



Nursing and Midwifery Council

Major Modification Report for pre-registration nursing qualifications:

Pre-registration nursing - Mental Health
Pre-registration nursing - Adult

University of Highlands and Islands

March 2026

QA Link reference number: 110225154759-M

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Key institutional and programme details

AEI Institution Identifier [UKPRN]	10007114
Address of main programme delivery	University of the Highlands and Islands Old Perth Road Inverness IV2 3JH Scotland
Satellite site details	Existing Satellite Sites: UHI North, West and Hebrides Lews Castle Grounds Stornoway Isle of Lewis, HS2 0XR New Satellite Sites: N/A
Partnership site details	N/A
Endorsement details	N/A
Name of new employer partners for apprenticeships	N/A, this is not an apprenticeship route
Event type	Major modification
Proposed programme start date	24 August 2026
Date of activity	25 March 2026
Visitor team	Registrant Visitor: Ms Susan Margaret McGrory Lay Visitor: Professor Alan Howard

Name of current programme(s) under scrutiny					
NMC programme title	AEI programme title(s) (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	BSc Nursing	Scotland ☒ Level 9 ☐ Level 10		☒	
Pre-registration nursing - Mental Health	BSc Nursing	Scotland ☒ Level 9 ☐ Level 10		☒	

Titles of amended and/or additional programme(s) following modification
There have been no amendments or additions to programme titles.

Exit awards that lead to NMC registration
There are no exit awards for this qualification that lead to NMC registration.

Introduction

Quality assurance (QA) activity is undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval or modification of the above-named programme(s). QA activity follows processes outlined in the relevant handbooks. These handbooks provide guidance for Approved Education Institutions (AEIs) on quality assurance activities that the QAA (Quality Assurance Agency) performs as the quality assurance service provider (QASP) for the NMC. These can be found [here](#).

QA activity involves desk-based analysis of the AEI's self-evaluation narrative and documentary evidence which will inform the decision of the visitor/s on whether each of the NMC programme standards in Part 3 have been met. To facilitate decision making, NMC visitors are able to request further information, evidence or clarification. All narrative and evidence submitted by the AEI is reviewed by the visitor/s, with the event then providing the opportunity for triangulation of evidence. A list of all evidence reviewed which has supported decision making is provided within this report.

QA activity will take into consideration the input of a range of stakeholders such as students, people who use services and carers (PSCs), employer partners (EPs), practice learning partners (PLPs), the programme team, and senior managers.

The AEI has already been through quality assurance gateway processes that have provided assurance that all Part 1: Standards framework for nursing and midwifery education (SFNME) (NMC 2018, updated 2023) and Part 2: Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) have been met.

Part 3 is contextualised for the programme under scrutiny and provides the AEI with an opportunity to provide evidence of how Part 1 and Part 2 continue to be met. Part 1 and Part 2 will therefore be referred to as appropriate.

For programme approvals, all standards within Part 3: Standards for pre-registration nursing programmes (NMC 2018, updated 2023) are reported upon. For major modifications, only those Part 3 standards impacted by the modification are reported upon.

A draft report is shared with the AEI for the purposes of confirming factual accuracy before the report is finalised. All decisions at the event are provisional until ratified by the NMC. No students or apprentices should be enrolled onto any of the programmes under consideration until the AEI receives written confirmation of approval from the NMC.

The conjoint visit with the University of the Highlands and Islands approval panel took place on 25 March 2026.

Context

This major modification proposal has been developed following an institutional review of the University of Highlands and Islands (UHI) nursing programmes, which examined the effectiveness of current delivery methods, particularly the balance between face-to-face and online learning in response to differing stakeholder views. Stakeholder feedback has identified the need for a more contextually relevant curriculum that better reflects nursing practice in remote and rural settings. The proposed modified programme strengthens a lifespan approach across the curriculum and ensures the integration of all four fields of nursing, regardless of students' chosen specialism. It is also informed by the Scottish Government Test of Change initiatives, including the development of a new rural and island

programme whose theory will be delivered via an online model to improve accessibility and workforce responsiveness.

The proposed modified programme has been developed through collaboration with stakeholders, including representatives from PLPs, current students, and representatives from the PSC group. Their contributions have directly informed the redevelopment of the existing blended learning programme, and on the design of the new rural and island pathway, where theoretical learning is delivered fully online. This collaborative approach has ensured that both the revised blended programme and the new rural and island programme are aligned with the needs of PLPs and responsive to the requirements of rural and island communities.

During the online event the visitor team met with a range of senior staff, practice assessors (PAs), and practice supervisors (PSs) from PLPs, current students from both the adult and mental health programmes and across all three years of the programme as well as representatives from the UHI PSC group.

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

The modified programme is recommended 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

This report addresses only those standards identified as within scope.

The visitor team reviewed a comprehensive range of evidence to inform this report, including university policies, programme specifications, module records, programme handbooks, mapping documents, and practice assessment documents (PADs). A full list of the evidence considered by the visitors is at the back of this report.

The accompanying table sets out a concise summary of the curriculum and practice learning requirements for the programmes under scrutiny.

Overview of course structure and curriculum	The BSc programme is delivered over three years and is structured to ensure a balanced integration of theoretical and practice learning experience. Across the programme, students complete 4,700 hours of scheduled learning activity, comprising 2,380 hours of theory and 2,320 hours of practice learning. In year 1, students undertake 875 hours of theory and 640 hours of practice learning. In year 2, students complete 840 hours of theory and 720 hours of practice learning. In year 3, students undertake 665 hours of theory and 960 hours of practice learning. Each year of the programme comprises six 20-credit modules. Year 1 consists of 80 credits of core theory and 40 credits of practice learning. Year 2 includes 60 credits of core theory, 20 credits of field-specific theory, and 40 credits of practice learning. Year 3 comprises 40 credits of core theory, 40 credits of field-specific theory, and 40 credits of practice learning.
Overview of practice learning requirements	The proposed BSc Nursing programme documentation sets out a clear and structured placement schedule across the three years of study. Students complete a total of 58 weeks (2,320 hours) of practice-based learning, undertaking 40 hours per week during placements. This is progressively distributed as 16 weeks (640 hours) in year 1, 18 weeks (720 hours) in year 2, and 24 weeks (960 hours) in year 3. This staged approach provides a coherent and developmental practice learning experience throughout the programme. Simulation is used to enhance learning and prepare students for practice but does not replace any required practice learning hours.

1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:

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.	Met
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Not in scope in relation to this major modification.

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.	Met
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Not in scope in relation to this major modification.

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.	Met
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Not in scope in relation to this major modification.

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.	Met
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Not in scope in relation to this major modification.

1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes.	Met
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Not in scope in relation to this major modification.

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.	Met
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Not in scope in relation to this major modification.

1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	Met
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Not in scope in relation to this major modification.

Standard 1: Selection, admission and progression was not in scope for this major modification and therefore remains unchanged.

2: Curriculum

Approved education institutions, together with practice learning partners, must:

2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	Met
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In considering this standard, the visitor team reviewed UHI academic standards and quality regulations, the BSc nursing critical review and the curriculum development strategy and confirmed that UHI has clearly defined processes in place to ensure compliance with the standards. The documentation clarifies the governance of academic standards at programme and institutional level and of regular programme review and development of action plans. The NMC official correspondent has overall oversight of monitoring the programme's compliance with the NMC Standards framework for nursing and midwifery education (SFNME) (NMC 2018, updated 2023). Further confirmation of the governance procedures for the programme was explained by senior management and the programme team during the visit.

2.2 comply with the NMC Standards for student supervision and assessment.	Met
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In considering this standard, the visitor team reviewed the practice learning handbook, the programme academic tutor (PAT) and academic assessor (AA) model and examples of PA/PS updates. The practice learning handbook sets out expectations of students, PAs, PSs and AAs and memoranda of agreement are in place with PLPs that set out the responsibilities of the practice learning environment and UHI. This was confirmed with the strategic representatives from PLPs during the visit. A national approach to assessment is taken through the electronic practice assessment document (PAD) with practice areas regularly audited against the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). Strategic representatives from PLPs were able to confirm the robust preparation of PSs and PAs with a national programme and local online resources and updates provided. Operational representatives from PLPs highlighted that most students perform and achieve well, and where challenges may arise in year 3, these are effectively supported through strong collaboration with practice education facilitators (PEFs) and UHI. At the online event, the programme team was able to confirm processes for monitoring development plans where concerns were identified and PLPs were able to confirm that they have a positive and effective collaborative relationship with UHI. It was noted that while the relationship is generally strong and effective, there are opportunities to further enhance consistency in how AAs engage with PLPs at times. The visitor team confirms that this standard has been met and **recommends (R1)** that the programme team look to enhance the approach of AA engagement within practice learning environments to provide consistency within the defined approach to student support in practice learning.

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.	Met
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In considering this standard, the visitor team reviewed the programme specifications, module descriptors, programme mapping documents and the PAD. Students are registered on either the adult or mental health field of the nursing programme. The programme and module learning outcomes are mapped against the Standards of proficiency for registered nurses (SoPRN) (NMC 2018). A nationally agreed PAD is implemented across the programme, enabling assessment against the relevant SoPRN (NMC 2018) and Annexes A and B. The curriculum adopts a lifespan approach and is

supported by additional practice learning experiences, ensuring students are exposed to learning opportunities across all four fields of nursing practice.

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.	Met
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In considering this standard, the visitor team reviewed the programme specifications, module descriptors, programme mapping documents and the PAD. The visitor team confirmed that mechanisms for student support are clearly articulated within programme specifications, programme review processes, and student feedback derived from engagement activities. Support for students undertaking practice learning is explicitly detailed within the practice learning handbook and programme specifications, ensuring clarity and consistency of guidance. During the online event, students from both the adult and mental health programmes reported a high level of satisfaction with the support provided by the programme team, describing it as comprehensive and responsive to their needs. Evidence from sampled practice learning journeys demonstrates that students are afforded a diverse range of practice learning experiences, including practice learning opportunities within alternative fields of practice. Students confirmed that this breadth of exposure enhances their learning and professional development. Furthermore, engagement across all four fields of nursing is strengthened through structured additional practice learning opportunities, which students are required to complete within each practice learning setting. The range and quality of learning opportunities available within each placement setting are clearly outlined within the educational audit documentation, providing assurance that practice learning environments are appropriately equipped to support student learning.

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.	Met
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In considering this standard, the visitor team reviewed the student handbook, programme specifications and module descriptors and confirmed that the programme specification and student handbook set out clearly that students can apply for entry to the register for the adult or mental health field. The programme structure and module descriptors identify clearly the core and field-specific modules undertaken by students for either the adult or mental health field. The planned new rural and island route includes the same annual mandatory training that is provided for the existing blended programme. The programme team confirmed that online students will attend designated on-campus intensive skills and simulation weeks to ensure parity with campus-based cohorts. During the online event, the programme team confirmed that access to local skills hubs at PLP education facilities that meet UHI quality assurance standards will be available to students at sites near their home.

2.6 set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	Met
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In considering this standard, the visitor team reviewed the student handbook, programme specifications and module descriptors and confirmed that the programme learning outcomes are set out in the programme specification, with students completing shared core modules for three semesters and then a mix of shared and field-specific (adult or mental health) for the remainder of the programme. The module descriptors are mapped to the SoPRN (NMC 2018) and the PAD to demonstrate that students are assessed to these standards in practice learning. Students are required to pass each module, both theory and practice, across the programme. During the online event, strategic

representatives from PLPs identified opportunities to strengthen consistency in students' preparation prior to entering practice learning environments. While many students demonstrated appropriate readiness, it was noted that some required additional support from PLP staff on arrival, particularly in relation to developing professional behaviours and adapting to placement expectations. The visitor team confirmed that the standard is met; however, there is a need to enhance consistency in preparation across the programme. As a result, it is **recommended (R2)** that the programme team enhance the approach to the delivery of the preparation for practice content so that there is parity and that all students consistently complete the same preparation prior to their first practice learning experience.

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.	Met
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In considering this standard, the visitor team reviewed the programme specifications and module descriptors, programme mapping and the PAD. The visitor team confirmed that the proposed programme demonstrates a strengthened and more explicit emphasis on the four fields of nursing, delivered through a lifespan approach. The programme structure incorporates a core shared content spanning the first 18 months, followed by a combination of shared and specific adult and mental health modules, thereby supporting both core knowledge development and field specialisation. During the online event the programme team indicated that field content has been enhanced to better reflect the requirements of rural and island practice. This was evidenced during the review through planned revisions to module descriptors and assessment strategies, as well as the integration of case-based learning scenarios that specifically address rural and island healthcare contexts.

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.	Met
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In considering this standard, the visitor team reviewed the programme specifications and module descriptors. This review confirmed that field-specific pharmacology and medicines management content is clearly embedded within the distinct field module documentation. Furthermore, there is demonstrable evidence that safeguarding principles and associated legislative requirements are addressed across both core and field-specific modules. Supporting evidence was provided to demonstrate the systematic integration of consent across the curriculum, including its application within simulation-based learning scenarios.

2.9 ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	Met
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In considering this standard, the visitor team reviewed the student handbook, programme specifications, UHI learning and teaching enhancement strategy and the PAD. The evidence confirmed that the programme specification, supported by the nursing flowchart and academic calendar, demonstrates an appropriate and equitable balance between theory and practice learning. The programme incorporates a diverse range of learning, teaching, and assessment methods, all of which are underpinned by the UHI learning and teaching enhancement strategy. The visitor team further noted that the proposed programme design ensures parity of experience between online and blended learning cohorts. This is achieved through the delivery of a shared curriculum, the application of identical assessment criteria, and the adoption of a digital-first approach to content design and delivery. The proposal explicitly addresses the specific considerations associated with online learning, including accessibility, engagement, and assessment integrity. This was corroborated through discussions with the programme team during the online event, who articulated clearly

how equivalence across modes of delivery would be maintained. Additionally, extensive stakeholder engagement was evidenced throughout the development of the new rural and island programme. This included contributions from strategic representatives within PLPs, student feedback, and PSC meetings. Collectively, this engagement demonstrates that the programme team has undertaken a rigorous and inclusive approach to the design of learning, teaching, and assessment, ensuring that the needs of both cohorts are effectively met.

2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	Met
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In considering this standard, the visitor team reviewed the programme specification and module descriptors and confirmed that the programme documentation articulates that simulation is used to enhance learning for practice but does not replace any practice learning hours. There is evidence of simulation activity used as part of assessment in the form of objective structured clinical examinations (OSCEs). The use of technology and simulation were further discussed at the online event, and the programme team was able to elaborate on its plans for the new rural and island programme and use of technology as well as experience teaching post graduate courses that are delivered online only.

2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	N/A
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Not in scope in relation to this major modification.

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.	Met
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In considering this standard, the visitor team reviewed the programme specification and module descriptors and confirmed that the programme specification clearly states that the programme is full-time over three academic years and consists of a minimum of 4,600 hours of combined theory and practice learning. The nursing flowchart document demonstrates how the programme is structured setting out weeks spent in practice learning and for theory learning and teaching. Additionally, the nationally agreed PAD sets out learning and assessment for each of the three academic years and provides a verified record of practice learning hours. The learning hours attached to each module are clearly stated in the module descriptors.

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.	N/A
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Not in scope in relation to this major modification.

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.	N/A
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Not in scope in relation to this major modification.

The visitors conclude that the AEI has met Standard 2: Curriculum.
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3: Practice learning

Approved education institutions, together with practice learning partners, must:

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.	Met
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In considering this standard, the visitor team reviewed the practice learning handbook, programme handbook, module descriptors and the PAD. Programme mapping documentation clearly demonstrates that the curriculum has been designed to enable students to meet the full range of the SoPRN (NMC 2018). The memorandum of understanding, agreed and signed with PLPs, explicitly requires that practice learning environments provide appropriate placement experiences that support students in achieving their practice learning outcomes. This includes the provision of suitably prepared PAs and PSs who can model safe and effective practice and provide appropriate supervision. Evidence from sample placement flows confirms that students are allocated a diverse range of practice learning experiences, including at least one placement within an alternative field of nursing. Exposure to all four fields of nursing is further strengthened through structured additional practice learning opportunities, which students are required to engage with during each practice placement. The programme team confirmed during the online event that students complete a reflective account following these additional learning opportunities, which addresses all four fields of nursing. The reflective account is reviewed and discussed within the PAD by both the PA and AA. Students who met with the visitor team during the online event confirmed that they had access to a broad and varied range of placement experiences. PLP representatives also highlighted that rural and island settings provide diverse and valuable learning opportunities for students across both fields of nursing. In addition, the programme team confirmed that AAs maintain oversight of each student's practice learning journey, ensuring that students on both the adult and mental health nursing programmes achieve an appropriate breadth of practice experience and participate in relevant and meaningful additional learning activities.

3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	Met
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In considering this standard, the visitor team reviewed the programme specification, practice learning handbook, sample placement flows and the PAD. The visitors confirmed that the evidence demonstrated that students are provided with a diverse and comprehensive range of practice learning experiences. Sample student practice learning journeys confirmed that students are required to adhere to the shift patterns of their allocated practice settings, thereby ensuring exposure to care delivery across a full 24-hour period and over seven days. This approach enables students to engage with the breadth of activities inherent within contemporary practice environments. UHI ensures consistency and breadth in practice learning through defined governance structures, including the roles of the practice learning lead and the practice learning committee. These mechanisms provide robust oversight of the student experience. Strategies to assure the breadth of learning include the ongoing monitoring of student opportunities through assessment documentation, alongside structured tripartite reviews involving the AA, PA, and the student. These reviews are used to identify and address any gaps in learning and proficiency development in a timely manner. The placement circuit further evidences the range and diversity of practice learning experiences available to students, a finding that was corroborated during the online event through discussions with both practice partners and students. Continuous quality monitoring is undertaken through the evaluation of student placement feedback, consideration of external examiner (EE) reports, and input from PEFs. Where concerns arise, these are

escalated appropriately through the Practice Learning Committee, ensuring effective governance and responsive quality assurance processes. The proposed programme modification, which reduces the number of practice learning experiences from eight to six planned placements while maintaining the required total practice hours, is intended to enhance continuity, foster a sense of belonging, and strengthen opportunities for observation and assessment. During the online event the programme team confirmed that this change was informed by consultation with both students and PLPs, and this was substantiated through triangulated evidence gathered during meetings with these stakeholder groups at the visit.

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.	Met
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Not in scope in relation to this major modification.

3.4 provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	Met
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Not in scope in relation to this major modification.

3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	Met
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Not in scope in relation to this major modification.

3.6 ensure students experience the range of hours expected of registered nurses.	Met
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Not in scope in relation to this major modification

3.7 ensure that students are supernumerary.	Met
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Not in scope in relation to this major modification.

The visitors conclude that the AEI has met Standard 3: Practice learning.	
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4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:

4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	Met
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Not in scope in relation to this major modification.

4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	Met
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Not in scope in relation to this major modification.

4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	Met
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Not in scope in relation to this major modification.

4.4 provide students with constructive feedback throughout the programme to support their development.	Met
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Not in scope in relation to this major modification.

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.	Met
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Not in scope in relation to this major modification.

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%.	Met
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In considering this standard, the visitor team reviewed the module descriptors and confirmed that UHI utilises a software package to support development of numeracy skills for nursing proficiencies and calculation of medicines and requires that all sections are passed at 100%.

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.	Met
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Not in scope in relation to this major modification.

4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse.	Met
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In considering this standard, the visitor team reviewed the programme specification, programme mapping documents, module descriptors, external examiner reports and the PAD. The visitors confirmed that the programme's module learning outcomes are clearly mapped to the SoPRN (NMC 2018), and assessment strategies are appropriately structured to support the achievement of these learning outcomes, facilitating the effective integration of theory and practice. Within practice learning environments, the PAD provides a robust

and systematic record of student progression and achievement across all platforms, including the proficiencies and skills outlined in Annexe A and Annexe B. Assessment methods incorporate a balanced range of formative and summative approaches to support student learning and progression. In relation to the proposed delivery model, the programme team demonstrated that effective arrangements are in place to ensure consistency in assessment and the maintenance of academic standards across both blended and online routes. These arrangements include shared assessment design, collaborative marking and moderation processes, and oversight through established institutional governance structures. The proposed new rural and island cohort will undertake the same assessments as those on the blended learning route, as confirmed through discussions with the programme team, PLPs, and UHI senior management. During the online event, further assurance was provided that assessment processes remain fully aligned with the SoPRN (NMC 2018) and SSSA (NMC 2018, updated 2023), with clear mechanisms in place to ensure parity across all delivery routes. Furthermore, the programme team evidenced prior experience in the delivery and assessment of online learning, including the implementation of video-based OSCEs. This experience has directly informed the development of the proposed approach, providing additional assurance of the programme's capacity to deliver valid, reliable, and equitable assessment across all modes of delivery.

4.9 ensure that there is equal weighting in the assessment of theory and practice.	Met
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Not in scope in relation to this major modification.

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.	Met
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Not in scope in relation to this major modification.

The visitors conclude that the AEI has met Standard 4: Supervision and assessment.
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5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:

5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree.	Met
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Not in scope in relation to this major modification.

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.	Met
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Not in scope in relation to this major modification.

Standard 5: Qualification to be awarded was not in scope for this major modification and therefore remains unchanged.

Conditions and recommendations

Conditions

Following the quality assurance process, the conjoint panel has identified a number of conditions.

All conditions must be met in full before the programme can be recommended to the NMC for final approval.

The agreed deadline for the completion of these conditions, to align with the intended delivery date, is 6 May 2026.

Conditions				
No.	Condition details	Specific standard(s) not met	NMC	AEI
C1	Clarify the pre-application guidance, expectations and entry requirements for applicants to the new rural and island programme			☒
Response to condition: The Chair of the conjoint panel confirmed by email (dated 13 May 2026) that all internal conditions, as noted in the minutes of the online event, have been met. The team considers that for Condition C1, UHI has addressed the requirements of the condition and therefore Condition C1 is met.				

No.	Condition details	Specific standard(s) not met	NMC	AEI
C2	To discuss terminology for both pathways with the marketing team to ensure terminology is correct, and that there is clarity of expectations around the delivery models for both pathways.			☒
Response to condition: The Chair of the conjoint panel confirmed by email (dated 13 May 2026) that all internal conditions, as noted in the minutes of the online event, have been met. The team considers that for Condition C2, UHI has addressed the requirements of the condition and therefore Condition C2 is met.				

No.	Condition details	Specific standard(s) not met	NMC	AEI
C3	Ensure the student handbook and programme specification both use clear and consistent terminology and provide sufficient support in the student handbook for both routes.			☒

Response to condition:

The Chair of the conjoint panel confirmed by email (dated 13 May 2026) that all internal conditions, as noted in the minutes of the online event, have been met.

The team considers that for Condition C3, UHI has addressed the requirements of the condition and therefore Condition C3 is met.

Recommendations for enhancement

Recommendations				
No.	Recommendation details	Specific standard(s)	NMC	AEI
R1	The visitor team recommends that the programme team look to enhance the approach of AA engagement within practice learning environments to provide consistency within the defined approach to student support in practice learning.	2.2	☒	
R2	The visitor team recommends that the programme team enhance the approach to the delivery of the preparation for practice content so that there is parity and that all students consistently complete the same preparation prior to their first practice learning experience.	2.6	☒	

The AEI is not required to address recommendations for programme enhancement prior to NMC approval being granted; however, all AEIs are required to consider the visitors' recommendations and be prepared to provide evidence that demonstrates this consideration, upon request.

Areas for future monitoring

No areas of future monitoring were identified.

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

The modified programme is recommended 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.

Evidence list

The following documentation or narrative was provided by the AEI is evidence for scrutiny by the visitor team:

Key Documentation	Yes	No
Appropriate AEI policies, procedures and guidance (for example, EDI strategy; RPL policy/procedure; raising and escalating concerns processes; fitness to practise policy; whistleblowing etc)	☒	
Programme proposal overview document, including rationale and co-production	☒	
Curricula vitae (CVs) for relevant staff to confirm NMC registration where required and to demonstrate adequate resources for safe and effective programme delivery	☒	
Agreements with PLPs and EPs that they will support the programme and support supernumerary status for students in accordance with requirements of programme standards	☒	
Evidence of PSC involvement in programme design, delivery and evaluation	☒	
External examiner appointments and arrangements		☒
Programme specification(s)	☒	
Programme planner (indicating where theory and practice hours are achieved)	☒	
Programme handbook(s)	☒	
Module descriptors	☒	
Mapping of programme learning outcomes against module learning outcomes	☒	
Mapping against Part 3: Standards for pre-registration nursing programmes	☒	
Mapping of programme outcomes against NMC Standards of proficiency	☒	
Student-facing supporting documentation/VLE site	☒	
Practice learning environment information for students	☒	
Practice learning allocation information	☒	
Practice assessment documentation (PAD)	☒	
Ongoing record of achievement (ORA)	☒	
Practice learning handbook/information for practice supervisors and practice assessors specific to the programme	☒	
Academic assessor focused information specific to the programme	☒	
If you stated No, above, please provide the reason and mitigation: This was a major modification that did not impact all standards		
List additional evidence that was reviewed: N/A		
Additional comments: N/A		

During the event, the visitor/s engaged with the following:

	Yes	No
Senior managers of the AEI with responsibility for resources for the programme	☒	
Senior managers from associated PLPs and EPs with responsibility for resources for the practice learning experiences within the programme	☒	
Programme delivery team	☒	
Academic assessors	☒	
Practice staff representatives (practice leads/practice supervisors/practice assessors)	☒	
Representatives for PSCs	☒	
Student representatives	☒	
If you stated No above, please provide the reason and mitigation: N/A		
Additional comments: N/A		

FINAL REPORT			
	Name	Position	Date
Author/s	Ms Susan McGrory	Registrant Visitor	31 March 2026
	Professor Alan Howard	Lay Visitor	
QAA Officer	Mr Jonathan Hall	QAA Officer	31 March 2026

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