



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

Pre-registration nursing – Learning Disabilities

Coventry University

May 2025

Contents

Key institutional and programme details	1
Executive summary	4
Conditions and recommendations	6
Conditions.....	6
Recommendations for enhancement.....	6
Statements of good practice.....	6
Explanation of findings for Part 3	7
1: Selection, admission and progression	7
2: Curriculum	12
3: Practice learning	17
4: Supervision and assessment	21
5: Qualification to be awarded.....	25

Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Coventry University School of Health and Care Priory Street Coventry CV1 5FB				
AEI Institution Identifier [UKPRN]	10013214				
Name and location of new programme delivery partner(s) if not the AEI/EI noted above	N/A				
Name of new employer partners for apprenticeships	There are no new employer partners				
Approval type	Major modification				
Name of programme					
NMC programme title	AEI programme title(s) (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	BSc (Hons) Adult Nursing	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"/>
Pre-registration nursing - Adult	BSc (Hons) Adult Nursing Blended Learning	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"/>
Pre-registration nursing - Adult	Registered Nurse Degree Apprenticeship (BSc Hons Adult Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing - Adult	MSc Adult Nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-registration nursing - Child	BSc (Hons) Children and Young Peoples Nursing	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"/>
Pre-registration nursing - Child	MSc Children and Young People's Nursing	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"/>
Pre-registration nursing - Learning Disabilities	BSc (Hons) Learning Disabilities Nursing	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"/>
Pre-registration nursing - Learning Disabilities	MSc Learning Disabilities Nursing	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"/>
Pre-registration nursing - Mental Health	BSc (Hons) Mental Health Nursing	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"/>
Pre-registration nursing - Mental Health	MSc Mental Health Nursing	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"/>
Pre-registration nursing - Mental Health	Registered Nurse Degree Apprenticeship (BSc Hons Mental Health Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Interim awards available There are no interim awards for this qualification that lead to NMC registration	
Proposed programme start date	15 September 2025
Standard(s) under assessment	<input 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 an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.
Date of visit	8 May 2025
Visitor team	Registrant Visitors: Mr Adam Bennett Mrs Elizabeth Gormley-Fleming Lay Visitor: Professor John Pymm

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.

The conjoint visit with Coventry University's approval panel took place on 8 May 2025.

Context for the review

This review was conducted to approve modifications to the Coventry University (CU) Pre-registration Nursing Programmes for which it has undertaken a periodic review to ensure that the programmes continue to be effective, current and robust. The delivery pattern for theory and practice has been reviewed as has pedagogy, learning outcomes, indicative content and assessment. The assessment strategy has been revised, and all modules have been reviewed. The programme is moving to a block structure that will allow learners to focus and learn in depth, undertaking one assessment at a time.

CU has ongoing processes to involve stakeholders in annual quality monitoring and development processes and there is documentary evidence including meeting summaries and minutes detailing meetings with stakeholders to discuss the modifications to the programme, as well as work plans and monitoring reports showing stakeholders' participation in the ongoing development work associated with the changes. Stakeholders include an NHS Head of Professional Nurse Education, hospital Practice Facilitators and Practice Education & Development Leads, Nurse Education Team Managers, and Senior Nurse Practice Placement Facilitator. During the visit, the staff and stakeholder groups confirmed to the visitor team their involvement in and co-production of the programme modifications.

The visitor team met with a range of senior staff, programme development and teaching staff, and with practice assessors (PAs) and practice supervisors (PSs) from the practice learning partners (PLPs) and employer partners (EPs). They also met current students from

a range of programmes and years and representatives from the CU's people who use services and carers (PSCs) group. Current EPs and PLPs were present from:

- Guy's and St Thomas' NHS Foundation Trust
- George Eliot Hospital NHS Trust
- Coventry and Warwickshire Partnership NHS Trust
- York and Scarborough Teaching Hospitals NHS Foundation Trust
- Tees, Esk and Wear Valleys NHS Foundation Trust
- Humber Teaching NHS Foundation Trust.

The **final recommendation** made by the visitor team to the NMC 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.

Conditions and recommendations

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

Conditions

Conditions				
No.	Condition details	Specific standard(s) not met	NMC only/ Joint	AEI/EI only
	None			

Recommendations for enhancement

Recommendations				
No.	Recommendation details	Specific standard(s)	NMC only/ Joint	AEI/EI only
	None			

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 innovative approach to block delivery of the programme, which allows students to focus on one module and one assessment at a time. The use of standardised dates makes linking the teaching of different programmes much easier, and enables a mix of field-specific, cross-field and interdisciplinary modules in the programmes leading to real breadth of experiences.	2.4	Joint	

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

CU Academic Regulations permit the Recognition of Prior Learning (RPL) for all nursing courses where an applicant does not hold current NMC registration in another field of practice.

RPL is capped at a maximum of 50% of the course.

CU Academic Regulations also permit the RPL for applicants who hold NMC registration in another field of practice, in which case the amount of RPL is capped at no more than two-thirds of the overall course.

Findings

1. The visitor team considered a range of evidence for this standard including course specifications, academic regulations, admissions regulations and criteria, recruitment principles and process documentation, interview materials, student support materials, occupational health and character material, staffing materials including CVs and the university website, and met with the programme team and senior staff, students, PSCs, EPs and PLPs.
2. In considering Standard 1.1.1, the visitor team found that the entry requirements for the nursing programmes in the Coventry University School of Health and Social Care are clearly set out, by pathway, on the CU website, which identifies essential and desirable criteria for admission. The general criteria for the admission of students and postgraduate research candidates are clearly set out in course specification documentation.
3. In considering Standard 1.1.2, the visitor team found that the School of Health and Care has an agreed set of principles for effective student values-based recruitment to which all nursing courses adhere. In line with the School's Service User and Carer Engagement (SUCE) guidance, interview questions are reviewed by SUCE colleagues to ensure they meet the School's values-based recruitment principles. Interview questions are mapped to the NMC (2018) Code and NHS Values, and each applicant is assessed on their verbal communication skills and defined aspects of the values-based recruitment requirements to satisfy they meet the entry requirements onto the course. Applicants are scored on their personal responses and their discussions with others on the given topic.
4. The School has an Equality, Diversity and Inclusion (EDI) training process for all student recruitment interviews, which aims to ensure that staff are appropriately prepared and that all interviews conducted are fair, transparent, inclusive for all, and enacted without discrimination.

5. In considering Standard 1.1.3, the visitor team found that the CU interview and selection process is designed to help determine whether candidates have the capabilities to learn behaviours required by the NMC (2018) Code. The group interview approach allows applicants to share their own responses and affords the opportunity to respond to peer comments and discussion points and to demonstrate how they reflect and respond to others on key topics. The interview process is informed by the School of Health and Care EDI training process for student recruitment interviews, which ensures that staff are appropriately prepared to conduct interviews in a fair and transparent manner, without discrimination based on any protected characteristic.
6. In considering Standard 1.1.4, the visitor team found that CU's academic regulations set out the general criteria for admission. UCAS entry profiles are set out on the university webpages and these entry requirements include GCSE Maths grade 4/C or equivalent or Functional Skills level 2 or equivalent for international qualifications. The School partners directly with North Warwickshire and South Leicestershire College to provide open days to discuss functional skills courses that individuals can access in advance of application. Applicants without GCSE Maths or equivalent may access support services via both College partners, who offer a functional skills course at no cost to students to be undertaken alongside year one of studies and is paced to suit the individual. On-programme dedicated Maths support is provided as required by the individual. Students are also introduced to the Safe Medicate platform which offers a range of opportunities to engage with and learn key numerical skills related to safe nursing practice. Students undertake a numeracy assessment during each part of the course towards developing the numerical knowledge and skills to attain the required 100% pass grade as set out in Part 3 of the standards.
7. In considering Standards 1.1.5 and 1.1.6, the CU academic regulations stipulate the requirement for adequate proficiency in English. Entry requirements include GCSE English grade 4/C or Functional Skills level 2 or equivalent for international qualifications. For nursing courses, applicants whose first language is not English are normally required to have IELTS of 7.0 with no component less than 6.5. This ensures that applicants have the appropriate level of English writing, reading, listening and speaking on entry to the programme to support their learning and progression. As with numeracy, the School partners directly with North Warwickshire and South Leicestershire College to offer functional skills courses that individuals can access in advance of application and support services are provided with the intention of enabling individuals to meet their full potential. Students can access dedicated support through the Centre for Academic Success for continuous individual support. Throughout the course, students continue to receive both formative and summative feedback on their English language skills, both through theoretical elements but also as part of their practice assessments.
8. In considering Standard 1.1.7, the visitor team found that digital and technological skills development is a central feature of the course and embedded throughout the learning journey. Applications are completed electronically, and most communications relating to the recruitment process are also managed electronically. Interviews are hosted both online and in-person and the online interviews provide a further opportunity to demonstrate key digital literacy skills. As detailed in Course Specifications (Part B), technological fluency is one of the six curriculum pillars that underpin the programme. Registered Nurse Degree apprenticeship (RNDA) students have an initial knowledge, skills and behaviours (KSBs) skills scan, which is reviewed periodically, so that KSBs are closely monitored and timely support can be implemented. Dedicated support services such as the Digital Service Kitbag is available to ensure continuous individual support.

9. In considering Standard 1.2, the visitor team found that prospective applicants are clearly advised that admission requirements are aligned to the NMC requirement of 'good health and good character' and that admission is subject to satisfactory enhanced Disclosure and Barring Service check as outlined in CU Group Disclosure and Barring Service Review Procedure which details the process that the School uses to review applicants or students who make disclosures whilst on the course. Applicants are also subject to appropriate Occupational Health clearance and the process is detailed in the CU Policy and Procedure in relation to Occupational Health for Students on Health and Social Care Professional courses. An occupational health student handbook is available to students which outlines the fitness to train process including vaccinations and immunity evidence confirmation procedure.
10. Following enrolment and prior to starting practice placement, students must have satisfactory occupational health clearance including meeting all vaccination requirements, satisfactory DBS clearance, and have demonstrated completion of statutory and mandatory training. Failure to meet any of these requirements will prevent the student from progressing onto clinical placement and may result in either temporary withdrawal or removal from the course. Students are informed of this through the course handbook, practice placement handbook and through their course Aula (the digital learning platform) pages.
11. Students are expected to declare any changes to their health which may impact their ability to practise and any convictions, cautions, warnings or reprimands in relation to criminal offences at the earliest opportunity to their course director. They are also required to complete an annual self-declaration for occupational health and DBS and cannot progress onto their practice placements otherwise. Students are reminded of these requirements via their course and practice handbooks. All declarations are managed through the CU Group Disclosure and Barring Service Review Procedure and the Policy and Procedure in relation to Occupational Health for Students on Health and Social Care Professional courses. If students are found to have not declared or to have withheld information, they are managed through the CU Group Professional Suitability and Fitness to Practise Procedure.
12. In considering Standard 1.3, the visitor team found that applicants are advised that admission requirements are aligned to the NMC requirement of 'good character' and that admission is subject to a satisfactory enhanced Disclosure and Barring Service check as outlined in CU Group Disclosure and Barring Service Review Procedure. Following enrolment and prior to starting practice placement, students must prove that they have appropriate DBS clearance before they progress onto clinical placement. Failure to have this in place would result in either temporary withdrawal or removal from the course, dependent on circumstances. This information is clearly communicated through the course handbook, practice placement handbook and through the digital learning platform and students are expected to declare any changes including any police convictions, cautions, warnings or reprimands related to criminal offences at the earliest opportunity to their course director. They are also required to complete an annual self-declaration for DBS and cannot progress onto clinical practice unless this is done. Any student found to have not declared or to have withheld information including any prior determination that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, are managed through the CU Group Professional Suitability and Fitness to Practise Procedure.
13. The Course Directors for each field of practice and their Associate Course Directors are responsible for providing supporting declarations of health and character for

students who have met the required outcomes of the course and are thus eligible for registration. These individuals are registered with the NMC to do so.

14. In considering Standard 1.5, the visitor team found that CU Academic Regulations permit the Recognition of Prior Learning (RPL) for all nursing courses where an applicant does not hold current NMC registration in another field of practice. RPL of credit awards is considered at the point of entry, must be formally applied for, and is capped at a maximum of 50% of the course. Applicants for RPL must undergo a values-based interview related to their chosen field of practice. Guidance for the process for RPL is provided for staff and includes mapping of programme and modular learning outcomes. The NMC (2024) Standards of proficiency for registered nurses are clearly mapped across modular content to allow for clear consideration of proficiency attainment at the point of recognition of prior learning application.
15. In considering Standard 1.6, CU Academic Regulations permit RPL for applicants who hold NMC registration in another field of practice, and formal application must be made and is considered as described for Standard 1.5 above. In this case the amount of RPL is capped at no more than two-thirds of the overall course.
16. In considering Standard 1.7, the visitor team found that the Course Specification (Part B) sets out the course learning, teaching and assessment strategy which seeks to offer continual developmental and support opportunities for all learners.
17. Detailed technological fluency is one of the six curriculum pillars that underpin the nursing course at CU. Continued digital skills development forms a central tenet to the course and is embedded throughout the learning journey. The assessment approach in the course develops learners' literacy skills by providing diverse assessment formats and clear, jargon-free content, while offering personalised feedback and support services to enhance comprehension and communication skills. To support learner development, assessment types are introduced incrementally throughout the course, with no new types added at Level 6. This approach allows learners to apply the feedback and feedforward received from Level 4 and 5 assessments, helping them achieve the final course learning outcomes and develop the necessary academic and practice-based skill.
18. The School of Health and Care Assessment Strategy outlines the principles of assessment design with the course strategy detailed in the Course Specification (Part B). Students undertake a numeracy assessment during each part of their course with increasing complexity and pass grades, incrementally working towards achieving a 100% pass rate in part three of their learning. Students also have opportunities to develop their digital, technological, literacy and numeracy skills through their practice placement exposures across a range of health and care environments as detailed in the Course Specification (Part B). CU has a wide range of Student Support services which students can access for individualised assistance and guidance.
19. Based on the information made available, the visitor team considers that CU 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 considering 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	and nursing proficiencies and outcomes are achieved in a nursing context.				
--	---	--	--	--	--

Curriculum requirements

BSc (Hons) Nursing

Programme length: three years

Theory Hours Total: 2,400 (800 in each year)

Practice Hours Total: 2,400 (800 in each year)

Simulation Hours (as part of Practice Hours): 360 (120+160+80 across the three years)

BSc (Hons) Nursing (Degree Apprenticeship)

Programme length: four years

University-Based Learning (UBL) Hours Total: 2,116 (529+ 517.5+ 529+ 540.5)

Work-Based Learning (WBL) Hours Total: 284 (71+ 82.5+ 71+ 59.5)

Practice-Based Learning (PBL) Hours Total: 2,403.5 (655.5+ 586.5+ 598+ 563.5)

Theory (UBL+WBL) Hours Total: 2,400

Practice (PBL) Hours Total: 2,403.5

MSc Nursing

Programme length: two years

RPL Theory Hours: 1,150

RPL Practice Hours: 600

Theory Hours on programme: 1,200 (600 each year)

Practice Hours on programme: 1,720 (880+ 840)

Simulation Hours (as part of Practice Hours): 240 (120 each year)

Theory Hours Total: 2,350

Practice Hours Total: 2,320

Findings

20. The visitor team considered a range of evidence for this standard including programme and placement documentation, external subject specialist reports and programme mapping summaries, and met with the programme team and senior staff, students, PSCs, EPs and PLPs.
21. In considering Standard 2.1, the visitor team was assured of compliance with the NMC Standards framework for nursing and midwifery education. The nursing programmes have already been approved as meeting the Part 1 standards and received confirmation letters from the NMC that they are still compliant in the latest round of annual reporting. CU has ongoing processes to involve stakeholders in annual quality monitoring processes. There are meeting summaries and minutes detailing meetings with stakeholders to discuss the modifications to the programme, as well as work plans and monitoring reports showing their participation in the ongoing development work associated with the changes. Staff and stakeholder groups the visitor team met confirmed involvement in and co-production of the programme modifications.
22. In considering Standard 2.2, the visitor team was assured that the programmes comply with the NMC Standards for student supervision and assessment (SSSA).

The nursing programmes have already been approved as meeting the Part 2 standards. CU has indicated that the proposed changes do not impact on these standards. The new practice modules have been reviewed and confirmed by an external subject specialist, with minor corrections. There are detailed Professional Practice: Placement Handbooks supporting student preparation for practice, standardised assessment documents, the Midlands Yorkshire and East Practice Assessment Documentation (MYEPAD) and Ongoing Achievement Record (OAR), as well as regular practice educator training and appropriate governance processes for practice learning. Students and PLPs the visitor team met provided confirmation that appropriate support and assessment processes were in place.

23. In considering Standard 2.3, the visitor team found clear evidence in the Course Specifications (Part A) that the programme learning outcomes are in line with the NMC Standards of proficiency for registered nurses in each of the four fields, and evidence in the form of reports that an external subject specialist review process to provide external oversight is in place.
24. In considering Standard 2.4, the visitor team noted that this modification results from a move away from traditional semester delivery (where students study three 20-credit modules concurrently) to block delivery with six entry points in each academic year. The development creates a standardised structure for the programmes, helping students understand what to expect at each stage and manage the pressures on them. The separated delivery of modules allows students to focus on one module and one assessment at a time and the use of standardised dates makes linking the teaching of different programmes much easier, and enables a mix of field-specific, cross-field and interdisciplinary modules in the programmes leading to real breadth of experiences. The visitor team found that the innovative approach to block delivery was a feature of **good practice (GP1)**.
25. The visitor team established that the programmes provide exposure across all four fields of nursing practice. CU has developed an integrated curriculum that includes modules that run across the nursing fields as well as interdisciplinary modules that are integrated with other healthcare programmes. The Modules Information Descriptors of shared nursing modules detail mixed group teaching for all the fields of nursing in all years of the programmes, plus wider interdisciplinary modules involving all healthcare students across all the years. There is also evidence of an internal review of the shared nursing modules, and the module team allocations show that mixed teams will deliver the modules. Outline details of the coordinated cross-field design of the programmes has been provided in the Course Specifications (Part B).
26. In considering Standard 2.5, the visitor team found the course specifications detail that on successful completion of the nursing programme the student will be able to apply to join the register in their chosen field of nursing.
27. In considering Standard 2.6, the visitor team was assured that the programmes included appropriate content necessary to meet the Standards of proficiency for registered nurses and programme outcomes. Documentary evidence of the mapping of the modules to the NMC Standards of proficiency for registered nurses was provided, with multiple modules mapped to each specific proficiency. For the MSc programme, the mapping also includes some mapping linked to RPL. The Module Information Descriptors provide details of the content of the individual modules, providing confirmation of the breadth of the programmes' content. The programmes are using the MYEPAD and OAR, ensuring that all practice-related proficiencies are covered.

28. In considering Standard 2.7, the visitor team found that the curriculum sets out the content necessary to meet the programme outcomes for each specific field of nursing practice. As well as the shared and integrated modules, which include some field-specific learning, the CU curriculum also includes dedicated field-specific modules in each of the years. The Professional Practice: Placement Handbooks show that students will have field-specific practice learning opportunities, allowing field-specific assessment of proficiencies and enabling the application of theory into their field of practice. The Module Information Descriptors provide details of the content of these field-specific modules, showing an appropriate focus on field-specific learning. Reports by external subject specialists show that the relevant field-specific modules have been reviewed and that there has been external oversight of the module content.
29. In considering Standard 2.8, the visitor team was satisfied that field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation was appropriately included in the curriculum. There was documentary evidence in the Course Handbooks and Module Information Descriptors outlining the relevant general and field-specific content in relation to these topics in the individual modules.
30. In considering Standard 2.9, the visitor team found that in the programmes the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies. Detailed Course Hours Mapping charts and Course Planners clearly showed a 50% split between theory and practice for all the programmes. The Course Specifications (Part B) outline the use of a range of learning and teaching strategies with a focus on active, social, inclusive and applied learning. Further details of the different learning and teaching strategies used, including lectures, seminars, group work, flipped classrooms, and simulation were provided in the Module Information Descriptors.
31. In considering Standard 2.10, the visitor team found that technology and simulation opportunities are used effectively and proportionately across the curriculum. The Healthcare Sim and Nursing Sim Strategies clearly outlined a coordinated approach to simulation for the nursing programmes. For the undergraduate degree and MSc programmes, the Course Hours Mapping charts and Course Planners show simulation being used proportionately across all years of the programmes. For the RNDA programme, there is evidence of the inclusion of simulation in the Module Information Descriptors. CU's simulation provision was reviewed as compliant, with no areas on concern, as part of the NMC's Mandatory Exceptional Report 2024. In regard to technology, the Student Course Handbooks outline the use of the digital learning platform Aula and digital submissions for assessments, providing evidence that technology has been appropriately included in the programmes. The staff team also confirmed a range of digital platforms are used across the programmes and that students are able to access support around them.
32. In considering Standard 2.12, the visitor team was satisfied that the pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years and consist of more than the minimum of 4,600 hours. Course Hours Mapping charts and Course Planners were provided, showing that the programmes meet the minimum requirement across the full programme lengths. The undergraduate and RNDA programmes are planned to include 2,400 hours of both theory and practice hours. The MSc programme is planned to meet the minimum requirements, but with a smaller buffer of 2,350 hours for theory and 2,320 hours for practice. Details of the minimum hours' requirement are clearly outlined and explained in the Student Course Handbooks. For the MSc programme, there is a process for RPL. The hours

requirements for applicants in relation to both theory-based learning and practice learning experience to be eligible for the programme are clearly stated in an RPL evidence form. CU has appropriate student attendance policies and processes to both monitor attendance and escalate concerns if attendance falls below expected levels, as detailed in the Student Attendance and Engagement Guidance, and the Apprenticeship Engagement Standard. CU also has clear processes to monitor student practice hours during the programme and delay completion until the minimum hours requirement has been met.

33. In considering Standards 2.11, 2.13 and 2.14, the visitor team found that these standards were not applicable as the programmes are not delivered in Wales and do not lead to registration in two fields of nursing or two professions.
34. Based on the information made available, the visitor team considers that CU 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

<p>BSc (Hons) Nursing Programme length: three years</p> <p>Theory Hours Total: 2,400 (800 in each year) Practice Hours Total: 2,400 (800 in each year) Simulation Hours (as part of Practice Hours): 360 (120+160+80 across the three years)</p> <p>BSc (Hons) Nursing (Degree Apprenticeship) Programme length: four years</p> <p>University-Based Learning (UBL) Hours Total: 2,116 (529+ 517.5+ 529+ 540.5) Work-Based Learning (WBL) Hours Total: 284 (71+ 82.5+ 71+ 59.5) Practice-Based Learning (PBL) Hours Total: 2,403.5 (655.5+ 586.5+ 598+ 563.5)</p> <p>Theory (UBL+WBL) Hours Total: 2,400 Practice (PBL) Hours Total: 2,403.5</p> <p>MSc Nursing Programme length: two years</p> <p>RPL Theory Hours: 1,150 RPL Practice Hours: 600</p>

Findings

35. The visitor team considered a range of evidence for this standard including programme and placement documentation, programme mapping summaries, course handbooks, simulation documents, RPL material and met with the programme team and senior staff, students, PSCs, EPs and PLPs.
36. In considering Standard 3.1, the visitor team found that the evidence reviewed shows that students will experience a range of practice learning opportunities to enable them to meet the standards of proficiencies. There are robust processes in place to show that the learning environments ensure that all learners are afforded the opportunity to learn in an effective, safe and supportive environment as demonstrated in the Placement Governance Document which also shows that educational audits are undertaken in line with CU requirements to ensure the suitability of placements. Documentary evidence including the Placement Allocation Exemplars and Standard shows that placement allocations are made in line with the requirements of the Standards of Proficiency (SoP) to ensure that all students are allocated to field-specific practice learning experiences, with 'hub and spoke' pathways providing further exposure to the holistic nature of care across the lifespan. The SHC Sim strategy 2025-28 shows that simulated practice learning within the course plan is designed to further extend the opportunities for students to have exposure to all fields of nursing practice. The visitor team heard from the Programme Development team about the forecasting and allocation model that is in place to ensure that students will experience a diverse range of practice learning opportunities across the lifespan and in all fields of nursing practice.
37. Students are assessed using the Midlands Yorkshire and East Practice Assessment Document (MYEPAD) and OAR which are mapped to the NMC Standards of proficiency for registered nurses, and this provides evidence of the range of practice learning opportunities provided.
38. Course handbooks provide information for students on how to raise a concern and listening events take place to support students if they have any concerns about the practice area. In addition, students the visitor team met were able to provide examples of how they provide feedback on the placement learning experiences.
39. In considering Standard 3.2, the visitor team found that CU has a robust quality assurance framework in place to ensure the suitability and appropriateness of the learning environments. The Placement Governance Document confirms that placement areas are subject to quality assurance and are monitored through a structured process. A placement allocation system is used to ensure that students experience a variety of practice placements to meet the holistic needs of people of all ages. EPs told the visitor team how they have oversight of the placements that their apprentices are allocated to. Opportunities for interprofessional learning are encouraged and students confirmed this aspect of provision to the visitor team. A 'hub and spoke' model is used, and students are allocated to field-specific practice learning experiences, with hub and spoke pathways providing further exposure to the holistic nature of care across the lifespan.
40. Student allocations are monitored to ensure an appropriate variety of learning opportunities across their course, and this is recorded through the In-Place system. Dedicated support teams are available in some PLPs/EPs who support planning and quality assuring the placement learning experiences. Each PLP/EP has a nominated person in line with SSSA requirements and students confirmed to the visitor team

that they knew the person's identity. Feedback from students is collected after their practice learning experiences. Students provided evidence of how their feedback is used to make improvement at the event and the visitor team saw evidence of this in the placement evaluations report. The review of documentary evidence and the discussions with the programme team, existing students and practice staff confirm that the standards of proficiency for registered nurses will allow students to deliver safe and effective care.

41. In considering Standard 3.3, documentary analysis undertaken by the visitor team shows that the placement coordinators are responsible for allocating practice placements ensuring that the curriculum requirements have been met and that students have opportunities to allow them to meet the SPRN in their selected field of practice. This is monitored within the placement management system. The theoretical content in the modules and the MYEPAD are mapped to annex A and B of the SPRN. The MYEPAD outlines the proficiencies relevant to the part of the programme and students gain opportunities in the practice learning environment to practise these skills and gain proficiency before assessments. Simulated practice learning supports the development of communication and relationship management skills in a safe environment.
42. As previously noted, a hub and spoke model is used in the PLP to provide opportunities for students to achieve nursing procedures, communication and relationship management skills. The visitor team heard from the PLPs and EPs how they use this model to provide learning opportunities for students to develop their proficiency in skills such as venepuncture and ECG recordings. Student allocations are monitored through the In-place system to ensure all will have an appropriate selection of practice learning experiences to enable the proficiencies to be met. Assessment of communication, relationship management and nursing procedures are achieved and evidenced through the MYEPAD. The allocation of practice learning is structured to ensure alignment with NMC standards.
43. In considering Standard 3.4, the programme structure demonstrates an equal balance of theory and practice learning (50% theory and 50% practice) and the 2,300 hours' requirement of each is evidenced within in-hour mapping templates and course handbooks and a course planner document shows the amount of theory and practice hours for each year of study. Overall, there are 2,400 hours of theory (800 per year) and 2,400 hours of practice learning hours on the BSc pathway. The programme team told the visitor team that the rationale for the 2,400 hours is to allow a small buffer for potential absences.
44. Practice learning comprises two placements in each year of study, and this is usually up to 20 weeks per year as shown in the BSc and MSc Nursing course planning materials. Students spend 40 hours per week on average in practice learning. Simulated Practice Learning (SPL) hours are included in each year of study (120 hrs Yr1, 160 hrs Yr2, 80hrs Yr3) totalling 360 hours over three years for the BSc and 240 hours for the MSc.
45. The MSc Nursing course recognises the use of prior learning in practice to meet 600 hours of relevant practice hours in a health or care setting in line with its policy on RPL. Evidence has been seen to demonstrate that this is in line with CU policy and guidance. The practice and simulated practice learning for the MSc route is 2,320 hours to accommodate for potential absences. The amount of SPL does not exceed the maximum of 600 hours that can be allocated and the most recent NMC review of simulated practice hours expresses satisfaction with CU. Processes are in place to ensure this is robust and in line with NMC requirements.

46. In considering Standard 3.5, the documentary review undertaken by the visitor team found that the individual needs and personal circumstances of individual students are taken into account when allocating their practice learning placements and this information is accessible to students in the course handbook. A range of resources and policies are available to students who disclose a disability including Student Success Coaches, Student Disability support team and learning support tutors as described in Student Support Services' material, the Disabled Students Policy Statement and other guidance. Students the visitor team met confirmed their awareness of these services. CU seeks to provide students with a declared disability an accessible placement and offers flexibility to students who are primary carers. There is also evidence that students may apply for extenuating circumstances if unable to attend practice learning experiences. Students are advised of the support available to them in course handbooks and specifications.
47. In considering Standard 3.6, the evidence reviewed shows that the practice learning areas are monitored through a robust quality assurance framework as described in the Placement Governance Document and this was confirmed during the visit. Practice learning allocations are made in line with the School of Health and Care: Placement Allocation Standard. Students are advised, including in open day presentations and course handbooks, that they must work the hours expected of a registered nurse including weekends, bank holidays and night duty. The hours completed are monitored by the Practice Education Support Unit, and academic assessors (AAs) meet with their students at set points during the academic year as part of this ongoing progress review. Students the visitor team met confirmed that they met with their AAs.
48. The Placement Governance Document confirms that students are supernumerary during the practice placement experiences for the duration of the programme and this was confirmed by students to the visitor team. Supernumerary status is understood by PLPs and EPs and this is monitored through the quality assurance framework as laid out in the governance document. Placement handbooks reinforce this and provide details of how to escalate concerns if required. Evaluation of placements provides a further opportunity for students to identify concerns.
49. Based on the information made available, the visitor team considers that CU 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

50. The visitor team considered a range of evidence for this standard including programme and placement documentation, external subject specialist reports and programme mapping summaries, and met with the programme team and senior staff, students, PSCs, EPs and PLPs.
51. In considering Standard 4.1, the visitor team found that this standard was approved as meeting the SFNME in 2019 with a major modification in 2020 when it was unchanged and it remains unchanged as a result of this modification although CU did submit evidence against the standard which the visitor team reviewed. The evidence remains valid and appropriate and demonstrates ongoing compliance with the standard because the documentary evidence the visitor team reviewed demonstrates how support, supervision and assessment continue to comply with the SFNME.

Evidence shows collaborate working practices between CU, PLPs and EPs and a shared understanding of the governance requirements for this programme and this was re-confirmed to the visitor team in meetings with PLPs/EPs and the programme team. There is a robust process in place to ensure educational audits are completed and that suitably prepared PSs and PAs are available as evidenced in the Placement Governance Document and the School Overview and Resources Document December 2024.

52. The visitor team confirmed through a review of documents including the agenda for a collaboration event with practice partners, SUC operational meeting material, Clinical Training Placement (CTP) capacity planning meeting notes and stakeholder presentations that PSC groups, practice partners, and current learners contribute to the programme. For example, PSCs are involved in OSCEs and in a forum theatre so have direct contact with students in the learning environment. Staff and stakeholders the visitor team met confirmed this collaborative engagement.
53. The visitor team found that students are well prepared for their placements because they have access to a range of information prior to their placements including a Nursing Placement Handbook and the CU Group Professional Suitability and Fitness to Practise Procedure.
54. The visitor team reviewed material that evidenced CU's external quality assurance approach including internal moderation reports, and external examiner reports and the approach was found to be in line with internal policies and procedures robust. Staff CVs demonstrate that they are experienced in all aspects of pre-registration nursing programme delivery.
55. The visitor team found that a range of support mechanisms is available for students who declare a disability including information on Student Support services, the CU Disabled Student Policy Statement and material outlining Learning Support Tutor tasks. Students are informed about raising and escalating concerns in course handbooks and programme presentations. Robust processes are in place to ensure EDI training is undertaken by all staff and PSCs who engage in student learning and teaching activities.
56. In considering Standard 4.2, the visitor team found that documentary evidence demonstrates that the SSSA continues to be met in the Part A detailed plan to ensure that the SSSA is implemented fully and that information provided to students in handbooks is clear and accessible. Practice assessors attend online training, and this is monitored on the PLP database. Each area has a 'named person' and students the visitor team met were able to identify the nominated person. The MYEPAD continues to be used.
57. In considering Standard 4.3, the visitor team found evidence, including CVs and confirmatory material from the NMC, that the CU process for identifying the Course director as the named registrant responsible for directing the course and communicating this to the NMC was robust and effective. Staff the visitor team met confirmed the details of this process.
58. In considering Standard 4.4, the visitor team found that the evidence reviewed demonstrates that a range of opportunities exist to provide students with constructive feedback. The visitor team discussed this with students who expressed satisfaction with the feedback they received and provided examples of how their feedback is acted upon in relation to the theory and practical components of their course. At policy level, CU details through the Assessment and Feedback Policy the way in which feedback on assessment will be provided to students and quality assured

through the external examiner process. The module descriptors show detail of formative and summative assessment strategies and this includes the assessment of practice learning. Practice assessors are provided with training in how to provide constructive feedback supported by the PS, PA and AA Handbook. The MYEPAD requires feedback from PSCs and the multidisciplinary team and this is one method of obtaining stakeholder feedback on their practice.

59. In considering Standard 4.5, documentary analysis by the visitor team confirmed that mapping to the SPRN to meet the programme learning outcomes has been undertaken for all programmes and module learning outcomes have been mapped to the standards of proficiency for registered nurses for all pathways. This includes the practice learning experience and the skills and procedures in Annexes A and B for students from each field of practice. The programme learning outcomes are presented in the course specifications and module outcomes are evident in the module descriptors, and these reflect the field-specific nature of the modules.
60. CU uses a 'hub and spoke' model for placement allocation to ensure all students will have the opportunity to experience the full range of practice placements to enable them to meet the SPRN. All SPRNs are included and assessed in the MYEPAD.
61. In considering Standard 4.6, the evidence reviewed by the visitor team demonstrates that students undertake a numeracy assessment and are required to achieve a pass mark of 100%. Students are informed about this in the course handbooks and course specifications, and students the visitor team met confirmed that support is available to them and that the programme team provides information about the one-to-one support available, the online learning packages such as Safe Medicate and the formative assessment opportunities that allow them to gain confidence in their numeracy ability before their summative assessments.
62. In considering Standard 4.7, the visitor team found that the evidence shows that communication, relationship management and nursing procedures are constructively aligned to the theoretical content being delivered in the mapping documents and the MYEPAD. The module information descriptors outline the constructive alignment between the module learning outcomes, content, and assessment. These are then assessed and recorded in the MYEPAD and the OAR.
63. The visitor team found that all students will have their practice learning in a field-specific experience. Students confirmed this and this was further evidenced by the placement plans supporting documents. AAs confirm progress and attainment and there is a process in place for making clear the expectations of this role in handbooks and process documents.
64. In considering Standard 4.8, evidence the visitor team reviewed demonstrates that the programme is mapped to the NMC SPN and that the module descriptors provide a more detailed outline of the content and the assessments. The AA Process document and the MSc Nursing AA Progress Review form ensure that SSSA is fully implemented and students are assessed in practice using the MYEPAD. No compensation is permitted for any element of assessment and this was confirmed to the visitor team by the programme team.
65. In considering Standard 4.9, programme documentation reviewed by the visitor team confirms that there is an equal balance of theory and practice hours (50:50, 2,300:2,300) for all pathways presented for approval and that there is no compensation permitted for any modules in line with CU policy. The PAD is used as the record of practice assessments and the OAR verifies the achievement of the standards of proficiency by the PA and AA.

66. Based on the information made available, the visitor team considers that CU 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

67. The visitor team considered a range of evidence for this standard, mainly course specification and course handbooks and met with the programme team and senior staff.
68. In considering Standard 5.1, the visitor team found that the award for successful completion of the nursing courses is a BSc (Honours) as outlined in Part A and Part B of the relevant course specifications which clearly state that the BSc Honours programmes are of three years full-time duration, the Apprenticeship programmes are of four years full-time duration and the MSc programmes are of two years full-time duration.
69. In considering Standard 5.2, the visitor team found evidence in the relevant course handbooks that students are notified of the requirement to register with the NMC within five years and the subsequent actions required if registration is not completed within that timeframe.
70. Based on the information made available, the visitor team considers that CU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

QAA2971 – R14830 - July 25

© The Quality Assurance Agency for Higher Education 2025
Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

Tel: 01452 557075
Web: www.qaa.ac.uk/nmc