



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration nurse qualification leading to:

Pre-registration nursing – Mental Health

University of Liverpool

November 2024

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Key institutional and programme details

| | |
|--|--|
| Name and location of Approved Education Institution (AEI) | University of Liverpool Brownlow Hill Liverpool L69 3GB |
| AEI Institution Identifier | 10006842 |
| 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 programme title (in full) | Academic level(s) | Full-time | Part-time |
| Pre-registration nursing - Mental Health | Mental Health Nursing with Registered Nurse Status MSc | England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 Scotland <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Interim awards available (only required if leading to NMC registration) | | | | |
|---|--|-------------------|-----------|-----------|
| NMC programme title | AEI programme title (in full) | Academic level(s) | Full-time | Part-time |
| There are no interim awards for this qualification that lead to NMC registration. | N/A | N/A | N/A | N/A |
| Proposed programme start date | 26/01/2025 | | | |
| Standard(s) under assessment | <input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes | | | |
| Date of visit | 18 November 2024 - online | | | |
| Visitor team | Registrant Visitors: Dr Julia Terry Mr Ian Tuveri-Ellis 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) programme approval panel. All evidence submitted by the AEI is reviewed by the visitors.

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

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

The conjoint visit with the AEI's approval panel took place on 18 November 2024.

Context for the review

The Pre-registration nursing - Mental Health qualification, under the University of Liverpool's (UoL) title, Master of Science in Mental Health Nursing with Registered Nurse Status, first ran in January 2022, with the first cohort now having completed the MSc programme, and a second and third cohort still studying. Following its initial delivery, the programme team reflected on the programme and feedback from students, and identified changes to the original programme that would enhance the offer in the future. The proposed changes involve revised module learning outcomes, changes to assessments and the formalisation of the split of a placement into a block of four and a block of five weeks. The overall programme hours remain unchanged by the proposals but include an increase in direct contact hours and a decrease in directed study hours. The proposals meant that the NMC's major modification process was triggered.

The **final recommendation** made by the visitor team to the NMC is as follows:

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

The 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.

Where Part 2: Standards for student supervision and assessment is reviewed simultaneously with Part 3: Standards for pre-registration nursing programmes, the associated summary of findings is recorded as Annexe 1.

Conditions and recommendations

Conditions

| Conditions | | | | |
|------------|-------------------|---------------------------|-----------------|-------------|
| No. | Condition details | Specific standard not met | NMC only/ Joint | AEI/EI only |
| | None | | | |

Recommendations for enhancement

| No. | Recommendation | Specific standard(s) (eg 3.1) | NMC only/ Joint | AEI only |
|-----|---|-------------------------------|-----------------|----------|
| R1 | Review the approach to gathering and responding to feedback from stakeholders, including students and PSCs, to ensure it is consistent and formalised. | 2.1 | Joint | |
| R2 | Consider the approach to the involvement of PSCs to maximise a diversity of representation, and apply robust processes and governance arrangements for recruitment, training and support. | 2.1, 4.1 | Joint | |
| R3 | Review the contractual information for practice learning partners to clarify the NMC's requirement for supernumerary status. | 3.7 | 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. | Details | Specific standard(s) | NMC only / Joint |
| | None | | |

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 | <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 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

Recognition of prior learning is not impacted by the proposed modification.

Findings

1. The visitor team considered a range of evidence linked to the proposed modification, including the programme handbook and module specifications. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, people who use services and their carers, senior practice partners, and practice supervisors and assessors.
2. In considering Standards 1.1 to 1.6, the visitor team agreed that these were not applicable considering the proposed modification.
3. Standard 1.7 is relevant to the modification, which includes proposed changes to two specific skills modules linked to numeracy and literacy, and an increased focus on the clarity of language used to describe the modules and assessments. Increases to word limits and exam times are intended to enable students to demonstrate skills and learning outcomes more easily. The pass mark for assessment three in the Developing and Enhancing Skills for Practice module has been reduced from 100% to 70% to allow students to develop their numeracy skills throughout the programme, with students still needing to meet the required 100% pass mark in the final assessment. Evidence reviewed by the visitor team, and feedback at meetings during the online visit, demonstrated that students are supported to develop skills to enable their achievement of modular and programme/professional outcomes, with the proposed modifications adding greater clarity and opportunities for development across the programme.
4. Based on the information made available, the visitor team considers that UoL has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the applicable standard 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. | <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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2.13 | Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2.14 | Ensure programmes leading to nursing registration and registration in another profession are of suitable length | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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

Curriculum requirements

The MSc is offered over two years, on a full-time basis. The programme specification includes an equal balance of 50% theory (2,300 hours) and 50% practice learning (2,300 hours).

Findings

5. The visitor team considered a range of evidence linked to the proposed modification, including module specifications, the planned academic timetable, and the programme handbook. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs, senior practice partners, practice supervisors and assessors.
6. In considering Standard 2.1, the visitor team reviewed the qualifications and experience of the programme team. The visitor team requested further evidence of the feedback gathered from stakeholders, including students, to inform the modification proposals and the use of co-production within the programme. From requests for evidence and discussions at the online visit, it was evident that while stakeholders, including students and PSCs are involved in the development of the programme, much of this takes place informally. Discussions were not routinely recorded, and there was a lack of engagement in the more formal UoL staff-student committees, with students on the programme not being invited to these larger departmental committees. It was, however, noted that representatives in both the student and PSCs meetings confirmed they had provided informal feedback on the course to the programme team and that they had been consulted on the proposed changes to the programme and agreed with these. Given the lack of formal structure and documentation for the co-production of the programme, the visitor team identified a **recommendation (R1)**, which was also shared by UoL's panel, in relation to this standard, that UoL should review the approach to gathering and responding to feedback from stakeholders, including students and PSCs, to ensure it is consistent and formalised. In addition to this, the visitor team identified that the approaches to involving PSCs could be further developed to ensure their sustainability and that the required governance arrangements are consistently applied. The visitor team, therefore, identified a **recommendation (R2)**, shared by UoL's panel, that also links to Standard 4.1, for UoL to consider the approach to the involvement of PSCs to maximise a diversity of representation, and apply robust processes and governance arrangements for recruitment, training and support.
7. UoL provided an updated narrative in relation to Standard 2.2 but confirmed that no additional evidence was required in relation to the proposed modification. The visitor team reviewed existing documentation including the relevant partnership agreement, role descriptions, and guidance for practice supervisors and practice assessors, along with evidence requested that linked to other standards, in confirming that this standard continues to be met. During the meetings in the online visit, the visitor team also received details on the arrangements, such as workshops, to keep practice supervisors and practice assessors up to date.
8. In considering that Standard 2.3 was applicable, the visitor team reviewed previously submitted information as no additional narrative or evidence was supplied. The visitor team confirmed that the programme learning outcomes reflect the NMC's standards of proficiency.

9. In considering Standard 2.4, the visitor team reviewed the updated list of practice learning partners where students could address the required proficiencies, and the revised placement handbook. Students have placements/placement experiences and visits across all four fields of nursing. The proposed modification is appropriately informed by the proficiencies that students are required to gain, and UoL's organisation of the placement experience to enable the best match between the placement setting and the opportunities for students to meet the proficiencies.
10. In considering Standards 2.5 and 2.6, the visitor team reviewed the programme specification, handbook, and revised module specifications. Programme documentation provides clear information on the route available for students to complete the MSc in Mental Health Nursing. The proposed revisions to the modules are in line with the programme level, with content enabling students to meet the required standards of proficiency for registered nurses.
11. The review of Standards 2.7 and 2.8 included an evaluation of the outcome mapping document, which aligns programme learning outcomes with individual modules, alongside the programme specification, MSc Mental Health Nursing Practice Placement Learning Handbook and previously submitted evidence. The visitor team confirmed that the mapping and programme elements ensure all students on the MSc programme are provided with appropriate field-specific content that links to the required NMC standards of proficiency for registered nurses and that this will continue with the proposed modification.
12. UoL provided an updated Student Attendance Policy for Standard 2.9 and responded to additional evidence requests by providing further details linked to the proposed modification, including the revised specification, to build on the previously approved documentation. The previously submitted 2023 (and approved) programme specification indicated a wide variety of learning strategies, both theoretical and practical with an equal number of theory and practice hours, and this is corroborated by the more recent programme specification, along with the updated programme handbook and the academic timetable 2025-26. The visitor team considered, therefore, that the standard continues to be met with the proposed changes.
13. In considering Standard 2.10, the visitor team reviewed the updated narrative and previously submitted evidence. The visitor team also requested and received additional evidence that related to the programme more specifically and explored the arrangements during the online visit to verify that simulated practice learning and technology continue to be used effectively and proportionately.
14. The visitor team concurred that Standard 2.11 is not applicable as the programme is not delivered in Wales and that Standards 2.12-2.14 are not impacted by the proposed modification.
15. Based on the information made available, the visitor team considers that UoL has in place the appropriate arrangements for Standard 2: Curriculum to enable the applicable standards to be met.

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

Practice learning requirements and simulated learning hours

The practice hours are not impacted by the proposed modification.

Findings

16. The visitor team considered a range of evidence linked to the proposed modification, including placement information, the Fitness to Practice Policy and information relating to reasonable adjustments. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs, senior practice partners, practice supervisors and assessors.
17. In considering Standards 3.1-3.7, the visitor team reviewed previous evidence uploaded by UoL in line with the additional narrative text provided. No new evidence was initially uploaded in relation to these standards and the proposed modification, although additional documents were provided in response to requests for further information.
18. In relation to Standards 3.1-3.3, the visitor team reviewed the arrangements in place to ensure that students have an appropriate range of experience across the four fields of nursing practice to enable them to meet the required proficiencies. UoL

markets the programme as preparing students '...to care for individuals across the lifespan, from child and adolescent mental health to conditions such as Alzheimer's' with '...extensive clinical experience, working with patients in a variety of settings, including inpatient wards and forensic and community settings'. The proposed modification is driven by the desire to enhance the opportunities for students to achieve the required proficiencies in the most appropriate setting, with examples cited around the importance of experience in an adult setting, where students will be involved in different activities to the ones experienced in a mental health setting. The organisation of varied placement experience is supported by the placement mapping documentation and by feedback from students and placement providers during the online visit. Current students noted the value of the placement settings and identified useful transferable knowledge and skills when supporting individuals with a range of needs.

19. The visitor team concurred that Standards 3.4-3.6 are not impacted by the proposed modification.
20. In considering the applicability of Standard 3.7 in light of the proposed modification, the visitor team reviewed information shared with students and the agreements with placement providers. While this standard is not directly impacted by the modification, the placement partnership agreement does not specifically refer to the requirement for supernumerary status, whereas the previous version and example of a signed agreement did include this. Student information does include clear details relating to the supernumerary requirement. The visitor team therefore identified a **recommendation (R3)** for UoL to review the contractual information for practice learning partners to clarify the NMC's requirement for supernumerary status.
21. Based on the information made available, the visitor team considers that UoL has in place the appropriate arrangements for Standard 3: Practice learning to enable the applicable standards to be met.

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. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 | Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment. | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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

22. The visitor team considered a range of evidence linked to the proposed modification, including programme, module, and placement information. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs, senior practice partners, practice supervisors and assessors.
23. In considering Standard 4.1, the visitor team reviewed the updated assessment information provided by UoL, along with strategies linked to the involvement of stakeholders and examples of meeting minutes. Evidence shows that quality assurance mechanisms and processes exist to ensure that the overall learning culture and educational culture are appropriate and in line with the NMC's standards. Programme staff are committed to working with stakeholders in providing a high-quality experience for students. While processes exist to facilitate this and there is

evidence of stakeholder involvement, including input from PSCs, the visitor team identified that the implementation and documentation of this could be strengthened. The visitor team therefore identified a **recommendation (R2)**, shared by UoL's panel, in relation to Standard 2.1, that was also cross-referenced to Standard 4.1 for UoL to consider the approach to the involvement of PSCs.

24. The visitor team concurred that Standards 4.2-4.4 are not impacted by the proposed modification.
25. In considering Standard 4.5, the visitor team identified that this was applicable in the context of the proposed modification. No new evidence was submitted for this standard initially and the visitor team reviewed previous evidence before checking on the currency of documentation. The currency of the previous evidence was confirmed, and this evidence demonstrated that the standard was met and that UoL has mapped the programme modules and practice assessment document required for completion to the NMC standards of proficiency. Practice/skills modules will provide the opportunity for students to achieve the required proficiencies. The learning outcomes removed/amalgamated into the existing learning outcomes in the proposed modifications to modules continue to ensure that students are able to achieve the required proficiencies across the programme.
26. In considering Standard 4.6, the visitor team reviewed the programme handbook and revised module specifications. The proposed modification involves the year one numeracy assessment having a pass mark of 70% rather than 100%, and the year two numeracy assessment retaining a pass mark of 100%. In response to a request for additional information, UoL highlighted that the information relating to the requirement to pass the numeracy assessment with 100% was communicated to students in the student handbook, with the Skills for Registration module being stated to have assessment three as 'pass/fail at 100%'.
27. In identifying Standard 4.7 as applicable in the context of the proposed modification, the visitor team considered previously submitted evidence. UoL provides students with the opportunity to achieve the required proficiencies of communication and relationship skills, along with nursing procedures, through the skills/practice modules. Theoretical modules also provide the opportunity for students to develop their knowledge and skills, and the proposed modification to modules means they continue to ensure that students are able to achieve the required proficiencies across the programme.
28. The visitor team concurred that Standard 4.8 is not impacted by the proposed modification.
29. In considering Standard 4.9, the visitor team reviewed previously submitted evidence and requested additional evidence to be assured that there is still an equal weighting in the assessment of theory and practice. The new student/programme handbook submitted in response to the request for evidence clearly shows the appropriate balance of practice versus theory assessments.
30. The visitor team concurred that Standard 4.10 is not impacted by the proposed modification.
31. Based on the information made available, the visitor team considers that UoL has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the applicable standards to be met.

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

Findings

32. Arrangements for the award of qualifications for programmes have not changed as a result of the modifications and therefore this standard was not considered.

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