Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration nurse qualification leading to:

Pre-registration nursing – Adult

Pre-registration nursing – Child

Pre-registration nursing – Mental Health

Pre-registration nursing – Learning Disabilities

University of Northampton

February 2025

Contents

Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of Northampton Waterside Campus University Drive Northampton NN1 5PH
AEI/EI Institution Identifier [UKPRN]	10007138
Name and location of programme delivery partner(s) if not the AEI noted above	AEI noted above
Name of employer partners for apprenticeships	Northamptonshire Health Care NHS Foundation Trust St Mary's Hospital Northampton. NN15 7PW St Andrew's Healthcare St Andrew's Hospital Northampton NN1 5DG
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) Adult Nursing - Degree apprenticeship**	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7	☒	☒	☒
Pre-registration nursing - Child	**BSc (Hons) Child and Young People Nursing- Degree apprenticeship**	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7	☒	☒	☒
Pre-registration nursing - Mental Health	**BSc (Hons) Mental Health Nursing - Degree apprenticeship**	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7	☒	☒	☒
Pre-registration nursing - Learning Disabilities	**BSc (Hons) Learning Disability Nursing - Degree apprenticeship**	England, Wales, Northern Ireland ☒ Level 6 ☐ Level 7	☒	☒	☒

Proposed programme start date	September 2025
Standard(s) under assessment	☐ Part 2: Standards for student supervision and assessment ☒ Part 3: Standards for pre-registration nursing programmes
Date of visit	27 February 2025
Visitor team	Registrant Visitors: Mrs Abigail Lancaster Mrs Julie Marshall Lay Visitor: Professor Mark Davies

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 carers, 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 approval panel took place on 27 February 2025.

Context for the review

The University of Northampton (UON) is seeking to add an apprenticeship route to each of the four pathways of its existing approved programme BSc (Hons) Nursing - pathways in Adult Nursing, Children and Young People's Nursing, Mental Health Nursing and Learning Disability Nursing. All four apprenticeship routes are proposed to be introduced with effect from September 2025, subject to NMC approval.

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

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

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

Conditions and recommendations

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

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

Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only/ Joint	AEI only
C1	In relation to the Adult Nursing and Child Nursing fields, the programme team explained existing reciprocal agreements as a basis for placements. The panel felt that this latter arrangement required further strengthening, and that a supplementary statement of commitment would provide a stronger assurance of placement availability. UON's own procedures specifically require this to take the form of a letter of support from partners and also requires the programme team to demonstrate adherence to UON's risk management arrangements by including a written plan by the course team on risk strategy for these pathways.	2.4, 3.1, 3.2. and 4.7	Joint	
C2	UON to notify students during the programme that in the event of a student failing to register their qualification with the NMC within five years they will have to undertake additional education and training or gain such experience as specified by the NMC.	5.2	NMC	
C3	To meet internal UON systems and processes, UON requires the course team to provide evidence of course co-design with apprentices, PSC groups and practice partners. This could include a focus group with current health apprentices.			AEI
C4	The course team must make corrections to curriculum documentation as identified by UON. This includes correcting typographical errors in the documentation provided to the panel, entry of missing dates and correction of inaccuracies of mapping.			AEI
Date for all conditions to be met to meet intended delivery date		24 April 2025		

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

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI only
R1	UON should strengthen further its arrangements for declaration of DBS and OH check outcomes by producing a guide for students on what they should and should not declare.	1.3	NMC	
R2	Arrangements are in place for notifying all parties of the supernumerary status of apprentices, but it is recommended that these are further strengthened by the inclusion of the supernumerary requirements within the formal placement provider agreement documentation.	3.7	NMC	
R3	The course team should track apprentice numbers across the four fields of nursing practice to enable strategic planning and risk assessment with the predicted growth in numbers.			AEI
R4	The course team should share practice with other nursing apprenticeship providers.			AEI
R5	The course team should provide a clearer approach to training for internal staff and placement staff on how to use and engage with specific proprietary software.			AEI
R6	The course team should consider how tripartite reviews are conducted and its impact on the apprentice, considering how attendance can be streamlined and provide a clearer audit process for these meetings.			AEI

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 course team conducted themselves very impressively during the validation event, demonstrating clear expertise and knowledge as well as good teamworking in responding to questions of the panel.	2.4	Joint
GP2	The course team have been innovative in the curriculum design, for example, the 60-credit practice	2.4	Joint

	modules that other providers would benefit from knowing about.			
GP3	The innovations of the course team in their design of a part-time route including protected learning time, which aligns with UON's drive to widen participation in education.	2.4		Joint
GP4	The validation of these courses is a strong response to regional and national need with regard to increasing the number of apprentices.	2.4		Joint
GP5	The strong evidence of an appreciation of diversity amongst the student body including with assessments, student needs and learning resources.	2.4		Joint
GP6	Embedding the PSC group in the delivery of the courses, including ongoing development and review, and engagement with assessment processes.	3.3		Joint
GP7	The positive response from the PSC group, particularly how they felt they were supported by the course team and how they felt their voices were always heard.	3,3		Joint
GP8	The library services resources and study skills options were seen as being very beneficial to apprentices.	3.3		Joint
GP9	The students spoke very positively about the support they received from the course team, especially with regards to the virtual placement. The panel felt that this positivity from those present reflected well on the process, and should be reflected as good practice.	4.2		Joint

Response to conditions

Response to conditions		
No.	**Condition details**	**Findings**
C1	Practice learning partners for Mental Health and Learning Disabilities attended the validation and confirmed that adequate practice learning opportunities are available in those fields. In relation to the Adult Nursing and Child Nursing fields the programme team explained existing reciprocal agreements as a basis for placements. The panel felt that this latter arrangement	Employer partners have provided confirmation that they will provide placement opportunities for apprentices ensuring that the requirements of Standards 2.4, 3.1, 3.2 and 4.7 can be met (Confirmation letters from St Andrew's Healthcare, University Hospitals of Northamptonshire NHS Group and Northamptonshire Healthcare NHS Foundation Trust). The ESFA Training Plan and Partnership Agreement provide additional confirmation of employer responsibility to provide placement opportunities for all learners on pre-registration nursing courses. The RNDA Placement Journey Flowchart provides evidence that apprentices will be exposed to all four fields of nursing practice. Cross-field placements and cross-field learning are incorporated at Level 4 with increased emphasis on field-specific placements and

| | | required further strengthening, and that a supplementary statement of commitment would provide a stronger assurance of placement availability. UON's own procedures specifically require this to take the form of a letter of support from partners and also requires the programme team to demonstrate adherence to UON's risk management arrangements by including a written plan by the course team on risk strategy for these pathways. | learning at Levels 5 and 6, and these opportunities continue to be accessible across all levels. For example, Learning Disability nursing apprentices will provide care to adults and children who may have additional physical or mental health needs, a broad cross-field knowledge will inform the care of these individuals. Through direct observation and reflection with a Practice Assessor, the learning disability nursing apprentice can evidence that they have met Standards of proficiency for registered nurses (2024) and are able to deliver safe and effective care to a diverse range of people.

The Placement Allocation Process at UON determines the breadth of experiences that apprentices will be allocated across the course ensuring exposure to a range of learning experiences enabling apprentices to meet the holistic needs of people of all ages across the four fields of nursing practice. Communication and relationship management skills and nursing procedures, as set out in the Standards of proficiency for registered nurses (2024), are met through the range of practice learning opportunities allocated within the apprentices' selected fields of nursing practice. These are identified in the Practice Assessment Document (PAD) as proficiencies that must be assessed as achieved by each progression point.

The PAD provides the appropriate processes for assessing the apprentices' progress with feedback from supervisors, assessors and academic assessors. Any apprentice who is not achieving their communication and relationship management skills and nursing procedures at the point of assessment will be invited to a supportive process meeting and signposted to the academic who has marked their work. Tripartite reviews will be completed every 12 weeks to enable the apprentice, employer and PAT to support and monitor placement learning opportunities and ensure attainment of KSBs. In addition, apprentices will need to achieve the professional values aligned with the NMC Code (2018) in each placement learning opportunity. The ongoing reflective nature of the PAD allows apprentices to document their experiences in a range of practice learning opportunities.

The apprenticeship pathway has been developed from the successful BSc Nursing degree. We continue to evaluate and review the course annually using student and stakeholder feedback. Additional engagement was undertaken with employers, PSCs and healthcare apprentices during the development of the RNDA (Service User Feedback; Current Health Apprentices Engagement). Employers have been actively engaged in the design of the apprenticeship pathway and |

		practice learning partners continue to support students and apprentices in cross-field placements (Record of Employer Feedback). The visitor team therefore considers that for Condition C1, the UON has fully addressed the requirements of the condition and Standards 2.4; 3.1; 3.2 and 4.7 are met.
C2	UON should notify students during and before completion of the programme that in the event of a student failing to register their qualification with the NMC within five years they will have to undertake additional education and training or gain such experience as specified by the NMC.	Apprentices are advised by both the Course and Placements and Work Based Learning teams throughout that they are required to register their qualification within five years of the award and that failure to do so will require them to undertake additional education and training or gain such experience as specified in the NMC standards. This information is shared within the Virtual Learning Opportunity (L4), and at the commencement of each practice module (L5, L6). It is reiterated at the end of the course. An overview of the requirement and a link to the NMC guidance: Registering more than five years after qualifying, are available on the pre-registration NILE site. The visitor team therefore considers that for Condition C2, the UON has fully addressed the requirements of the condition and Standard 5.2 is met.

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

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

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

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

Explanation of findings for Part 3

1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
1.1	Confirm on entry to the programme that students: 1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing. 1.1.2 demonstrate values in accordance with the Code. 1.1.3 have capability to learn behaviours in accordance with the Code. 1.1.4 have capability to develop numeracy skills required to meet programme outcomes. 1.1.5 can demonstrate proficiency in English language. 1.1.6 have capability in literacy to meet programme outcomes. 1.1.7 have capability for digital and technological literacy to meet programme outcomes.	☒	☐	☐	☐
1.2	Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision making guidance. This includes satisfactory occupational health assessment and criminal record checks.	☒	☐	☐	☐
1.3	Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully.	☒	☐	☐	☐
1.4	Ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute is able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme.	☒	☐	☐	☐
1.5	Permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50% of the programme.	☒	☐	☐	☐
1.6	For NMC registered nurses, permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and	☒	☐	☐	☐

		programme outcomes that may be more than 50% of the programme.				
1.7		Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	☒	☐	☐	☐

Recognition of prior learning metrics

In accordance with NMC standards, up to 50% of the course can be attained by RPL (recognition of prior learning). It is of note that UON uses the terms APL or APEL.

UON has a clear policy and process for recognition of prior learning that reflects their understanding of the NMC standards. However, the UoN is changing its approach to RPL specifically for nursing associates to join the nursing programme and therefore the QA visitors have brought this to the attention of the NMC, who will provide guidance and oversight to ensure the changes meet the standards.

Findings

1. The visitor team considered a range of evidence for Standard 1.1 including the Admissions Policy, programme and module specifications and associated admissions pro forma documents, and met with academic and professional support staff and students. The visitor team noted that all applications are governed by UON's Admissions Policy, which makes suitable provision for professional body requirements, and that admissions requirements which reflect the NMC standards, are clearly presented in the programme specification. Prospective students are notified of these requirements prior to admission through an 'admissions pro forma', and this in turn is used by staff involved in the admissions process to ensure consistency. In demonstrating values in accordance with the Code and to test that applicants have the capability to learn behaviours in accordance with the Code, applicants are interviewed by a panel of at least five, using a series of standard questions that probe their understanding of nursing principles, communication skills and compassion. The visitor team concluded that these arrangements are sufficient to address the entry requirements of the programme and concluded from this that this standard has been met.

2. The visitor team considered a range of evidence for Standard 1.2, including the programme specifications and met with the following groups of stakeholders - senior managers, programme team, employers and student representatives. The visitor team confirmed that an admissions policy is in place, appropriately detailed and up to date. Students are required to self-declare their health and character on entering the programme, throughout its duration and when submitting the supporting declaration of health and character, and this encompasses both satisfactory occupational health assessment and criminal record checks. The programme team confirmed that occupational health clearance is managed within the Trusts, and there are appropriate liaison arrangements in place. Employers, the programme team and students confirmed to the team their understanding and application of this policy in their respective roles. The visitor team therefore considers that Standard 1.2 has been met.

3. The visitor team considered a range of evidence for Standard 1.3, including

contracts, DBS (Disclosure and Barring Service) documentation and documentation concerning declarations, and met with senior managers, programme team, employers and student representatives. The visitor team noted that apprentices must sign an 'honorary contract' that requires them to 'share any changes in their health or personal circumstances that may cause concern for them to undertake training and clinical practices'. UON explained that this is a 'holistic' approach, designed to embrace all potential instances where self-declaration is necessary. UON also provided a range of documents showing processes to be followed when an apprentice declares police charges, cautions, convictions or conditional discharges, or fitness to practise impairments. The visitor team considered that these documents provided for a supportive but firm approach to dealing with these cases fairly, lawfully and promptly, especially the ability to deal with an emerging concern before it becomes a fitness to practise issue. The visitor team felt that this was sufficient to conclude that Standard 1.3 has been met but also felt that arrangements could be further enhanced and therefore make **recommendation (R1)** that UON should consider producing a bespoke guide for students on what they should and should not declare in this regard.

4. The visitor team considered a range of evidence for Standard 1.4 including CVs of senior staff involved in the provision of supporting declarations of health and character, along with the good health and character process document and End Point Assessment (EPA) readiness forms, and met with senior staff, academic teams and students. UON demonstrably operates a system to ensure the registered nurse responsible for directing the educational programme is able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme. The Good Health Character Process includes a statement of responsibility which must be undertaken to meet NMC standards in order to recommend apprentices for admission to the NMC register. The process flow chart held in MYEPAD sets out all the relevant stages and information for continuation and progression including confirmation of theory and practice hours, self-declaration of health/character, exam board verification of module achievement and satisfactory DBS status which is required by the academic assessor and programme leader or their designated substitute. There is a comprehensive range of information to support apprentices' understanding of their roles and responsibilities and guidance to support them both in their theory and practice learning as well as regulatory requirements. Also, the programme team presentation and triangulation with students' representatives at the visit supported that students are aware of their responsibility in relation to declaring any changes to health and character. Taken together, the visitor team concluded that the standard has been met.

5. The visitor team considered a range of evidence for Standard 1.5 relating to admissions, including the Admissions Pro forma and the Accreditation of Prior Learning & Credit Transfer Policy, and met with the following groups of stakeholders - senior managers, programme team, employers and student representatives. The visitor team confirmed that the course is mapped to ensure the process for Accreditation of Prior Learning (APL) is in place and complies with the wider UON regulations. Nominated senior lecturers oversee the APL process, and their decisions are ratified by a faculty APL panel and the external examiner. UON's APL Policy describes in detail these procedures and confirms that exceptions may relate to public, statutory and regulatory body requirements and that, normally, credit is awarded for not less than one module and no more than two-thirds of the award for which a student registers. However, in relation to this provision the NMC requirement that no more than 50% can be recognised in this way is applied. In meetings, the admissions support team for the programme evidenced its awareness of the requirements for APL criteria and the use of the admissions pro forma to signpost

applicants to the course leader. Academic staff and students met by the team confirmed their understanding of this process, and its application. The visitor team therefore considers that Standard 1.5 has been met.

6. The visitor team considered a range of evidence for Standard 1.6 including APL and Admissions documentation, and met with the following groups of stakeholders: senior managers, programme team, employers and student representatives. UON has a robust APEL mapping process for NMC-registered nurses, and the visitor team was able to confirm that the admissions support staff are fully aware of the requirements for APL criteria and use the admissions pro forma to signpost applicants to the course leader. Applications are approved or declined by the course leader, and the visitor team saw evidence that an interview is required in each case where the application is accepted. The programme staff presentation and response to questions confirmed their understanding of assessment support and assessment process. The UON has a clear policy and process for recognition of prior learning that reflects their understanding of the NMC standards. However, the UoN is changing its approach to RPL specifically for nursing associates to join the nursing programme and therefore the QA visitors have brought this to the attention of the NMC, who will provide guidance and oversight to ensure the changes meet the standards. The visitor team therefore considers that Standard 1.6 has been met.

7. The visitor team considered a range of evidence for Standard 1.7 including programme and module specifications, and the Library guide Academic Skills for Nurses, and met with academic and professional support teams, and students. The programme learning outcomes reflect continuous development in numeracy, literacy and digital skills. These are supplemented by learning outcomes and linked assessments at the module level that make reference to the development of these skills, particularly in relation to communication. Some KSBs refer specifically to these skills competencies, and they are mapped to the modular content. Ongoing competence in practice is appropriately checked via the PAD system, and UON has also created an online support package 'Academic skills for Nurses' which interfaces with module content and is, in the main, concerned with developing effective literacy practices. Students can self-refer to the Learning Development Team for additional support with maths and numeracy, and digital skills. The visiting team formed the conclusion that there are sufficient opportunities within the programmes for students to develop the specified skills, and therefore that the standard is met.

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

Curriculum requirements

> 2.9 The course is structured with an equal balance of theory and practice learning evidenced on the course plan. The module specifications outline the hours allocated to each theory and practice module and these align with the course plan and contain appropriate module aims, descriptors and outcomes. The Work Based Learning and Placements team liaises with practice module leads to ensure compliance with the NMC requirement of 2,300 hours of practice.
>
> 2.12 The Registered Nurse Degree Apprenticeship course meets the equivalent of the minimum course length as a three-year course of full-time study or a four-year course of part-time study encompassing 4,600 hours that is equally divided between practice and theory, evidenced by the course plans.

Findings

9. The visitor team considered a range of evidence for Standard 2.1 including module and programme specifications and met with senior management and the programme team. UON has previously submitted the required evidence to ensure that the programmes comply with the NMC Standards Framework for Nursing and Midwifery Education and have existing approval. The proposed curriculum is appropriately structured and levelled and has been developed in conjunction with stakeholders and people who use services and carers (PSCs), thus meeting NMC standards and requirements. However, it was felt that in order to fully meet internal UON systems and processes, UON requires the course team to provide further evidence of course co-design with apprentices, PSC groups and practice partners. This could include a focus group with current health apprentices **condition (C3)**. The visitor team therefore considers that Standard 2.1 has been met.

10. The visitor team considered a range of evidence for Standard 2.2, including practice supervisor and practice assessor training records and associated training materials, and sample audit reports, and met with senior management and the programme team. The visitor team was assured that the documentation supplied confirms that the programmes continue to comply with the NMC standards for student supervision and assessment including effective practice learning, supervision and assessment of apprentices and confirmation of proficiency. This was confirmed in discussions with the programme team and employer representatives. The visitor team therefore considers that Standard 2.2 has been met.

11. The visitor team considered a range of evidence for Standard 2.3, including module and programme specifications, and mapping to KSB documents, and met with senior and academic staff teams, PSCs, industry representatives and students. The academic team confirmed that a detailed and comprehensive mapping process was undertaken by the module team to ensure that the course learning outcomes reflect each of the four fields of nursing practice, as well as the specific requirements of the KSBs, and this was triangulated to the programme and module specifications. There was some evidence of involvement in this process from a range of stakeholders, including students, practice partners and PSCs. The module content clearly aligned with the Standards of proficiency for registered nurses across all four fields, and on this basis the visitor team concluded that standards are met.

12. The visitor team considered a range of evidence for Standard 2.4, including programme specification and placement documents and met with senior management, employers and the programme team. In terms of design, the visitor

team was assured that the process used for the proposed apprenticeship routes included appropriate engagement across the range of the provision from employers and students and was able to confirm this in meetings with those representatives. The conjoint panel identified several aspects of **good practice (GP1; GP2; GP3; GP4; GP5)** in this regard, in the way in which the programme team conducted themselves during the validation event; the innovative curriculum design; the innovations in the design of the part-time route; the fact that the apprenticeship provision aligned UON with regional and national requirements; and the appreciation of diversity amongst the student body. Employers present at the validation event represented the Mental Health and Learning Disabilities fields of nursing, and they confirmed that suitable placements would be made available for these apprentices. The representatives from the Acute and Child Health fields were unable to attend the validation event, but the course team members confirmed that a reciprocal agreement to support apprentice placements was already in place. The panel felt that this latter arrangement required strengthening in respect of Adult and Child Health placements, and that a further statement of commitment would provide a stronger assurance of placement availability **condition (C1)**. UON's own procedures specifically require this to take the form of a letter of support from partners and also requires the programme team to demonstrate adherence to the UON's risk management arrangements by including a written plan by the course team on risk strategy for these pathways.

13. The visitor team considered a range of evidence for Standard 2.5, including entry requirements, admissions procedures, and admissions pro forma documents, and met with academic and professional staff teams and students. The policy of UON is that apprenticeship applicants may only apply to a single specific field as their qualification aim, and they will only be registered with NMC in that field of nursing. The admissions procedures and the supporting pro forma documents clearly evidence that these requirements are operationalised within UON, and staff met by the visiting team were able to clearly demonstrate their awareness of this specific aspect of the application process. On these bases, the visitor team concluded that students can only apply to a single field of nursing, and that the standard has therefore been met.

14. The visitor team considered a range of evidence for Standard 2.6 including programme and module specifications, and mapping documents, and met with academic and professional staff and teams. UON confirmed that the course has been mapped against NMC requirements and was also fully aligned to apprenticeship standards. The visitor team was able to confirm this by triangulation with the programme and module specifications, and the mapping document. This allowed the visitor team to confirm that programmes had the content necessary to meet the standards, and therefore to confirm that this standard has been met.

15. The visitor team considered a range of evidence for Standard 2.7 including the module specifications and the overall course mapping document and met with senior managers and the programme team. During the course development process, the four pathways of the degree were designed to ensure the content necessary to meet the programme outcomes for each field of nursing practice was in place. This principle was maintained as part of the apprenticeship development and is set out in the module specifications and the overarching mapping document. The visitor team confirmed this process in discussions with senior managers and the programme staff, and therefore considers that Standard 2.7 has been met.

16. The visitor team considered a range of evidence for Standard 2.8, including course and programme specifications, mapping to KSB and pharmacology requirements and

the Faculty resource documents, and met with academic and professional staff and teams, as well as students. The course includes theoretical modules where field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation are addressed and specialist software to address field-specific content. The pharmacology mapping document covers the three levels of the degree and underpins the learning in each of these areas at the appropriate level. In addition, field-specific content is explicitly mapped to placement time, and supervision and assessment reflects this. The visitor team confirmed that, in these ways, the requirement of this standard has been met.

17. The visitor team considered a range of evidence for Standard 2.9 including course plan, programme and module specifications, and met with senior management, the programme team, students and employers. Programme specifications clearly cover all learning objectives across all fields, and the course is structured with an equal balance of theory and practice learning evidenced on the course plan. The module specifications outline the hours allocated to each theory and practice module and these align with the course plan and contain appropriate module aims, descriptors and outcomes. UON's Work Based Learning and Placements team liaise with practice module leads to ensure compliance with the NMC requirement of 2,300 hours of practice. The visitor team therefore considers Standard 2.9 has been met.

18. The visitor team considered a range of evidence for Standard 2.10 including practice module specifications, NMC confirmation of accepted simulated practice learning (SPL) hours and sample assessments, and met with academic staff teams and students. Evidence was provided to demonstrate clearly the explicit use of technological and simulation-based resources at all three levels of the honours degree programme, and these were, in the view of the visitor team, applied effectively and proportionately. At level four, the SPL gives new apprentices the opportunity to practice key skills and techniques in a safe and supportive environment, and to document their learning within their PAD, facilitating assessment by practice supervisors and assessors. This develops at Level 5 to encompass more advanced clinical equipment, while Level 6 criteria encompass further refinement and development in the use of technology at an applied level, including peer working on video presentations. The visitor team confirmed that the use of technology and simulation is embedded within the teaching, learning and assessment processes, and therefore that this standard has been met.

19. The visitor team considered a range of evidence for Standard 2.12, including programme specifications, and met with senior managers, the programme team, and student representatives. The programme specifications state that the programme runs for three years with a total of 4,600 hours, meeting the NMC requirements, and this was confirmed in discussions with the programme team and with students. The visitor team therefore considers that Standard 2.12 has been met.

20. In relation to Standards 2.11, 2.13 and 2.14, the visitor team noted that these were not applicable to this major modification.

21. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met subject to meeting **condition (C1)**.

3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	Provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care to a diverse range of people across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	☐	☐	☒	☐
3.2	Ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	☐	☐	☒	☐
3.3	Provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in Standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	☒	☐	☐	☐
3.4	Provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	☒	☐	☐	☐
3.5	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	☒	☐	☐	☐
3.6	Ensure students experience the range of hours expected of registered nurses.	☒	☐	☐	☐
3.7	Ensure that students are supernumerary.	☒	☐	☐	☐

Practice learning requirements and simulated learning hours

> The provision requires no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in SPL, as confirmed by the NMC in its letter of 16 August 2024. Total practice learning hours amount to 2,325, of which only a small proportion (300 hours) are in SPL.

Findings

22. The visitor team considered a range of evidence for Standard 3.1, including the handbooks and timetables, and met with the following groups of stakeholders - senior managers, programme team, employers and student representatives. The visitor team reviewed documentary evidence to show that apprentices receive adequate practice experience in their chosen field of nursing practice in the latter stages of their programme. While the programme team in discussion explained that experiences of all four fields are included in this module, this was not apparent from the module specification. UON clarified by explaining that the four fields are covered in the module 'Guided Participation in Nursing Care' as part of a virtual placement and provided a timetable for such activity. UON further clarified that the virtual placement consists of 150 hours of SPL and provided detail showing that practice in

all four fields is included. SPL (which complies with SSSA and has been agreed by the NMC) makes careful use of UON's mock ward and house, and appropriate technology such as high-fidelity manikins. However, given **condition (C1)** (Standard 2.4 above) with regard to practice placements, the visiting team concluded that UON may be unable to demonstrate
full alignment with the need to provide practice learning opportunities across all four fields.

23. The visitor team considered a range of evidence for Standard 3.2, including BSc Registered Nurse Degree Apprenticeship 2025-26 and module specifications, and met with the following groups of stakeholders - senior managers, programme team, employers, PSCs and student representatives. Mapping of SPL and practice learning hours is recorded in the module specifications, which clearly outline delivery hours, and the programme team presentation enabled a clear understanding of the virtual placement which is aligned to simulated practice education and meets Part 2 requirements for the Standards for Student Supervision and Assessment (SSSA). Further, the students and PSCs spoke very positively about their experience of the placement, and the students specifically noted the support and how it prepared them for their first clinical placement. However, given **condition (C1)** (Standard 2.4 above) UON may be unable to demonstrate full alignment with the requirement for apprentices to experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.

24. The visitor team considered a range of evidence for Standard 3.3, including module specifications and met with the following groups of stakeholders - senior managers, programme team, PSCs and student representatives. The conjoint validation panel identified several areas of **good practice (GP6**, **GP7**, **GP8)** in relation to this standard, including embedding the PSC group into the delivery of courses; the panel expressed satisfaction of PSCs in the depth and breadth of their engagement and the identification of appropriate library and learning resources and study skills within the courses. The Standards of Proficiency are identified as competencies that must be achieved as an integral part of practice learning opportunities and feed into the programme quality framework, expressed as learning outcomes. The visitor team therefore considers that Standard 3.3 has been met.

25. The visitor team considered a range of evidence for Standard 3.4, including the SPL arrangements and course plan, and met with the following groups of stakeholders - senior managers, programme team and student representatives. The provision of no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in SPL, in UON's extant nursing programmes was confirmed by the NMC in its letter of 16 August 2024. Total practice learning hours amount to 2,325, of which only a small proportion (300 hours) are in SPL. SPL at Level 6 takes the form of a simulated major critical incident and amounts to 37.5 hours. Practice learning hours, 300 hours of which are SPL in the degree apprenticeship, are recorded electronically within UON's CRM system and are checked for each apprentice at tripartite progress reviews between the apprentice, employer and UON. The visitor team therefore considers that Standard 3.4 has been met.

26. The visitor team considered a range of evidence for Standard 3.5 including the apprentice management system (APTEM) and met with the following groups of stakeholders - senior managers, programme team and student representatives. As part of the admissions process, apprentices are asked to complete a self-declaration of health and specific learning issues and a needs assessment where they self-assess against all the KSBs. This information is used in discussion with their Personal Tutor as they begin their reflective learning journey. Apprentices are also

required very early in the programme to submit an autobiographical 'Personal Story' to their Personal Tutor. At a subsequent tutorial, discussion of any specific needs or personal circumstances takes place and the apprentice may be signposted to one of UON's support services. The Personal Tutor ensures that the apprentices' characteristics are taken into account in allocating placement learning opportunities. Current students met by the visitor team confirmed that their needs and circumstances were taken into account in allocating practice learning. UON deploys a range of roles and services to support students who are experiencing personal difficulty including Disability Coordinators, a Mental Health Advisory Service, an Additional Support and Inclusion Services Team (ASSIST) and a procedure for referral to occupational health. Current students met by the visitor team were fully aware of these opportunities. Should reasonable adjustments be necessary the Personal Tutor will, in conjunction with the Nursing Support Tutor, draw up a Reasonable Adjustment Plan, which remains the property of the apprentice. On these bases, the visitor team therefore considers Standard 3.5 has been met.

27. The visitor team considered a range of evidence for Standard 3.6 including placement documentation and sample timesheets and met with senior managers, the programme team and student representatives. The visitor team confirmed that apprentices are required to experience the full range of hours covering 24-hour care, seven days a week, and including night shifts. Hours are logged electronically, and UON and employers work together to ensure the full range of hours are achieved. In discussions with the programme team and senior management, the visitor team was assured that apprentices will be able to meet the full range of hours expected of registered nurses. The visitor team therefore considers that Standard 3.6 has been met.

28. The visitor team considered a range of evidence for Standard 3.7, including induction and training plans and met with the following groups of stakeholders - senior managers, the programme team, employers and student representatives. The evidence provided to the panel confirmed that all apprentices are informed in their handbook that they are supernumerary 'during all placements', and that this requirement is similarly communicated to all placement partner employers through the training plan which sets out their responsibilities to ensure that the apprentice is supernumerary throughout each practice learning placement. An established system of tripartite reviews is in place for other healthcare apprenticeships which identify if there are any breaches of supernumerary status so that appropriate remedial steps can be taken, and this is to be deployed for these nursing apprenticeships too. The visitor team considered that Standard 3.7 has therefore been met but **recommend (R2)** that arrangements are further strengthened by the inclusion of the supernumerary requirements within the formal placement provider agreement documentation.

29. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met subject to meeting **condition (C1)**.

4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	☒	☐	☐	☐
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	☒	☐	☐	☐
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	☒	☐	☐	☐
4.4	Provide students with constructive feedback throughout the programme to support their development.	☒	☐	☐	☐
4.5	Ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	☒	☐	☐	☐
4.6	Ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%.	☒	☐	☐	☐
4.7	Ensure that students: adult, mental health, learning disabilities and children's nursing.	☐	☐	☒	☐
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	☒	☐	☐	☐
4.9	Ensure that there is equal weighting in the assessment of theory and practice.	☒	☐	☐	☐
4.10	Ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in standards of proficiency for registered nurses.	☒	☐	☐	☐

Findings

30. The visitor team considered a range of evidence for Standard 4.1, including regulations and proficiency maps, and met with senior managers, programme team and student representatives. The visitor team saw a range of evidence to demonstrate that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education. Fifty per cent (2,300 hours) of the programme is formally assessed in the practice area by qualified supervisors and assessors through the electronic portfolio of practice and this process is moderated incorporating the academic assessor's role. Simulation based learning opportunities are used effectively and proportionately to support learning and assessment on the pre-registration programme, and students are assessed in collaboration with their supervisor, an identified, suitably prepared assessor, and an academic assessor. UON has appointed two senior lecturers whose role is to specifically offer support in practice to effectively prepare and support pre-registration apprentices for and on placement within designated areas of

clinical placement responsibility. The visitor team was also assured that a Personal Tutor system is in place to support student retention and academic development as well as pastoral issues. The assessments fulfil NMC programme standards, equipping apprentices to meet the proficiencies and course outcomes and the course regulations are clear that all items of assessment must be passed and there is no condonement between theory and practice. The course specifications set out Academic Regulations for new students on the programme and NMC requirements state that students must pass all assessment components of a module at a minimum of 40% to pass the module. The Quality Assurance (QA) of placements takes place at faculty level through the Practice Learning Forum to provide governance across organisations. QA meetings are held quarterly with each practice learning partner, and these facilitate discussion of expanding placement provision, support for providers and allow good practice and areas of development to be shared. The visitor team therefore considers that Standard 4.1 has been met.

31. The visitor team considered a range of evidence for Standard 4.2 including action plans and training resources and met with the following groups of stakeholders - senior managers, programme team and student representatives. The visitor team was assured that the evidence supports that arrangements are in place to ensure that placement assessors and practice supervisors are suitably supported, prepared and updated to fulfil their roles. Additionally, students complete a placement evaluation, and there is a pro forma in place for the tripartite reviews to record relevant information about performance and progression plans linked to KSBs. The course team provides support and guidance to apprentices and to supervisors and assessors, liaises with Clinical Placement Facilitators and identifies any common issues across an organisation, enabling these to be addressed. It also identifies any frequent concerns raised by, or about, apprentices and students and works with the practice module teams to address these. Educational audits are undertaken bi-annually, or sooner if any concerns are raised about a clinical area. If any concerns are highlighted regarding the supervision and assessment process, a formal review process will be undertaken, and an action plan completed to ensure an audit trail is in place to monitor improvements. If serious concerns are raised, additional support will be provided to the placement area to address any actions required. If supportive measures are not effective, apprentices will be removed from the placement area and reallocated to a different area. This will be escalated to the NMC via the exceptional reporting process. These measures provide quality assurance in practice learning environments. The conjoint validation panel noted as **good practice (GP9)** that students spoke very positively about the support they received from the course team, especially with regards to the virtual placement. The visitor team therefore considers that Standard 4.2 has been met.

32. The visitor team considered a range of evidence for Standard 4.3 including formal correspondence with the NMC and the CVs of relevant staff and met with senior staff at the University. The evidence provided meets this standard in ensuring that the NMC is informed of the name of the registered nurse responsible for directing the education programme and any changes to this are exception reported to the NMC. The NMC are also informed of any changes by the official correspondent and through the NMC Annual Self-Assessment Report. The visitor team concluded that this standard has been met.

33. The visitor team considered a range of evidence for Standard 4.4, including the MYEPAD feed-forward documents, the marking rubric, and examples of feedback, and met with academic teams and students. It is evident that throughout the programme and in a variety of ways students are provided with constructive feedback to support the development of their knowledge and skills. Opportunities for feedback

are built into the MYEPAD at the mid-point and final interviews, which supports the student development in practice, this also includes feedback from PSCs. A process is in place to conduct the 12-weekly tripartite reviews, which also include action plans to support the student to focus on areas of improvement if necessary and achieve the necessary competencies. This is supported by feedback from the academic assessor to bridge theory and practice. The programme specification provides information to students about feedback and guidance to use the feedback to improve in their work. The RNDA Assessment policy for new students provides clear guidance for the academic team in relation to the requirement and timings associated with feedback to students. A range of assessment modalities are provided as outlined in the module specifications and a standardised rubric is used to support students' development. The visitor team therefore concluded that this standard has been met.

34. The visitor team considered a range of evidence for Standard 4.5, including module specifications and met with the following groups of stakeholders - senior managers, programme team and student representatives. The evidence provided demonstrated to the visitor team that the curriculum and practice learning modules are mapped to ensure that the apprentices can meet the standards of proficiency for registered nurses and course outcomes. There is a mix of integrated and field-specific learning with a field-specific module at Level 5 and two field-specific modules at Level 6. Assessments are written to enable students to address these through the lens of their own specific field. In addition, pharmacology theory has been mapped to modules demonstrating application to each field. The visitor team therefore considers that Standard 4.5 has been met.

35. The visitor team considered a range of evidence for Standard 4.6 including the Safe Medicate presentation, module and programme specification and the pharmacology mapping document, and met with academic teams and students. It was confirmed that the programme includes a health numeracy assessment related to nursing proficiencies in the calculation of medicines which must be passed with a score of 100%. The pharmacology mapping document shows where in the modules relevant learning takes place, and this is also mapped by field. In addition, an introductory PowerPoint from Safe Medicate is provided which supports students to use the platform. The visitor team concluded that the required health numeracy assessment was in place, and that this standard has therefore been met.

36. The visitor team considered a range of evidence for Standard 4.7 including action plans and module specifications and met with the following groups of stakeholders - senior managers, the programme team and student representatives. This evidence and the supporting narrative seek to 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. However, given **condition (C1)** (Standard 2.4 above) the visitor team concluded that UON may be unable to demonstrate full alignment with the requirement for apprentices to meet all communication and relationship management skills and nursing procedures within their fields of nursing practice.

37. The visitor team considered a range of evidence for Standard 4.8, including mapping to proficiencies and to KSBs, module and programme specifications, and met with academic teams and students. The evidence provided demonstrates processes are in place to assess students to confirm proficiency in preparation for professional practice as a registered nurse. The module specifications and the programme specification identify the structures of assessment throughout the programme and confirm that there are summative assessments associated with each module, which are mapped against the standards of proficiency and occupational KSBs. All modules

need to be passed to progress to Nurse registration, with no optional modules and no allowances. Confirmation of grades and degree classification are confirmed at the Progression and Award boards and are subject to external review. The End Point Assessment (EPA) commences on completion of the final module and is completed prior to UON's exam board. The visitor team confirmed that the requirement to assess students to confirm proficiency in preparation for professional practice as a registered nurse has been met.

38. The visitor team considered a range of evidence for Standard 4.9, including course-specific regulations, academic regulations 2024-25 and programme specifications, and met with academic staff and students. The evidence provided demonstrates that there is an equal weighting in the assessment of theory and practice at each level and across the programme. In practice, 60 credits per academic level are assessed and the same applies to theory. The PAD captures the assessment of the student within practice and no student can proceed to the next part without successfully completing this element of assessment. The module specifications present a range of assessments which are inclusive and diverse in nature and support students to showcase a range of abilities in addition to the theoretical concepts relating to nursing practice. Details of the assessment and weighting for all credit-bearing assessments are evident in the module specification and assessment guidelines and apprentices must pass all items of assessment. The visitor team confirmed that this standard has been met.

39. The visitor team considered a range of evidence for Standard 4.10 including the MYEPAD ongoing achievement record and met with academic staff and students. Clear narrative and evidence were provided along with the process of confirmation that all proficiencies are recorded in an ongoing record of achievement. The electronic record demonstrates the achievement of proficiencies and skills set out in the standards of proficiency for registered nurses and staff were able to confirm to the visitor team how this is quality assured by the academic assessor. The visitor team therefore confirmed this standard has been met.

40. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met subject to meeting **condition (C1)**.

5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	Ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree.	☒	☐	☐	☐
5.2	Notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.	☐	☐	☒	☐

Findings

41. The visitor team considered a range of evidence for Standard 5.1 including the BSc Registered Nurse Degree Apprenticeship 2025-26, programme specification and the Course Specific Regulations 2024-25, and met with the senior team, academic staff and students. It is very clear from the programme specification that it refers to four fields of bachelor's degrees with honours, and it was confirmed in the meeting with students that their understanding aligned with this. On these bases the visitor team confirmed that the standard has been met.

42. The visitor team considered a range of evidence for Standard 5.2 including presentations and award arrangements and met with the following groups of stakeholders - senior managers, programme team and student representatives. It was confirmed by the staff team that students are informed during their programme, in their handbook, and by presentation, of the requirement to register their qualification with the NMC within five years of the award, and they are reminded of this requirement by letter on completion of the programme. However, there was no evidence that students were informed during their programme (as opposed to after it) of the requirement to undertake additional education and training, or gain such experience as specified in the NMC's standards, should they fail to register within five years. Current students present confirmed that they were unaware of this requirement. The visitor team therefore set the **condition (C2)** that UON should notify students during and before completion of the programme that in the event of a student failing to register their qualification with the NMC within five years they will have to undertake additional education and training or gain such experience as specified by the NMC.

43. Based on the information made available, the visitor team considers that the UON has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met subject to meeting **condition (C2)**.

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