



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration nurse qualification leading to:

Pre-registration nursing – Adult

Pre-registration nursing – Child

Pre-registration nursing – Learning Disabilities

Pre-registration nursing – Mental Health

University of Cumbria

February 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI) / Education Institution (EI)		University of Cumbria Fusehill Street Carlisle CA1 2HH			
AEI/EI Institution Identifier [UKPRN]		10007842			
Name and location of programme delivery partner(s) if not the AEI/EI noted above		None			
Name of new employer partners for apprenticeships		There are no new employer partners			
Approval type		Major modification			
Name of programme					
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	BSc (Hons) Nursing/Registered Nurse: Adult Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Adult	BSc (Hons) Nursing/Registered Nurse: Adult Nursing (Apprenticeship)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	BSc (Hons) Nursing/Registered Nurse: Children's Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	BSc (Hons) Nursing/Registered Nurse: Children's Nursing (Apprenticeship)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Learning Disabilities	BSc (Hons) Nursing/Registered Nurse: Learning Disabilities Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Learning Disabilities	BSc (Hons) Nursing/Registered Nurse: Learning Disabilities Nursing (Apprenticeship)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-registration nursing - Mental Health	BSc (Hons) Nursing/Registered Nurse: Mental Health Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	BSc (Hons) Nursing/Registered Nurse: Mental Health Nursing (Apprenticeship)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Proposed programme start date	1 September 2025
Standard(s) under assessment	<input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes
Date of visit	12 February 2025
Visitor team	Registrant Visitors: Mrs Karen Hibbert Mr John Freeman Lay Visitor: Dr John Byrom

Executive summary

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

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) or Education Institution (EI) programme approval panel. All evidence submitted by the AEI or EI is reviewed by the visitors.

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

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

The conjoint visit with the AEI/EI approval panel took place on 12 February 2025.

Context for the review

This review coincides with the University of Cumbria's (UoC's) five-year periodic review of programmes. The conjoint panel simultaneously scrutinised pre-registration nursing programmes (all four fields) and the nursing associate programme alongside their related apprenticeship routes.

The modifications proposed include the reduction in length of programme for the apprenticeship routes from four to three years and the introduction of additional 40-credit modules to facilitate a more holistic approach to assessment while reducing the assessment load on students. Assessment methods have been changed to provide a greater range of, and a more authentic approach to, assessment.

Other minor changes to modules were proposed as quality enhancement initiatives, such as the strengthening of digital literacy and use of technology; strengthening Equality, Diversity and Inclusion (EDI) initiatives throughout the curriculum; and responding to stakeholder engagement. These minor changes would ordinarily be reported through the annual self-reporting process.

The implementation date of 1 September 2025 is for both new and continuing students. Continuing students will transfer to the new programme once they have completed Part 1 of their current programme. UoC has undertaken a full mapping of the existing and new programmes to ensure all learning outcomes and standards can be met for transferring students. Students who have taken leave of absence will join the new programme at an appropriate point and have their learning mapped to the new programme to ensure nothing is missed.

The programme team has worked extensively with all their stakeholders to evaluate current provision and make appropriate changes. Evidence was provided of both the consultation

process and the impact the consultations had on the revised programmes. The impact of consultations includes increased engagement with, and involvement of, people who use services and their carers (PSCs) at all stages of the student and programme lifecycle.

In terms of representation during the visit, the visitor team met with the programme team, senior managers of both the UoC and trusts (Director of Nursing or similar level position), Practice Education Facilitators and Practice Education Managers from a range of practice learning partners (PLPs) and education partners (EPs), and a diverse range of PSCs. Over a dozen students participated with representation from all four fields from different cohorts and with a mix of direct entry and apprenticeship students. Three nursing associate apprenticeship students were also in attendance.

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

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

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

Conditions and recommendations

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

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

Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only /Joint	AEI/EI only
C1	Address the list of housekeeping updates to internal documentation as outlined in the UoC's minutes of the conjoint panel.			AEI only
Date for all conditions to be met to meet intended delivery date		5 March 2025		

Joint conditions relate to both NMC standards and the AEI/EI's programme approval outcomes. All conditions must be met in order for a programme to be recommended to the NMC for final approval.

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only /Joint	AEI/EI only
R1	Produce an action plan to support wider engagement of people who use services and their carers (PSCs) in the ongoing development of programmes and in working directly with students in learning, teaching and assessment activity.	2.1, 4.1	Joint	
R2	Produce a three-to-five-year strategy for the development of Interprofessional Education (IPE) and Interprofessional Learning (IPL) within pre-registration nursing and pre-registration nursing associate programmes.	2.1	Joint	
R3	Undertake further communication with current students so they understand and have had further opportunity to ask questions about the transition to the new provision. Pay particular attention also to working with employers to promote the clarity and accuracy of information about progression routes and the transition to the new provision for Higher Level Apprenticeship learners.			AEI only

R4	Review the communication about practice learning allocation to reassure transferring students that they will have the opportunity to achieve all the required proficiencies by the end of their programmes.			AEI only
R5	Undertake a review of the student experience on different campuses and, where necessary, develop mechanisms to ensure that there is parity and, where possible, uniformity of student experience and opportunity across all campuses.			AEI only

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

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/ joint
GP1	The strong partnership working arrangements with both trusts and practice learning colleagues that have led to a high degree of faith in the integrity of the awards and the commitment of the programme team to continuing partnership working.	2.1	Joint
GP2	The initiative to share UoC facilities with community groups which has developed relationships with PSCs and facilitated community involvement.	2.1	Joint

Response to AEI only conditions

The response to UoC conditions that are not directly related to individual NMC standards are reported in the table below.

Response to AEI/EI only conditions		
No.	Condition details	Findings
C1	Address the list of housekeeping updates to internal documentation as outlined in the UoC's minutes of the conjoint panel.	The Chair of the conjoint panel confirmed via email dated 3 March 2025 that condition C1 has been met. The visitor team considers that for condition C1, the UoC has fully addressed the requirements of the condition and therefore condition C1 is met.

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

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

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

Explanation of findings for Part 3

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
1.1	<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 (RPL) metrics

UoC's academic regulations state that for awards of more than 120 credits RPL is permissible for up to two-thirds of a programme except where public, statutory and regulatory body (PSRB) regulations are different, in which case PSRB regulations will take precedence. Therefore, the 50% maximum applies.

UoC's academic regulations state that for awards of more than 120 credits RPL is permissible for up to two-thirds of a programme except where PSRB regulations are different, in which case PSRB regulations will take precedence. Therefore, the 66% maximum applies for NMC-registered nurses.

All applications for RPL for this programme are assessed by the external examiner.

Findings

1. The majority of the standards in this section remain unchanged by this modification. However, as UoC submitted updated documentation against standards the visitor team considered a range of evidence for the purpose of cross-checking and currency, and met with the programme team to explore these standards further. Programme specifications, programme handbooks and academic regulations were reviewed to ensure admissions requirements and processes were accurately reflected. Staff CVs and PINs were checked and the visitor team confirmed that there are appropriate registrants able to provide the declarations of good health and character.
2. In considering Standard 1.7 the visitor team explored the enhancements to improving students' ability in numeracy, literacy, digital literacy and the use of technology throughout the programme. The programme team outlined UoC's updated staff development strategy which has mandatory digital development for staff (Digital Badges) to support them in developing and incorporating digital and technological skills within programmes.
3. Within the programme team's presentation, academic skills and digital literacy were highlighted as 'golden threads' throughout Levels 4, 5 and 6. The visitor team reviewed the indicative module content on the new NURS4101 Fundamentals of Nursing Practice and confirms that it includes 'digital technology' and 'communication and relationship management'.
4. Throughout the programme, numeracy is developed through the NHS SN@P programme with numeracy tests of increasing difficulty applied progressively throughout the programme. Literacy skills are developed from the initial stages of the programme, which is further enhanced through the different genres of academic writing that students are exposed to.
5. The range of different assessments being introduced includes a portfolio, set exercises, and greater use of presentations and oral assessments. Together these

should enable the further development of verbal fluency and digital and technological skills. The majority of these assessments use lived experiences and case studies, which makes the assessments authentic and relevant to nursing practice. The final portfolio includes an individual learning analysis, a future development action plan and feedback from a variety of stakeholders such as PSCs, peers, practice supervisors and so on. These changes are in line with the UoC LTA plan.

6. A newly appointed Royal Literary Society Fellow is available to support healthcare students two days per week (by appointment), a Learning Developer is available to support those for whom English is a second language and a Functional Skills Tutor is available for one-to-one support (face-to-face or online) and this support includes digital literacy skills.
7. Based on the information made available, the visitor team considers that the UoC has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<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 total programme hours for both direct entry and apprenticeship students are 4,762.5 over the length of a three-year full-time programme. This meets the minimum programme length and hours requirements.

Of the 4,762.5 hours, 2,378 are theory and 2,384.5 are practice (including 300 hours of simulated practice learning) which meets the ratio of theory to practice requirement of 50:50.

Findings

8. The visitor team considered a range of evidence for this section of the standards including stakeholder consultation documents, programme specifications and handbooks, exemplar programme planners, module descriptors and a mapping of the pre-registration nursing programme(s) outcomes to the standards of proficiency. The visitor team met with all the stakeholder groups to discuss their involvement in the development of the modifications.
9. In considering Standard 2.1 the visitor team reviewed consultation documents and presentations for employer and placement partners, PSCs, students and external academics. The visitor team considers that these provide evidence of extensive consultation and engagement within stakeholders in the co-production of the modifications. This engagement was confirmed by all the stakeholder groups met during the visit who were able to provide examples of where they felt they were listened to and valued. For example, students requested deconflicting the hand-in dates for assessments to reduce pressure points in the calendar and this has been implemented. The PSCs reported a growing engagement with the programme throughout the modification process including reviewing applicant interview questions and input to module content and learning outcomes to ensure the carer perspective is heard within the curriculum.
10. The PLP and EP representatives reported that the level of partnership working and engagement with the programme team has resulted in a high degree of faith in the integrity of the awards made to students. The visitor team noted as **good practice (GP1)** the strong partnership working arrangements with both trusts and practice learning colleagues that have led to a high degree of faith in the integrity of the awards and the commitment of the programme team to continuing partnership working.
11. Representatives of PSCs reported that the UoC has made significant efforts to engage with community organisations and PSCs and that the UoC's initiative to make university facilities available to community groups has resulted in an increased level of engagement and enthusiasm to get involved in programme development and delivery. The visitor team noted as **good practice (GP2)** the initiative to share UoC facilities with community groups which has developed relationships with PSCs and facilitated community involvement.
12. To capitalise on this increased engagement the visitor team also identified a recommendation (**R1**) to produce an action plan to support wider engagement of

PSCs in the ongoing development of programmes and in working directly with students in learning, teaching and assessment activity.

13. The visitor team explored with the programme team and students how the identity of pre-registration degree nursing students (for all four fields) and nursing associate students is developed and valued in the teaching of shared modules. The programme team stated that students are encouraged to share and reflect on their placement experiences with each other to support interprofessional learning/education. While the students clearly appreciate the cross-programme and cross-field learning, they all expressed the view that they would like to see more specialisation in respect of their own learning and career aims. This led to a further joint **recommendation (R2)** to produce a three-to-five-year strategy for the development of Interprofessional Education (IPE) and Interprofessional Learning (IPL) within pre-registration nursing and pre-registration nursing associate programmes.
14. In considering Standards 2.2-2.8 the visitor team reviewed NMC mapping, the practice learning handbooks, the programme handbook, the programme specification, the RNDA academic modules and learning outcomes, the module descriptors and the summary of changes. The visitor team further discussed elements of this with stakeholders to triangulate between the documented evidence and the understanding of stakeholders.
15. In considering Standard 2.2 there has been no change to UoC's overall approach to the standards for student supervision and assessment as a result of this modification, other than the changes to theory assessments outlined under Standard 1.6 above.
16. The visitor team considers that the detailed mapping of the current module and programme content and learning outcomes undertaken by the programme team is sufficient to ensure continued compliance with Standards 2.3-2.8.
17. The visitor team reviewed the arrangements for the transfer of current students to the new programme and was satisfied that the mapping arrangements are sufficiently robust to ensure transferring students will be able to meet all learning outcomes and standards. However, students expressed some concern about the transfer arrangements, and this resulted in two UoC-only **recommendations (R3 and R4)** around ensuring additional communication with continuing students on the transition arrangements.
18. In considering Standards 2.9 and 2.10 the visitor team reviewed the practice learning handbooks, the programme handbook, the programme specification, the RNDA academic modules and learning outcomes and discussed the range of learning and teaching strategies employed across the programme. The visitor team confirms that there is an equal balance of theory and practice across the programme and that the learning and teaching strategies include face-to-face, asynchronous/synchronous, simulation, simulated practice learning, digital platforms and practice learning experiences.
19. Compliance with Standard 2.12 is reported in the curriculum requirements table above.
20. In discussion with students about their experience of the curriculum they highlighted some differences in delivery between the different campuses of the UoC. No concerns were raised about equity of opportunity to meet the learning outcomes or NMC standards, but this discussion did result in a UoC-only **recommendation (R5)** to explore the parity of student experience further.

21. Based on the information made available, the visitor team considers that the UoC has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC 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 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

The total number of practice learning hours across the three-year programme is 2,384.5 hours, of which 300 hours are in simulated practice learning.

Findings

22. This standard was considered as part of this modification due to the change in the length of the apprenticeship programmes from four to three years and the need to reschedule the current practice learning.
23. In considering Standards 3.1-3.7 the visitor team reviewed the practice learning handbooks and the exemplar planner and met with the programme team, PLP and EP representatives and students to discuss the proposed changes.
24. The visitor team was able to establish from the documentation and from discussion with the programme team and the PLP and EP representatives that the current policies, practices and procedures for allocating and monitoring student practice learning will remain the same and that only the scheduling of the practice learning

will change to fit the apprenticeship programmes into a three-year full-time programme.

25. In considering Standard 3.1 and 3.2 the documentary evidence and discussion with stakeholders demonstrate a hub and spoke model is promoted so that students gain as many experiences as they can in clinical practice, working with a range of social and healthcare practitioners to gain a better understanding of the role of other healthcare professionals and to gain a better understanding of the patient journey across differing departments and services. The allocation process for practice learning opportunities is unchanged from the original approval.
26. In considering Standard 3.3 the EPs explained to the visitor team how they have reviewed their workforce models to ensure availability of practice learning for students to meet the standards of proficiency for registered nurses in safe and supportive environments and provide the appropriate number of practice assessors and practice supervisors. Both EPs and PLPs confirmed that they work in close partnership with the UoC Practice Placement Team to manage and monitor student practice learning across the length of the programmes.
27. Compliance with Standard 3.4 is reported in the practice learning requirements table above.
28. In considering Standard 3.5 the visitor team confirmed that a clear process for the development of practice learning support plans for reasonable adjustments is in place. Students and PLPs/EPs were able to provide examples of how the reasonable adjustments process works and the students the visitor team met who had practice learning support plans in place stated that they feel well supported. The students reported that they rarely required the intervention of their personal tutor to help secure support in practice learning. The PLPs/EPs cited the use of additional laptops, dictaphones and a BSL interpreter to support students on placement and how absences are monitored to highlight any undisclosed/unknown issues.
29. In considering Standards 3.6 and 3.7 the visitor team confirmed that protected learning time (PLT) is recorded electronically through timesheets and monitored through the tripartite progress review (TPR) meetings. Employed students commented that sometimes it is difficult to get their PLT but that they fully expect to complete this by the end of their programme. Direct entry students confirmed that they are supernumerary in practice. The students confirmed that they know who to contact if they are having any issues and feel well supported by the programme team.
30. Based on the information made available, the visitor team considers that the UoC has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Ensure that there is equal weighting in the assessment of theory and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10	Ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in standards of proficiency for registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

31. The UoC approach to the standards for supervision and assessment remain unchanged by this modification. However, as UoC provided updated documents for this section of the standards, the visitor team considered a range of evidence for the purposes of ensuring apprenticeship students continue to have the opportunity to meet all proficiencies and standards in the revised three-year programmes, and for cross-checking and currency.
32. For Standards 4.1-4.10 the visitor team reviewed the practice learning handbook, the programme handbooks, the operating guides and the practice assessment documents (PADs). The visitor team also met with the programme team, PSCs, and practice education facilitators and practice education managers from a range of PLPs and EPs.

33. In considering Standard 4.1 the visitor team considers that the range of programme documentation provided demonstrates the standard has been met and noted that there was scope to capitalise on increased engagement of stakeholders (see recommendation R1).
34. In considering Standard 4.2 the visitor team considers that the documentary evidence confirms that the standards for student supervision and assessment are met. The programme team's and stakeholders' descriptions of the processes to ensure practice supervisors, practice assessors and academic assessors are appropriately prepared for their roles triangulated with the documentary evidence. The placement education facilitators (PEFs) outlined how they work with the UoC to ensure students have the necessary variety of placement experiences with adequately prepared practice supervisors and practice assessors available. The PEFs confirmed that UoC provides face-to-face training for practice assessors and practice supervisors and how there are in-house support programmes from the PLPs/EPs to support registrants to meet the requirements of revalidation. Students were clear that they know who their practice supervisors, practice assessors and academic assessors are and that this is recorded on the PARE system (Practice Assessment Record and Evaluation) and further that they know who to contact if they have a concern or need support.
35. In considering Standard 4.3 the visitor team confirms that the programme leader is a registered nurse, and this information is correctly recorded on QA Link.
36. In considering Standard 4.4, students, the programme team and the PLPs/EPs were all able to confirm that students have their first TPR within the first four weeks. This is within the first theory block and is undertaken by the personal tutor. Subsequent TPRs are scheduled every three months, four times per year. These regular meetings monitor progress, and the tripartite system allows for dialogue between academic assessors, students and the practice supervisor and/or practice assessor about progress and expected levels of achievement at different stages of the programme. The documentation identifies that students receive feedback on their summative assessments and practice placements and the students informed the visitor team that they feel well supported.
37. In considering Standards 4.5 and 4.8 the documentary evidence shows that the programme is mapped to the standards of proficiency for registered nurses. The proficiencies are assessed through the summative assessments in theory and practice and all proficiencies must be achieved to complete the programme and be eligible to register with the NMC.
38. In considering Standard 4.6 the documentary evidence indicates a health numeracy assessment and calculation of medicines with a pass mark of 100% in module NURG5001.
39. In considering Standard 4.9 the ratio of theory to practice is recorded as 50:50 under Curriculum Standard 2.9.
40. In considering Standard 4.10 the visitor team considers that the practice assessment document (PAD) and ongoing achievement record have not changed since the original approval and that the PAD is mapped directly to the standards of proficiency for nursing associates.
41. Based on the information made available, the visitor team considers that the UoC has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC 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

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

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