



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

## **Major Modification Report for:**

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

**Pre-registration nursing - Adult**

**Pre-registration nursing - Mental Health**

**University of Cumbria**

**November 2025**

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## Key institutional and programme details

<b>Name and location of Approved Education Institution (AEI)</b>	University of Cumbria Fusehill Street Carlisle CA1 2HH
<b>AEI/EI Institution Identifier [UKPRN]</b>	10007842
<b>Name and location of new programme delivery partner(s) if not the AEI/EI noted above</b>	Not applicable
<b>Name of new employer partners for apprenticeships</b>	There are no new employer partners
<b>Approval type</b>	Major modification

### Name of programme

<b>NMC programme title</b>	<b>AEI/EI programme title(s) (in full)</b>	<b>Academic level(s)</b>	<b>Apprenticeship</b>	<b>Full-time</b>	<b>Part-time</b>
<b>Pre-registration nursing - Adult</b>	MSc Pre-Registration Nursing/Registered Nurse: 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 type="checkbox"/>
<b>Pre-registration nursing - Mental Health</b>	MSc Pre-Registration Nursing/Registered Nurse: 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"/>

### Interim awards available

There are no interim awards for this qualification that lead to NMC registration

<b>Proposed programme start date</b>	31 August 2026
<b>Standard(s) under assessment</b>	<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.
<b>Date of visit</b>	Desk-based review: 24 November 2025
<b>Visitor team</b>	Registrant Visitor: Dr Anthony McGrath

## 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.

Part 1: Standards framework for nursing and midwifery education (SFNME) (NMC 2018, updated 2023) and Part 2: Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) will be referred to as required.

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 November 2025.

### Context for the review

The University of Cumbria (UoC) is undertaking a major modification of its MSc pre-registration nursing programme as part of UoC established quality assurance processes. This review has provided UoC an opportunity, in collaboration with its key stakeholders, to evaluate the currently approved programme and to propose a series of enhancements.

The proposed modification includes a revised programme structure intended to support a more holistic learning experience and to reduce the overall assessment burden on students. Adjustments to assessment strategies are also proposed, offering a broader range of methods designed to strengthen authenticity and enhance alignment with contemporary professional practice. Further minor amendments, introduced as part of ongoing quality enhancement, include the strengthening of digital literacy and the use of educational technologies, the continued embedding of equality, diversity and inclusion initiatives throughout the curriculum, and actions arising from stakeholder feedback.

The **final recommendation** made by the visitor to the NMC, following consideration of UoC'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 following the desk-based review 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			
Date for all conditions to be met to meet intended delivery date		N/A		

### Recommendations for enhancement

Recommendations				
No.	Recommendation details	Specific standard(s)	NMC only/ Joint	AEI/EI only
R1	Recommendation for the programme team to continue to enhance its community placement provision by further developing capacity within current practice learning partners.	3.2	NMC	

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

### Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Good practice details	Specific standard(s)	NMC only/ joint
	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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 programme permits recognition of prior learning (RPL) for up to 50% of its total credit value and incorporates 500 hours of practice learning, supported by UoC's robust and transparent processes for RPL. The programme is explicitly designed to recognise prior learning derived from both accredited academic study and relevant clinical experience, which may be used to evidence the achievement of required learning outcomes and practice competencies. In accordance with established institutional procedures, registered nurses may, where appropriate, be permitted to RPL more than 50% of the programme.

## Findings

1. The visitor considered a range of evidence for this standard including the recruitment and selection handbook, programme specifications and programme handbooks.
2. In considering Standard 1.1, the visitor reviewed the programme documentation and confirmed that UoC has established robust recruitment and selection procedures that ensure all applicants are suitable for their intended field of nursing practice. The programme specification clearly sets out the entry requirements, which include minimum thresholds for numeracy, literacy, and digital and technological literacy. As part of the admissions process, applicants are required to submit a comprehensive portfolio of evidence demonstrating a minimum of 500 hours of recent healthcare experience, together with evidence of prior relevant academic study, in support of the RPL process. In addition, all applicants must successfully complete enhanced disclosure and barring service (DBS) clearance and occupational health checks. Professional values aligned with the nursing profession are assessed through a structured values-based interview, in collaboration with stakeholders. In addition, all students must provide a declaration of good health and character at the commencement of the programme and annually thereafter.
3. In considering Standard 1.2, the visitor reviewed the recruitment and selection handbook and programme handbooks and confirmed that the documentation detailed information on the entry requirements including the requirement for good health and character. All applicants are required to have a DBS check and occupational health clearance, and applicants are informed of this requirement by the admissions team once a place has been accepted.
4. In considering Standard 1.3, the visitor reviewed the recruitment and selection handbook and the student code of conduct and disciplinary procedure and confirmed that the documentation clearly sets out the requirements for students to promptly disclose any police charges, cautions, convictions, or conditional discharges, as well as any determinations made by external regulators, professional bodies, or educational institutions regarding impaired fitness to practise. All such declarations are managed in a timely, transparent, and equitable manner, in line with the UoC policy.

5. In considering Standards 1.4, 1.5 and 1.6, the visitor noted that the arrangements for these standards have not changed because of this modification.
6. In considering Standard 1.7, the visitor reviewed the module descriptors and handbooks and confirmed that students receive a dedicated session on Level 7 academic writing during welcome week, alongside an induction to UoC's academic skills support services. Numeracy development is supported through the use of an online numeracy platform designed to enhance and assess students' numeracy competencies. Students are introduced to this platform within the Part 1 Practice Assessment module and are subsequently required to demonstrate numeracy proficiency and applied knowledge within the Part 3 Practice Assessment module. In addition, students have access to a range of supplementary digital learning resources, including access to LinkedIn Learning. Further training is provided on trust-specific technological systems to ensure students are competent in the use of appropriate digital technologies within each practice learning experience (PLE).
7. Based on the information made available, the visitor considers that UoC has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

## 2: Curriculum

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

	and nursing proficiencies and outcomes are achieved in a nursing context.				
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## Curriculum requirements

The MSc programme is delivered over a two-year period, reflecting the RPL from both academic and clinical experience. The programme comprises an integrated schedule of theoretical and practice-based learning, including 1,800 hours of practice learning completed during the programme and a further 500 hours of practice learning recognised through RPL, alongside 2,300 hours of theoretical study undertaken within the programme.

## Findings

8. The visitor considered a range of evidence for this standard including the validation briefing document, module descriptors, programme specifications and programme handbooks.
9. In considering Standard 2.1, the visitor reviewed a comprehensive range of documentation demonstrating that consultation with stakeholders was integral to the programme's development. Engagement with current students, alumni, NHS Trusts, and other Practice Learning Partners (PLPs), as well as with people who use services and carers (PSCs), is evidenced through the UoC stakeholder events. In addition, UoC works closely with practice education facilitators to undertake educational audits of placement areas and to support the preparation and ongoing development of practice supervisors (PSs), practice assessors (PAs), and academic assessors (AAs). The learning culture at UoC is demonstrably centred on the safety and wellbeing of students, PSCs, and educators across both theory and practice environments. All teaching staff who are registered nurses maintain their NMC registration and complete the NMC revalidation process. Furthermore, all staff undertake mandatory equality and diversity training, the completion of which is monitored through the professional and personal development review process. Students are assessed in both theoretical and practice components, as evidenced within the validation briefing document, and programme documentation. Programme proficiencies and outcomes are fully mapped across the curriculum and substantiated through detailed mapping documentation. Students are offered a broad range of learning opportunities to support the development of their knowledge and skills, enabling them to achieve the required proficiencies and programme outcomes. They receive clear and timely information and are appropriately signposted to support services within UoC and in practice settings. Student voice is actively supported and encouraged, as evidenced through staff-student forums. Students are empowered by UoC to raise issues or concerns arising within practice, and appropriate mechanisms are in place to ensure they are supported in doing so.
10. In considering Standard 2.2, the visitor reviewed the programme documentation and confirmed that UoC is an active member of the Northwest Practice Education Group. Through this partnership, UoC works collaboratively with AEI partners to ensure that educational audits are completed on a tri-annual basis and that placement capacity is appropriately monitored. UoC provides training for practice staff to ensure they are fully aware of the SSSA requirements and are adequately prepared to support students in practice. Each placement area maintains a detailed placement profile that outlines the learning environment and identifies potential 'spoke' opportunities designed to enrich students' PLEs. Placement activity is coordinated by UoC's placement unit, which oversees and records student allocation to ensure each student undertakes a diverse range of suitable placements across the programme. This process ensures that students are exposed to a breadth of care delivery models

and practice contexts. Students are appropriately supervised in practice and are allocated a PS and PA prior to commencing each placement. All students evaluate their PLE through the practice assessment record & evaluation (PARE) system, providing feedback that informs continuous improvement. Apprentices additionally benefit from regular tripartite meetings, which offer further structured support and oversight. PSs are identified within placement areas and are required to sign a declaration confirming that they have received suitable preparation and are competent to undertake the role. All students are allocated a different AA for each part of the programme and a different nominated PA for each placement or series of placements.

11. In considering Standard 2.3, the visitor reviewed the programme specification and module descriptors and confirmed that the modules within the proposed modified programme demonstrate shared learning outcomes that ensure equity in teaching, learning, and assessment across the adult and mental health pathways. Clear mapping of the individual fields is evident within the core modules, each aligned to the relevant NMC proficiencies, with further detail articulated in the field-specific modules, which demonstrate how these proficiencies are progressively developed. The programme provides students with opportunities to develop a range of nursing skills applicable across the lifespan, with modules designed to address the needs of people from all four fields of nursing. UoC has undertaken robust mapping of the required proficiencies and programme outcomes across the curriculum, as evidenced in the programme documentation. Both theoretical and practice learning are fully integrated and incrementally structured to support progressive development, enabling students to meet increasing levels of complexity throughout the programme. UoC has clearly articulated where numeracy, literacy, and digital and technological literacy are embedded and developed within the curriculum.
12. In considering Standard 2.4, the visitor reviewed the programme specification and module descriptors and confirmed that the programme is delivered through a combination of generic and field-specific modules for both adult and mental health nursing. Students will be exposed to all four fields of nursing through shared theoretical learning and shared learning opportunities within practice learning settings. UoC's placement unit maps all PLEs which ensures that students get exposure to all fields of nursing in diverse settings; the dedicated placement administrator monitors student practice learning and ensures that required spoke experiences are appropriately allocated. These experiences are recorded within the student transcript.
13. In considering Standard 2.5, the visitor reviewed the programme specification and module descriptors and confirmed that the documentation clearly indicates the routes for students to enter the register with a specific field of adult or mental health.
14. In considering Standard 2.6, the visitor reviewed the programme documentation and confirmed that these documents clearly set out the content necessary to meet the Standards of proficiency. The module descriptors and programme mapping explicitly outline the required content to ensure students achieve both the programme outcomes and the relevant proficiencies. The mapping document provides robust evidence that proficiencies, module outcomes, and curriculum content are coherently aligned across the programme. In addition, the practice assessment document (PAD), including annexes A and B, has been comprehensively mapped.
15. In considering Standard 2.7, the visitor reviewed the module descriptors and confirmed that the Year 1 curriculum provides students with a strong foundational knowledge base and the essential skills relevant to their field of practice, with this

learning progressively developed in the second year of the programme. Each module contains a clear aim and associated intended learning outcomes, all of which align with the expectations of the relevant field. Both module content and learning outcomes are mapped to the NMC platforms. In addition, the PAD is fully mapped against the Standards of proficiency, including the specific field standards.

16. In considering Standard 2.8, the visitor reviewed the module descriptors and programme mapping and confirmed that the curriculum integrates field-specific teaching on law, safeguarding, consent, pharmacology, and medicines management. The visitor also noted documentary evidence that UoC has worked closely with external stakeholders, PLPs, PSCs, and students on existing programmes, on embedding this content within the programme.
17. In considering Standard 2.9, the visitor reviewed the programme specification, module descriptors, and programme mapping and confirmed that the programme provides an appropriate balance between theoretical and practice-based learning. The programme is structured to include a total of 2,300 hours of PLE, comprising 500 hours accredited through RPL and 1,800 hours completed within the programme, alongside a further 2,300 hours of theory. Theory hours are explicitly allocated within each module, ensuring transparency and parity across the curriculum. The programme also guarantees that students will undertake the minimum required practice learning hours, which are clearly articulated within the module descriptors for all practice-focused units. Furthermore, each module descriptor sets out clearly defined aims and learning outcomes, supported by indicative content that outlines the breadth and scope of learning expected.
18. In considering Standard 2.10, the visitor reviewed the programme handbook, module descriptors, and programme mapping and confirmed digital and technological literacy is embedded throughout its teaching, learning, and assessment strategy. These competencies are integrated across the programme and individual modules and are further strengthened during PLEs, where students utilise digital technologies to document and enhance the quality of patient care. UoC provides a range of resources to support students' digital literacy development via the Student Hub. In addition, students have access to well-equipped skills laboratories, where simulated scenarios enable them to develop and apply clinical and digital skills within a safe and supportive learning environment.
19. In considering Standard 2.12, the visitor reviewed the programme specification and the exemplar academic planner and confirms that the MSc programme is delivered over a two-year period, with a total of 4,600 hours equally divided between theory and practice. The programme design explicitly incorporates RPL from both academic study and relevant clinical experience, which is used to evidence learning and practice equivalent to the minimum three-year requirement for the award. This includes up to 500 practice hours achieved through RPL. The minimum required practice learning hours are clearly articulated within the module descriptors and are reflected in the exemplar planner. Placement allocations are monitored and tracked for each individual student to ensure a broad and varied range of practice experiences and to support the achievement of competence. Any missed practice hours must be recovered, and this requirement is clearly communicated to students prior to commencing the programme and reiterated at the point of entry.
20. Standards 2.11, 2.13 and 2.14 are out of scope for this modification review.

21. Based on the information made available, the visitor considers that UoC 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

Programme documentation confirms that students will complete 1,800 hours of practice learning across the two-year programme, with a further 500 hours achieved through RPL. Students will also be offered up to 120 hours of simulated learning as part of their PLE.

#### Findings

22. The visitor considered a range of evidence for this standard including the practice learning handbook, exemplar planner, programme specifications and programme handbooks.
23. In considering Standard 3.1, the visitor reviewed the practice learning handbook, programme specification and programme handbook. The evidence confirms that students undertake six placements across the duration of the programme, encompassing both hospital and community settings, and providing experience in meeting the needs of individuals across the lifespan, including those with physical health needs, mental health needs, and learning disabilities. PLEs are allocated by the UoC placement unit, whose remit includes ensuring that each placement is appropriately mapped to programme outcomes. This process is overseen by the pathway leader, who monitors the breadth and adequacy of learning opportunities

to ensure that all students receive an appropriate and sufficiently diverse range of experiences. Students can access comprehensive placement information through the UoC website, and all PLEs are allocated and tracked through an online management system. The PAD has been fully mapped to the relevant NMC proficiencies and outcomes. The practice learning handbook clearly outlines the 'Hub and Spoke' model, including the range of available spoke opportunities. Students are generally able to negotiate their spoke placements with their PA or PS, except for retrieval placements. To ensure ongoing quality and suitability of placements, UoC conducts a biannual review of the PARE documentation, confirming that all required elements are being met.

24. In considering Standard 3.2, the visitor reviewed the practice learning handbook, programme specification and programme handbook and confirmed that UoC has effective processes in place to ensure that students have equity of access to appropriate PLEs across the programme. The UoC placement unit allocates PLEs that are suitable for each field of practice and currently provides a balanced mix of inpatient and community-based learning opportunities, ensuring students are exposed to care delivery across the lifespan. The programme's validation briefing document also reflects a strategic shift from predominantly hospital-based acute care towards enhanced community-based provision. The visitor **recommends (R1)** the programme team to continue to enhance its community placement provision by further developing capacity within current PLPs.
25. In considering Standard 3.3, the visitor reviewed the practice learning handbook, the PAD, and the relevant module descriptors. Students are required to meet all expectations associated with communication and relationship-management skills, as well as the nursing procedures applied to their specific field of practice. The PAD is used to record the development and achievement of these skills. Progress is monitored by PSs and PAs, with additional oversight provided by the AA through scrutiny of the PARE. Annexes A and B are fully mapped across the programme's modules to ensure comprehensive coverage of the required competencies. During theoretical components of the programme, students are exposed to a diverse range of approaches designed to support the development of these proficiencies.
26. In considering Standard 3.4, the visitor reviewed the handbooks and planner and confirms that the programme is structured to ensure students achieve the required 2,300 hours of practice learning over the two-year course. This total includes 500 hours recognised through RPL, drawn from students' previous relevant caring experience. In addition, the programme provides up to 120 hours of simulated practice learning (SPL), which forms an integral component of the overall practice learning allocation. The programme design also incorporates designated periods that enable students to retrieve any shortfall in practice hours.
27. In considering Standard 3.5, the visitor reviewed the placement learning support plan (PLSP), placement learning policy and practice learning handbook. The documentation demonstrates that UoC actively encourages applicants and enrolled students to declare any disabilities or specific learning difficulties during the admissions, registration, and enrolment processes. Upon disclosure, students are formally assessed, and an action plan is developed to outline the required adjustments and support for both academic learning and practice-based environments. UoC has a clearly articulated policy framework to support students with disabilities, evidenced through the systematic use of the PLSP. The placement learning policy further confirms that relevant information is shared with PLPs to facilitate the implementation of appropriate reasonable adjustments. UoC is demonstrably committed to ensuring that these adjustments are made wherever

possible, thereby enabling equitable access to learning opportunities for all students. Support provided includes access to assistive technologies, guidance for coursework and examinations, assistance with applications for disabled students' allowance, and provision relating to equality, diversity, and inclusion. Additional non-medical support, screening, and specialist assessments are also available, ensuring a comprehensive and responsive approach to meeting students' individual needs.

28. In considering Standard 3.6, the visitor reviewed the handbooks, PAD and placement learning policy and confirmed that UoC has robust systems and processes in place to ensure that students meet the required range of practice learning hours expected of registered nurses. The PAD outlines the expectation that students will undertake the full range of practice hours. This requirement is reinforced within the practice handbooks, which specify that students are expected to work as part of the multidisciplinary team within each practice setting and, accordingly, will follow the shift patterns of that team. This includes participation in early, late, and night shifts, as well as weekend and bank holiday working. Compliance with these requirements is monitored through student timesheets, which must be countersigned by an appropriate practice representative and are subsequently verified by UoC through its PARE scrutiny processes.
29. In considering Standard 3.7, the visitor reviewed the handbooks and confirmed that the requirement for students to maintain supernumerary status is clearly articulated. Students are appropriately informed of this expectation and are made aware of the procedures to follow should their supernumerary status not be upheld during placement. PLPs are likewise notified of this requirement through the partnership agreement and acknowledge their responsibility to ensure students remain supernumerary while undertaking practice learning. Compliance is further monitored through the PARE question set, which enables students to report whether their supernumerary status has been maintained throughout their placement experience.
30. Based on the information made available, the visitor considers that UoC 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 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 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 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

31. The visitor considered a range of evidence for this standard including the practice learning handbook, PAD, programme specifications and programme handbooks.
32. In considering Standards 4.1, 4.3, and 4.5, the visitor noted that the arrangements for these standards have not changed because of this modification.
33. In considering Standard 4.2, the visitor reviewed the programme specification, programme handbook, PAD, and the information provided for PSs and PAs. The documentation demonstrates that SSSA are fully embedded within the programme. Comprehensive and robust processes are in place to identify, prepare, and support PAs, PSs, and AAs in undertaking their respective roles. All PLE placements are situated within PLPs that undergo an audit every three years to confirm their ongoing

suitability for supporting the programme. Placement quality is continually monitored through the PARE evaluation system, enabling real-time identification of strengths and areas for improvement within the learning environment. UoC utilises an online placement management platform that allocates placements according to audit outcomes and the developmental requirements appropriate to each student's stage of training. Within the PAD, each PLE includes a dedicated orientation section outlining essential information such as health and safety guidance, professional role expectations, safeguarding procedures, lone-working protocols (where relevant), risk assessments, and reasonable adjustments. The PAD also clearly articulates the expected level of student practice and the corresponding level of supervisory guidance required, ensuring consistent and appropriate support across all learning environments.

34. In considering Standard 4.4, the visitor reviewed the module descriptors and programme handbook and confirmed that all students receive both formative and summative assessments for every module. Feedback is provided consistently throughout the programme to support students' academic and professional development. Constructive formative feedback is designed to inform subsequent summative assessments, ensuring that learners are appropriately prepared and able to progress. Feedback is responsive and individualised, aligning with UoC's teaching, learning, and assessment strategy to enable students to achieve their full potential. Students are strongly encouraged to access personal tutors and module leads for academic guidance and tutorial support. Reflection is embedded across the programme, and students are supported in developing reflective practice to identify strengths and areas for further development in both academic and practice-based learning. Students may self-refer for additional support where required, and those identified as needing further assistance are signposted to the relevant learning support services. Within PLEs, the PAD ensures that students receive regular, recorded feedback on their progress. Where necessary, action plans are developed to support progression. The PAD includes dedicated sections for PSs to contribute to student assessments and to inform decisions regarding progression, as well as clear guidelines for assessment and advancement through the programme. The use of the online PARE system further supports the evaluation of practice learning and facilitates the sharing of action plans.
35. In considering Standard 4.6, the visitor reviewed the module descriptors and confirmed that numeracy is developed throughout the curriculum, both in theory and in clinical practice. The mapping documentation clearly details where numeracy skills are developed. Students undertake an initial numeracy assessment in module Part 1 Practice Assessment, when they are introduced to the online tool which allows them to practice their numeracy skills as well as apply those skills to health-related scenarios. Within the Part 3 Practice Assessment module students undertake a compulsory numeracy assessment, which they must complete with a pass mark of 100%.
36. In considering Standard 4.7, the visitor reviewed the module descriptors and mapping documentation and confirmed that PLEs are appropriately designed to enable students to achieve the required communication and relationship management skills, as well as the specified nursing procedures relevant to their chosen field of practice. In the first year of the programme, students are introduced to core concepts of communication and relationship management. These foundations are strengthened in the second year, where students receive more in-depth teaching and development in advanced communication skills and relationship building. Throughout the programme, students are expected to consistently demonstrate effective communication that is responsive to both context and the individual needs

of PSCs. Assessment of students' competence in nursing procedures and skills is undertaken through the PARE system, ensuring a structured and robust approach to evaluating practice-based learning.

37. In considering Standard 4.8, the visitor reviewed the practice learning handbook, programme handbooks and the PAD. The documents confirm that the curriculum and PADs are fully mapped to the NMC standards, ensuring that successful completion of academic modules and required proficiencies enables student progression to NMC registration. Annex B proficiencies are assessed using an online platform, and reflect contemporary, evidence-based practice. Achievement of these proficiencies is recorded within each student's online PAD and signed by the designated PA. The online PARE supports collaborative decision-making regarding student performance, the achievement of practice proficiencies, and the final confirmation of eligibility for award and registration.
38. In considering Standard 4.9, the visitor reviewed the programme specifications and programme handbooks and confirmed that these documents clearly demonstrate an equal weighting between the assessment of theory and practice. All formative and summative assessments, together with their respective credit weightings, are outlined within the programme documentation. Assessment methods reflect a range of approaches consistent with the UoC teaching, learning, and assessment strategy. Furthermore, students are required to achieve all designated proficiencies before progressing to the next part of the programme or completing their studies.
39. In considering Standard 4.10, the visitor reviewed the programme documentation and confirmed that all students record their proficiencies using the online PAD and Ongoing Achievement Record (OAR) available through the UoC PARE platform. Both PAs and AAs are required to review the PAD and OAR and jointly determine whether the student is eligible to progress or complete the programme. All progression and completion decisions are subsequently ratified through the module assessment board and the UoC assessment board.
40. Based on the information made available, the visitor considers that UoC 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

41. The visitor considered a range of evidence for this standard including programme specifications and programme handbooks.
42. In considering Standard 5.1, the visitor reviewed the programme specifications and confirms that on completion of the programme students will be awarded a Master of Science (MSc) degree.
43. In considering Standard 5.2, the visitor reviewed the programme handbooks and specifications. The handbook clearly states that students have five years to register their award with the NMC, and in the event of failing to register their qualification within five years, they will have to undertake additional education and training or gain such experience as specified in the NMC standards.
44. Based on the information made available, the visitor considers that UoC 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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