



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 (Learning Disability)
Pre-registration Nursing (Mental Health)**

Glasgow Caledonian University

January 2025

Contents

Key institutional and programme details	1
Executive summary	3
Conditions and recommendations	5
Conditions	5
Recommendations for enhancement.....	6
Statements of good practice.....	6
Response to conditions	6
Explanation of findings for Part 3	10
Standard 2: Curriculum	13
Standard 3: Practice learning	16
Standard 4: Supervision and assessment	18
Standard 5: Qualification to be awarded.....	20

Key institutional and programme details

Name and location of Approved Education Institution (AEI)		Glasgow Caledonian University Department of Nursing and Community Health School of Health and Life Sciences Cowcaddens Road Glasgow G4 0BA Scotland			
AEI/EI Institution Identifier [UKPRN]		10007762			
Name and location of programme delivery partner(s) if not the AEI noted above		Not applicable			
Name of employer partners for apprenticeships		Not applicable			
Approval type		Major modification			
Name of programme					
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	BSc (Hons) Nursing Studies: Adult Nursing BSc Nursing Studies: Adult Nursing	Scotland ☒ Level 10 ☐ Level 11 ☒ Level 9	☐	☒	☐
Pre-registration nursing - Child	BSc (Hons) Nursing Studies: Child Nursing BSc Nursing Studies: Child Nursing	Scotland ☒ Level 10 ☐ Level 11 ☒ Level 9	☐	☒	☐
Pre-registration nursing - Learning Disabilities	BSc (Hons) Learning Disability Nursing BSc Learning Disability Nursing	Scotland ☒ Level 10 ☐ Level 11 ☒ Level 9	☐	☒	☐
Pre-registration nursing - Mental Health	BSc (Hons) Nursing Studies: Mental Health Nursing BSc Nursing Studies: Mental Health Nursing	Scotland ☒ Level 10 ☐ Level 11 ☒ Level 9	☐	☒	☐
Pre-registration nursing - Adult	MSc Nursing Studies: Adult	Scotland ☐ Level 10 ☒ Level 11	☐	☒	☐

Proposed programme start date	15 September 2025
Standard(s) under assessment	☐ Part 2: Standards for student supervision and assessment ☒ Part 3: Standards for pre-registration nursing programmes
Date of visit	29 January 2025
Visitor team	Registrant Visitors: Ms Patricia Clarke Dr Benjamin Ajibade Lay Visitor: Dr Anne Harbisher

Executive summary

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

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

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

The conjoint visit with the AEI approval panel took place on 29 January 2025.

Context for the review

Due to Glasgow Caledonian University (GCU) moving from a 12-week to an 11-week academic trimester, changes to the programme structure including learning hours within each module were necessary. However, the total of 2,300 theory hours and 2,300 practice hours across the programme remains unchanged.

GCU also proposed changes to the curriculum for the BSc (Hons) and BSc Nursing Studies programmes across the four fields of nursing by removing one of the interprofessional education (IPE) modules in year 2 (SCQF Level 8) and replacing it with one of the current Level 7 modules. Feedback suggested that this was currently provided too early in the programme. A new module in year 1 (SCQF Level 7) will be added to fill the gap. All new modules will be mapped to the standards of proficiency. In addition, a new recruitment strategy is being proposed for the learning disability field which requires contextualised admissions recognising experiential learning.

For the MSc Nursing Studies programme, the introduction of a shared module 'Applied Ethics in Nursing and Healthcare Practice' with the BSc (Hons) Nursing Studies (all fields) is proposed which will replace the 'Promoting Values Based Nursing in Contemporary Practice' module.

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

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

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

Conditions and recommendations

The **provisional judgement** (following the visit and prior to the consideration of the AEI response to any conditions) was as follows:

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

Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only/ Joint	AEI/EI only
C1	ensure that programme learning outcomes fully 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	2.3, 3.3, 4.5	NMC only	
C2	ensure that on completion of their programme each student can appropriately evidence exposure to all four fields of nursing practice	2.4, 3.1	NMC only	
C3	make explicit in the programme documentation how the general and professional content meets the standards of proficiency and programme learning outcomes for registered nurses	2.6	NMC only	
C4	ensure the module content for all programmes fully aligns with the programme learning outcomes for each field of nursing practice	2.7, 3.3, 4.5	NMC only	
C5	specify in a public document that the minimum award for the pre-registration programmes leading to registration is a bachelor's degree	5.1	NMC only	
C6	the programme team is required to review all programme review submission documentation and appendices for post-event edits including errors of terminology and typographic nature, and currency			AEI only
C7	the programme team is required to meet the conditions of the NMC and respond to the NMC recommendations to gain approval of the programme			AEI only
C8	the programme team is required to ensure that the programme learning outcomes are properly differentiated between the three programmes to reflect the distinction between the level of exit award.			AEI only
Date for all conditions to be met to meet intended delivery date		12 March 2025		

Joint conditions relate to both NMC standards and the AEI's programme approval outcomes. 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	Specific standard(s)	NMC only/ Joint	AEI/EI only
R1	to provide further clarity and guidance around attendance regulations for students in practice.			AEI only

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.	Details	Specific standard(s)	NMC only/ joint
	None		

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	ensure that programme learning outcomes fully 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	The visitor team reviewed the amended mapping of programme learning outcomes to standards of proficiency and found that the BSc and BSc (Hons) programmes have well-defined learning outcomes that focus on the core competencies for all four fields of nursing (adult, mental health, learning disabilities and children's nursing). The outcomes cover: person-centred and evidence-based nursing practice; competence in managing care in various healthcare settings; leadership; collaboration; and advocacy in nursing practice. Similarly, the MSc programme has learning outcomes that address the core competencies needed to meet the Standards of Proficiency for Adult Nursing. These outcomes cover: person-centred care; safe practice and evidence-based nursing; competence in handling complex health conditions and co-existing health needs; effective decision-making, leadership, and advocacy in healthcare settings. Previous

		inconsistencies and module omissions in the mapping of the BSc/BSc (Hons) and the MSc programme learning outcomes to the standards of proficiency have been addressed. While headings within the programme learning outcomes do not always explicitly use the terminology of the platforms within the standards of proficiency, the visitor team concluded that the standards of proficiency are indicated within the programme specification documents and covered by the mapping documents and module pro formas. The visitor team is therefore satisfied that this condition has been met.
C2	ensure that on completion of their programme each student can appropriately evidence exposure to all four fields of nursing practice	The visitor team found that the programme team has developed a credible process to ensure that on completion of their programme each student can appropriately evidence exposure to all four fields of nursing practice. The expectation to evidence exposure to all fields of nursing practice will be embedded as part of preparation for practice sessions which support students with the completion of the PAD and the achievement of their learning outcomes over the course of their programme. Narrative will be added to the PAD to ensure that students, practice supervisors, practice assessors and academic assessors are aware that all students must evidence exposure to all four fields of nursing practice. Furthermore, the Lead for Practice Learning will disseminate this information to practice learning partners and academic assessors. Pages entitled 'Evidence of exposure to other fields of nursing practice' have been developed and will now form part of the PAD. This will allow students to evidence their exposure to a field of nursing other than their chosen field. Students currently meet with their academic assessor at the end of each part where a checklist is used to ensure that the student has met all of the requirements to progress in the programme. This checklist has now been updated to remind the academic

		assessor to ascertain whether the student has had an opportunity for exposure to the alternative fields and will review the evidence pages of this exposure. If the student has not yet had these opportunities, they will discuss this with the student to see where they could achieve this exposure, review their future placement experiences, and where necessary discuss this with the Practice Learning Lead to ensure this happens within the subsequent part(s) of the programme. The visitor team is therefore satisfied that this condition has been met.
C3	make explicit in the programme documentation how the general and professional content meets the standards of proficiency for registered nurses	The visitor team reviewed the amended curriculum mapping and the mapping of modules to standards of proficiency and noted that errors highlighted in the report have been addressed. All modules are now included, and mapping reflects alignment between the programme learning outcomes with the standards of proficiency to explicitly meet the general and professional content. The visitor team is therefore satisfied that this condition has been met.
C4	ensure the module content for all programmes fully aligns with the programme learning outcomes for each field of nursing practice	The visitor team reviewed the updated curriculum mapping, mapping of modules to standards of proficiency and module descriptor booklet, which together provide evidence of all necessary content, proficiencies and annexes mapped to the programme modules. Field-specific modules set out the content relevant to their own field within the module descriptors and again these are mapped to proficiencies, annexes, and programme outcomes. The visitor team is therefore satisfied that this condition has been met.
C5	specify in a public document that the minimum award for the pre-registration programmes is a bachelor's degree	The following statement has been added to the Programme Specification pro formas: Registered Nurse – Adult Nursing (RN1); Registered Nurse – Child (RN8); Registered Nurse – Learning Disabilities (RN5); Registered Nurse – Mental Health (RN3) - The minimum award allowing registration with the Nursing and Midwifery Council for a pre-registration nursing programme is a bachelor's degree achieved upon successful completion of 360 credits. The visitor team is therefore satisfied that this condition has been met.

The visitor team reviewed in full the response(s) and evidence from the AEI to the conditions set. The findings of the visitor team with regard to responses to individual conditions, and any specific observations from the AEI relating to individual standards, are recorded in the main body of this report.

The visitor team considers that all conditions have been satisfactorily addressed resulting in the team being able to confirm that all required standards are met.

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

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

Explanation of findings for Part 3

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
1.1	Confirm on entry to the programme that students: 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 1.1.2 demonstrate values in accordance with the Code 1.1.3 have capability to learn behaviours in accordance with the Code 1.1.4 have capability to develop numeracy skills required to meet programme outcomes 1.1.5 can demonstrate proficiency in English language 1.1.6 have capability in literacy to meet programme outcomes 1.1.7 have capability for digital and technological literacy to meet programme outcomes.	☒	☐	☐	☐
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.	☐	☐	☐	☒
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.	☐	☐	☐	☒
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.	☐	☐	☐	☒
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.	☒	☐	☐	☐
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	☒	☐	☐	☐

	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.	☐	☐	☐	☒

Recognition of prior learning metrics

The Recognition of Prior Learning Policy permits recognition up to a maximum of 50% of the programme. Candidates awarded credit for prior learning must achieve 50% of the credit required at the final level of their award through accredited Glasgow Caledonian University modules.

Findings

1. The visitor team considered admissions and programme documentation for this standard and met with the programme team and senior staff.
2. In relation to Standard 1.1, the visitor team found that GCU is not changing the entry criteria for any of the programmes. However, the introduction of a hybrid pathway for the BSc Nursing (Learning Disability) programme required a contextualised admissions criterion recognising experiential learning. It is clear from the admissions documentation that all candidates on the hybrid pathway have to meet the usual entry criteria which is checked by GCU on entry together with their suitability for their intended field of nursing.
3. A values-based approach is used within the admissions process to ensure candidates are shortlisted who demonstrate the core values in accordance with the Code. Student values are assessed during values-based group interviews, applicant events, from their individual statements of support and from their references. Recruitment and admissions documentation clearly evidences the embedding of the values of the Code in the admission process. In addition, the pre-interview guide demonstrates that GCU has integrated value-based activity in the interview process that all applicants must attend. Together these documents also show that students' capability to learn behaviours in accordance with the Code is established on entry.
4. The entry criteria confirm the minimum level of maths (GCSE), a minimum of GCSE English and an adequate minimum requirement for English language. The visitor team therefore considered that applicants who meet the entry criteria would have capability in literacy, the necessary capability to develop the numeracy skills required and demonstrate adequate proficiency in English language to complete the programme. The visitor team also found that applicants demonstrate capability for digital and technological literacy when engaging with the admissions process.
5. The visitor team confirmed that Standards 1.2, 1.3 and 1.4 and 1.7 were not affected by the proposed modifications.
6. In relation to Standards 1.5 and 1.6, the visitor team determined that these standards were not directly affected by the modification request. However, as GCU has plans to promote the recognition of prior learning (RPL) to recruit to the learning disability field of the programme, the visitor team checked that these standards were still covered by the RPL policy. The visitor team found that the RPL Policy is a University-wide policy which covers credit limits and grading of RPL. At the visit the programme team

explained in relation to Standard 1.5 that RPL is allowed, usually if a pre-registration student transfers from a partner or other HEI, and this would not be more than 50%. Consideration of RPL applications would take into account both proficiencies demonstrated and academic credit obtained.

7. With regard to Standard 1.6, the visitor team was assured by the programme team that for registered nurses who were changing their field, RPL may be more than 50% of the programme where proficiencies have been proven. This is covered by an exception to the RPL Policy and can, therefore, be used in such cases.
8. Based on the information made available, the team considers that GCU has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	☐	☐	☐	☒
2.2	Comply with the NMC Standards for student supervision and assessment.	☐	☐	☐	☒
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.	☐	☒	☐	☐
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.	☐	☒	☐	☐
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.	☐	☐	☐	☒
2.6	Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	☐	☒	☐	☐
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.	☐	☒	☐	☐
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.	☒	☐	☐	☐
2.9	Ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	☐	☐	☐	☒
2.10	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	☐	☐	☐	☒
2.11	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	☐	☐	☐	☒
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.	☐	☐	☐	☒
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.	☐	☐	☐	☒
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.	☐	☐	☐	☒

Curriculum requirements

The BSc/BSc (Hons) Nursing Studies programmes are delivered full-time over three or four academic years respectively. They consist of 4,618 learning hours, with an equal split of 2,300 theory and 2,318 practice learning hours. The MSc Nursing Studies programme is a full-time programme delivered over 28 months. It includes 2,304 practice learning hours.

Findings

9. The visitor team considered a range of evidence for this standard including module, programme and mapping documentation, and met with the programme team, senior staff and students.
10. The visitor team confirmed that Standards 2.1, 2.2, 2.5 and 2.9 - 2.14 were not affected by the proposed modifications and were therefore not considered.
11. With regard to Standard 2.3, the visitor team found that GCU had initially only mapped modules to each of the platforms within the NMC standards of proficiency for registered nurses and the subsections of each of the platforms within the standards. However, this standard requires that the programme learning outcomes reflect the standards of proficiency. To confirm that this is the case the visitor team randomly checked the programme learning outcomes against the standards of proficiency and discovered numerous gaps. In examining the subsequently provided mapping of the programme learning outcomes to the standards of proficiency for both the undergraduate programmes and the postgraduate programme, the visitor team found inconsistencies in the mapping of the programmes. This was further explored at the visit, and the programme team agreed that there was incomplete alignment. The visitor team therefore identified a **condition (C1)** that specifies that GCU ensure that programme learning outcomes fully 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.
12. In relation to Standard 2.4, the visitor team established that there is a wide variety of practice learning partners covering all four fields of nursing. The visitor team reviewed the practice learning provision and agreed it offered varied exposure across the life span and all four fields of practice. In addition, field-specific and shared modules undertaken by students of the four fields of nursing at the same time support students and provide exposure across all four fields. They also encourage cross-field learning and understanding of ethical challenges across various nursing contexts. However, the Practice Assessment Document (PAD) does not evidence that students get exposure to all four fields of nursing practice. It focuses on the assessment of the primary field of nursing practice for each individual student and there is less explicit mapping to ensure systematic exposure to the other fields of nursing. There is also a lack of structured opportunities to explore exposure between fields, such as child to adult care. Students who met the visitor team reported that while there is a plan for field-specific placements, to undertake a placement in a different area to their field can be a matter of luck and some students had experienced similar placements repeatedly. The visitor team therefore specified a **condition (C2)**, that GCU ensures that on completion of their programme students can appropriately evidence their exposure to all four fields of nursing practice.
13. With regard to Standard 2.6, the visitor team found that the curriculum maps and module mapping link individual modules to NMC proficiency platforms across all fields. In examining the mapping documents the visitor team found that the undergraduate mapping documents contained errors with some modules missing,

others only mapping to one platform and practice learning experiences for years 1 and 2 not included in the mapping. It was also unclear how all SCQF 7 and SCQF 8 modules (except for practice learning) for the programme would map to one particular programme outcome at SCQF Level 11. Subsequently, updated documents evidence amended programme outcomes and while they show a closer alignment of programme outcomes with the standards of proficiency, there are still gaps (see condition 1, standard 2.3). On the basis of, this the visitor team formed the view that at present, the programme documentation does not fully set out the general and professional content necessary to meet the standards of proficiency and the visitor team therefore specified a **condition (C3)**, that GCU make explicit in the programme documentation how the general and professional content meets the standards of proficiency and programme learning outcomes for registered nurses.

14. For Standard 2.7, the visitor team found that the evidence demonstrates that each of the 16 field-specific and shared modules is mapped to the programme learning outcomes ensuring comprehensive coverage for each field of practice. The syllabus for each module sets out the content necessary to meet the programme learning outcomes. Each module descriptor outlines learning outcomes, teaching methods, and assessments. However, the programme learning outcomes are not fully linked to the standards of proficiency (see condition 1, Standard 2.3). The visitor team therefore concluded that the programmes do not set out fully the content necessary to meet the programme outcomes for each field of nursing practice and specified a **condition (C4)**, that GCU ensures the module content for all programmes fully aligns with the programme learning outcomes for each field of nursing practice which in turn fully reflect the standards of proficiency.
15. In relation to Standard 2.8, the visitor team confirmed that field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included in the field-specific modules of all the programmes which is evident from a number of modules that form part of them.
16. Based on the information made available, the team considers that GCU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met **subject to meeting conditions 1, 2, 3 and 4.**

Standard 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.	☐	☒	☐	☐
3.2	Ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	☐	☐	☐	☒
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.	☐	☒	☐	☐
3.4	Provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	☒	☐	☐	☐
3.5	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	☐	☐	☐	☒
3.6	Ensure students experience the range of hours expected of registered nurses.	☐	☐	☐	☒
3.7	Ensure that students are supernumerary.	☐	☐	☐	☒

Practice learning requirements and simulated learning hours

The BSc/BSc (Hons) Nursing Studies programmes include 2,318 practice learning hours and the MSc Nursing Studies has 2,304 practice learning hours. There is no simulated learning in any of the programmes.

Findings

17. The visitor team considered programme documentation for this standard and met with the programme team and students.
18. Although Standard 3.1 was not directly affected by the proposed modifications as no changes to practice learning were proposed, the visitor team determined that it was impacted by the issue identified under Standard 2.4. As reported above, the visitor team found that the PAD does not provide opportunities for students to demonstrate that they meet the standards of proficiency across the four fields of nursing practice as it focuses on the assessment of the primary field. Additionally, a lack of structured opportunities to evidence exposure to all fields of nursing was confirmed by students who met the visitor team. The visitor team therefore specified a **condition (C2)** that GCU ensures that on completion of their programme, students can appropriately evidence their exposure to all four fields of nursing practice.

19. With regard to Standard 3.3, not directly affected by the proposed modifications, the visitor team concluded that this standard was impacted due to the issues highlighted under Standards 2.3 and 2.7. The documentation seen by the visitor team provided insufficient assurance that the practice learning opportunities would allow students to meet in full, the communication and relationship management skills and nursing procedures as set out in the standards of proficiency. This is because of inconsistencies in the mapping of the programme learning outcomes (which includes practice learning), to the standards of proficiency identified in Standard 2.3 and programmes not setting out fully the content necessary to meet the programme outcomes for each field of nursing practice identified under Standard 2.7. The visitor team therefore specified a **condition (C1)** that GCU ensure that programme learning outcomes fully reflect the standards of proficiency for registered nurses and each of the four fields of nursing practice. The visitor team also set a **condition (C4)** for CGU to ensure the module content for all programmes fully aligns with the programme learning outcomes for each field of nursing practice.
20. In relation to Standard 3.4, and as noted above, the visitor team confirmed from the programme documentation and the student practice learning handbook that the BSc/BSc (Hons) Nursing Studies programmes provide 2,318 practice learning hours and the MSc Nursing Studies provides 2,304 practice learning hours. No simulated practice learning is used. There is clear guidance in the student practice learning handbook as to the required practice hours and how any missed hours can be made up. Attendance is recorded and monitored through the attendance record.
21. The visitor team confirmed that Standards 3.2 and 3.5 - 3.7 are not affected by the proposed modifications and were therefore not considered.
22. Based on the information made available, the visitor team considers that GCU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met **subject to meeting conditions 1, 2 and 4.**

Standard 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.	☐	☐	☐	☒
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	☐	☐	☐	☒
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	☐	☐	☐	☒
4.4	Provide students with constructive feedback throughout the programme to support their development.	☐	☐	☐	☒
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.	☐	☒	☐	☐
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%.	☐	☐	☐	☒
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.	☐	☐	☐	☒
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	☐	☐	☐	☒
4.9	Ensure that there is equal weighting in the assessment of theory and practice.	☐	☐	☐	☒
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.	☐	☐	☐	☒

Findings

23. The visitor team considered module, programme and mapping documentation for this standard, and met with the programme team and senior staff.
24. Although Standard 4.5 was not directly affected by the proposed modifications as no changes to supervision and assessment were proposed, the visitor team determined that it was impacted by the issue identified under Standards 2.3 and 2.7. As reported above, there is incomplete alignment between the programme learning outcomes and the standards of proficiency, and programmes do not set out fully the content necessary to meet the programme outcomes for each field of nursing practice. The visitor team therefore did not have sufficient assurance that throughout each programme, students can meet the standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice. The visitor team

specified a **condition (C1)** that GCU ensures that programme learning outcomes fully 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. The visitor team also specified a **condition (C4)** that the module content for all programmes fully aligns with the programme learning outcomes for each field of nursing practice.

25. The visitor team confirmed that Standards 4.1 - 4.4 and 4.6 - 4.10 are not affected by the proposed modifications and were therefore not considered.
26. Based on the information made available, the team considers that GCU has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met **subject to meeting conditions 1 and 4.**

Standard 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.	☐	☒	☐	☐
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.	☐	☐	☐	☒

Findings

27. The visitor team considered programme documentation for this standard and met with the programme team.
28. With regard to Standard 5.1, the visitor team found that none of the definitive programme documentation or programme handbooks explicitly states that the minimum award for any of the programmes is a bachelor's degree. This was explored with the programme team at the visit who acknowledged that this information had been omitted with the move to a new programme specification template. The visitor team therefore specified a **condition (C5)** that GCU specify in a public document that the minimum award for the pre-registration programmes leading to registration is a bachelor's degree.
29. The visitor team confirmed that Standard 5.2 was not affected by the proposed modifications and was therefore not considered.
30. Based on the information made available, the visitor team considers that GCU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met **subject to meeting condition 5**.

QAA2906 – R14827 – April 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