



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

University of Lincoln

July 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of Lincoln Campus Way Lincoln LN6 7TS
AEI/EI Institution Identifier [UKPRN]	10007151
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	n/a: this is not an apprenticeship route
Approval type	Major modification

Name of programme					
NMC programme title	AEI/EI programme title(s) (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	MSc Nursing (Pre-Registration - Adult)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	MSc Nursing (Pre-Registration - Child)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	MSc Nursing (Pre-Registration - Mental Health)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Interim awards available	
There are no interim awards for this qualification that lead to NMC registration	
Proposed programme start date	26 January 2026
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	Desk-based review - 14 July 2025
Visitor team	Registrant Visitor: Mrs Karen Hibbert

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 confirmed with the AEI/EI which Part 3 standards are in scope for a major modification.

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

This modification was undertaken as a desk-based review in July 2025.

Context for the review

This major modification proposal has been driven in response to feedback from students and practice learning partners (PLPs). The University of Lincoln's (UoL) proposed new programme is designed to enhance the structure of teaching and learning across the pre-registration MSc Nursing programmes by strengthening the field-specific focus within selected modules. The proposed new programme is designed to enrich the student experience and ensure the programme continues to meet the needs of students while working in partnership with PLPs. The practice learning element of the proposed programme remains unchanged, as does the overall ratio of theory to practice.

UoL has undertaken a collaborative approach to curriculum redesign, ensuring active engagement with key stakeholders, including PLPs, service leads, students, and people who use services and carers (PSCs). Structured consultation events were held to capture their perspectives, which were integrated into the redevelopment of the modules. Student feedback has been systematically collected, highlighting areas for improvement and supporting the case for modification. Students have contributed directly to the redesign through a dedicated student voice event, where they helped identify specific gaps and shared their views on how the programme could better meet their learning needs.

Drawing on this collective input, the programme team has restructured module content and delivery to strengthen opportunities for shared learning across the three fields of nursing of adult, child and mental health, while simultaneously supporting the development of field-specific professional identities. The redesigned modules provide a coherent and progressive

structure, establishing a clear learning trajectory that builds sequentially on knowledge and skills acquired through both theory modules and practice learning experiences across the duration of the programme.

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

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

The findings of the visitor'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 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
	None		

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

The UoL School of Health and Care Sciences programme admissions guidance states that RPL may be applied to a maximum of 50% of a nursing programme. For NMC-registered nurses, they may RPL more than 50% of the programme. Within this framework, a total of 1,230 hours of RPL have been formally recognised, comprising 580 theoretical hours and 650 practice-based hours, ensuring an integrated approach to acknowledging both academic learning and professional practice.

Findings

1. The visitor considered a range of evidence for this standard including UoL School of Health and Care Sciences programme admissions guidance, the major modification document for MSc Nursing, and module specifications.
2. In considering Standards 1.1, 1.2 and 1.3, the visitor noted that the arrangements for these standards have not changed because of the modification, therefore these standards were not considered.
3. In considering Standard 1.4, the visitor reviewed the major modification document and can confirm that applicants will be requested to complete a declaration of suitability form as part of their admission onto the programme and that the declarations of health and character for students completing the pre-registration MSc will be completed by one of the programme's designated registered nurses. The programme team information provided by UoL confirms that the allocated designated registrants are registered nurses with the NMC.
4. In considering Standard 1.5, the visitor reviewed the admissions guidance and the Accreditation of Prior Learning (RPL) policy. The guidance confirms that RPL may be permitted for up to 50% of a nursing programme. RPL applications are assessed jointly by the UoL admissions team and the programme lead in accordance with the policy. Applicants are required to submit a portfolio demonstrating a minimum of 650 hours of care-related practice experience, supported by self-reflection on learning gained during their undergraduate degree (where applicable), subsequent education or training, and professional practice experience. Each portfolio is assessed on submission to ensure the required evidence is provided. Profiles of successful applicants are reviewed by the external examiner and then considered at the Board of Examiners.
5. With regard to Standard 1.6, the visitor reviewed the admissions guidance and RPL policy and can confirm that the documents verify that RPL for NMC-registered nurses may be more than 50% of the programme.
6. In considering Standard 1.7, the visitor reviewed the module specifications and confirmed that numeracy, literacy, digital, and technological literacy are embedded and assessed from the outset in the first module - Essential Nursing Practice. Within this module, students undertake the NMC-required numeracy assessment and begin

developing literacy and digital skills. Ongoing support is provided throughout the programme, with dedicated input from the health librarian and academic writing teams. Digital education opportunities are integrated across the course, ensuring students are familiar with and supported in using the virtual learning environment, MS Teams, the electronic practice assessment document (ePAD), and other relevant platforms. These skills are further enhanced through the use of virtual reality and hybrid simulation within clinical skills sessions.

7. Based on the information made available, the visitor considers that UoL 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	State routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Ensure that field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12	Ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.14	Ensure programmes leading to nursing registration and registration in another profession are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Curriculum requirements

The proposed programme plan confirms that the MSc is delivered over a two-year period, incorporating 42 weeks of practice learning and 45 weeks of scheduled theoretical study. The programme comprises a total of 180 credits, structured across three semesters, each equivalent to 60 credits. These credits are allocated through a combination of 30-credit and 15-credit modules. The programme equates to 4,710 hours of learning, comprising 1,680 hours of practice learning, 1,800 hours of theoretical study, and a further 1,230 hours recognised through RPL, integrating both practice and theory.

Findings

8. The visitor considered a range of evidence for this standard including the programme specification, individual module specifications, mapping documents, ePADs and the nursing skills development document.
9. In considering Standards 2.1 and 2.2, the visitor noted that the arrangements for these standards have not changed as a result of the modification, therefore these standards were not considered.
10. In considering Standard 2.3, the visitor reviewed the programme specifications and mapping documents. The MSc programme mapping to NMC proficiencies clearly demonstrates where the standards of proficiency are covered within the modules. The mapping also confirms where the proficiencies are addressed within the programme learning outcomes, and the curriculum maps for each field of nursing.
11. In considering Standard 2.4, the visitor reviewed the module specifications, which show the programme is structured with field-specific modules and shared modules. Each of the shared modules contain field-specific learning and teaching time to allow students to contextualise the learning to their individual field. To support the exposure to learning disabilities, all students will undertake the Level 1 Oliver McGowan mandatory training e-learning for healthcare package, as part of the mandatory training for all nursing students.
12. Regarding Standard 2.5, the visitor reviewed the programme and module specifications and can confirm that the documentation clearly indicates the routes for students to enter the register with a specific field: adult, mental health or child.
13. In considering Standard 2.6, the visitor reviewed the module specifications, curriculum maps, MSc programme mapping and the programme ePADs. The visitor confirms that these documents clearly set out the content necessary to meet the Standards of proficiency for registered nurses and to meet the programme outcomes.
14. In considering Standard 2.7, the visitor reviewed the module and programme specifications, curriculum maps, and the nursing skills development document. The review confirmed that programme outcomes for each field of nursing are clearly articulated within the module specifications and curriculum maps. The nursing skills development document provides Practice Assessors (PAs) and Practice Supervisors (PSs) with clear guidance on the expected knowledge and skills development of nursing students throughout their practice learning experience. This applies across all fields of nursing and is aligned to the ePAD.
15. In considering Standard 2.8, the visitor reviewed the module specifications, ePAD, On-going Achievement Record (OAR) and the MSc Nursing field-specific mapping document. The nursing field-specific mapping outlines where each required topic is addressed across the programme modules. Section 3 of each module specification

sets out the outline syllabus, which identifies topics explicitly or embeds them within broader areas of study.

16. In considering Standard 2.9, the visitor reviewed the programme specifications and the proposed programme planner. The proposed programme planner clearly demonstrates the distribution of practice and theory components. The programme provides 42 weeks of structured, timetabled practice learning experiences over two years. Each week comprises 40 hours, amounting to a total of 1,680 practice hours. All practice hours are recorded within the ePAD, which are checked and confirmed by the PLPs. When combined with the 650 hours of care-related experience in their RPL portfolio, the total practice hours amount to 2,330. Across the two years there are 45 weeks of timetabled theory, also based on 40 hours per week, totalling 1,800 hours. With the inclusion of 580 RPL hours, the total theory hours amount to 2,380. Each module specification provides a clear indication of the notional hours allocated, in alignment with the credit weighting of the module.
17. With regard to Standard 2.10, the visitor reviewed the major modification MSc Nursing documentation, ePADs, and the combined practice audit. The ePADs and OAR are accessible online through the Practice Education Management System, ensuring ease of access and effective monitoring of student progress. The programme demonstrates the integration of technology-enhanced learning to deliver immersive virtual reality clinical scenarios.
18. Standard 2.11 is out of scope for this modification review.
19. In considering Standard 2.12, the visitor reviewed the programme specification, the major modification MSc Nursing document and the proposed planner and can confirm that the programme is two years in length and a total of 3,480 hours, excluding RPL hours. The UoL RPL process for the MSc enables the students to meet this standard, with an additional 1,230 of RPL hours.
20. Standards 2.13 and 2.14 are out of scope for this modification review.
21. Based on the information made available, the visitor considers that UoL 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.6	Ensure students experience the range of hours expected of registered nurses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.7	Ensure that students are supernumerary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice learning requirements and simulated learning hours

The programme comprises a total of 1,680 hours of practice learning. In addition, RPL has been incorporated, with 650 hours attributed to practice and 580 hours to theory. UoL has not included simulated practice learning within this programme.

Findings

22. Arrangements for practice learning for the programme have not changed as a result of the modification and therefore these standards were not considered.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

23. The visitor considered a range of evidence for this standard including module specifications, Policy for the Registration and Recording of Qualifications with PSRB, curriculum maps and programme mapping documents.
24. In considering Standards 4.1, 4.2, 4.3 and 4.4, the visitor noted that the arrangements for these standards have not changed because of the modification, therefore these standards were not considered.
25. In considering Standard 4.5, the visitor reviewed the module specifications, the curriculum maps for each field and the MSc programme mapping to NMC proficiencies. The visitor confirmed that the NMC Standards of proficiency are embedded across the programme and that students are assessed against these

standards alongside the specific programme outcomes for their field. Parity of assessment is assured across all three fields, particularly within shared modules, and all summative assessments must be passed in order to achieve the qualification.

26. In considering Standard 4.6, the visitor reviewed the Essential Nursing Practice (NUR9061) module specification and can confirm that all students undertake a health numeracy assessment as part of the Essential Nursing Practice Module; this assessment must be passed at 100% in order to complete the programme.
27. In considering Standard 4.7, the visitor reviewed the module specifications, ePAD and the curriculum mapping documents. The curriculum map for each field along with the ePAD clearly demonstrate where students meet all communication and relationship management skills and nursing procedures, and the visitor was able to confirm these requirements must be passed in order to complete the programme.
28. In respect of Standard 4.8, the visitor reviewed module specifications, programme specifications and the Policy for the Registration and Recording of Qualifications with PSRB. Students are continuously assessed in both theory and practice as part of the Teaching, Learning and Assessment Strategy which is incorporated into Section 5 of the programme specifications. During practice learning experiences, student performance is assessed and documented in the ePAD and OAR. In reviewing the documents, the visitor confirmed there is a clear policy to ensure students complete all NMC and course requirements prior to completion of the programme.
29. In considering Standard 4.9, the visitor reviewed the programme specifications and the proposed programme planner and confirmed that the curriculum offers a balanced integration of theory and practice learning experiences. The assessment within the programme reflects this balance, with students undertaking 42 weeks of practice learning and 45 weeks of scheduled teaching. Both components are timetabled accordingly and are essential requirements for successful completion of the programme, with students required to pass both the theory and practice elements.
30. In considering Standard 4.10 the visitor noted that the arrangements for this standard have not changed because of the modification, therefore this standard was not considered.
31. Based on the information made available, the visitor considers that UoL 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

32. The visitor considered a range of evidence for this standard including programme specifications, module specifications and the programme handbooks.
33. In considering Standard 5.1, the visitor reviewed the programme specifications and can confirm that on completion of the programme students will be awarded a Master of Science Nursing for their specific field.
34. In considering Standard 5.2, the visitor reviewed the programme handbooks and confirms that the handbook (page 9) clearly states that students must register with the NMC within five years of successfully completing the programme. At the end of the programme students are sent a letter which reminds them they have five years to register their award with the NMC, and if they fail to register their qualification within five years they will be required to undertake additional education and training.
35. Based on the information made available, the visitor considers that UoL has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

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