN and programme outcomes. During the onsite visit, the visitor team confirmed the appropriate resourcing for AAs with relevant knowledge and experience to assess students/apprentices. The visitor team reviewed staffing evidence in the form of curriculum vitae for the programme teams, which confirmed nursing academics from across the four fields of nursing. CCCU has appropriate

resourcing for the BSc Nursing (Child) programme and the visitor team was assured of the arrangements for the addition of the children's field to the MSc Nursing programme.

98. In reviewing Standard 9.2, the visitor team considered the PADs and associated guidance, along with CCCU's Faculty PSRB policy. The Pan London practice guidance document provides clarity about the assessment process and an overview of the roles and responsibilities, with very clear criteria for the assessment in practice and specific information relating to ongoing achievement and the recording of progression. The PADs clearly demonstrate that the AA is required to record objective, evidence-based decisions on conduct, proficiency and achievement.
99. In relation to Standard 9.3, the visitor team considered documents including CCCU's Faculty PSRB 24-25 policy and staff development policy. These documents demonstrate CCCU's commitment to ensuring that academic staff maintain current knowledge and expertise in accordance with the relevant PSRB requirements and that staff development is part of CCCU's values. CCCU's staff development policy includes a mandatory and required training matrix, and the appraisal process is used to identify staff development needs. The proactive approach of AAs and prompt communication with PLPs/EPs was confirmed during meetings at the onsite visit.
100. In reviewing Standard 9.4, the visitor team considered CCCU's Faculty PSRB Policy 24-25, which demonstrates that there is an expectation that staff will comply with relevant regulatory requirements and emphasises the need for partnership working between CCCU and PLPs/EPs. CCCU has evidenced a set of regulations involving decisions made related to student/apprentice assessment and progression. There is clear evidence of PAs and AAs working together to evaluate and recommend student/apprentice progression in the practice assessment documentation.
101. In relation to Standard 9.5, there is evidence that AAs understand students'/ apprentices' learning and achievement in practice. The Pan London PADs guide explicitly outlines the communication processes between AAs and PAs and students/apprentices regarding progress and when to trigger an action plan. The Pan London PADs have clearly defined spaces where meetings can be documented. Academic staff involved in the support and assessment of students'/ apprentices' practice learning will be identified through CCCU's appraisal systems, with arrangements to ensure that they have the appropriate experience and skills. For new academic staff there was an understanding and commitment to preparation and development for the roles.
102. In relation to Standard 9.6, there is evidence of communication processes and collaboration between AAs and PAs scheduled at relevant points in the programme structure and at key student progression points. There is also evidence that all students/apprentices are assigned to staff involved in SSSA, along with evidence of collaboration to collate and confirm student/apprentice achievement of the required proficiencies and outcomes. A review/meeting between the AA, PA and student/apprentice takes place for each part of the programme and there is space in the PADs (Parts 1-3) for discussions to be recorded. During the onsite visit, PLPs/EPs also made reference to a quarterly communication newsletter to highlight any curriculum development to practice partners.
103. In relation to Standard 9.7, there are several areas of evidence to demonstrate that AAs are not simultaneously the PS or PA for the same student/apprentice. The Faculty has a clearly defined process for identifying and assuring placement

capacity and to ensure adequate numbers of PSs, PAs and AAs. The electronic tracking database, demonstrated at the onsite visit, tracks the students'/apprentices' allocated placements and nominated PAs and AAs to ensure that these are different individuals.

104. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 9: Academic assessors: responsibilities to enable the NMC standards to be met.

## 10: Academic assessors: preparation

Approved education institutions, together with practice learning partners, must ensure that academic assessors:		Met	Not met	Met after conditions	Not applicable to this major modification
10.1	Are working towards or hold relevant qualifications as required by their academic institution and local and national policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2	Demonstrate that they have achieved the following minimum outcomes:  10.2.1 interpersonal communication skills, relevant to student learning and assessment  10.2.2 conducting objective, evidence-based assessments of students  10.2.3 providing constructive feedback to facilitate professional development in others.  10.2.4 knowledge of the assessment process and their role within it.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3	Receive ongoing support and training to reflect and develop in their role.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.4	Continue to proactively develop their professional practice and knowledge in order to fulfil their role.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.5	Have an understanding of the proficiencies and programme outcomes that the student they confirm is aiming to achieve.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

105. The visitor team considered a range of evidence relating to the pre-registration nursing provision, including CCCU's staff recruitment and staff development policies and the Positive Performance Conversations toolkit. The visitor team also triangulated documentary evidence through meetings at the onsite visit with the programme (development) team and senior managers, students/apprentices, and representatives from PSCs, PLPs and EPs.
106. In relation to Standards 10.1-10.5, CCCU's staff recruitment policy includes the requirement for staff to maintain an active NMC registration. The staff development policy places a responsibility on the individual for their CPD, and to ensure that they keep their skills and knowledge up to date. Heads of Department are also required to provide staff with the development necessary to enable them to perform their role to the appropriate standard.
107. CCCU uses the Pan London approach to the implementation of SSSA, and this includes the roles and responsibilities and required preparation of the AA. Different staff members may fulfil the role of the AA. The visitor team reviewed job role descriptions including that for the Senior/Nursing Lecturer, which clearly identifies the need for good communication skills relevant to learning and assessment to be tested at interview and via a presentation. This description also refers to the

selection of appropriate assessment methods, development of criteria and assessment in accordance with criteria.

108. During the onsite visit, the visitor team explored the arrangements for the preparation of AAs. The programme team confirmed that there is mandatory training and updating for all AAs and a record is kept of when this is next due. The training includes the key elements of the PADs, including the NMC SoPRN and practical outcomes that the student/apprentice is expected to achieve. These proficiencies and outcomes are discussed at the end of every stage in conjunction with the PA as well as with the student/apprentice in a meeting. There were consistent accounts within the meetings at the onsite visit that there is robust and practical working between CCCU, PLPs/EPs and students/apprentices, and that the AA roles are understood and enacted to a good standard.
109. Based on the information made available, the visitor team considers that CCCU has in place the appropriate arrangements for Standard 10: Academic assessors: preparation to enable the NMC standards to be met.



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