



Nursing and Midwifery Council

Major Modification Report for pre-registration nurse qualification:

Pre-registration nursing - Adult

Dual Award - Pre-registration nursing - Mental Health/Child

Dual Award - Pre-registration nursing - Adult/Mental Health

University of Leicester

March 2026

QA Link reference number: 260925113315-M

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Key institutional and programme details

AEI Institution Identifier [UKPRN]	10007796
Address of main programme delivery	University Road Leicester LE1 7RH
Satellite site details	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	20 September 2026
Date of activity	Online event 19 March 2026
Visitor team	Registrant Visitors: Dr Anthony McGrath Mrs Elizabeth Gormley-Fleming Lay Visitor: Dr Rong Huang NMC Observer Ms Krutika Patel

Name of current programme(s) under review					
NMC programme title	AEI programme title(s) (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	MSci Nursing with Leadership Adult Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dual Award - Pre-registration nursing - Adult/Mental Health	MSci Nursing with Leadership Dual Registration Mental Health and Adult Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Dual Award - Pre-registration nursing - Mental Health/Child	MSci Nursing with Leadership Dual Registration Mental Health and Children's Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Titles of amended and/or additional programmes following modification					
NMC programme title	New AEI programme title(s) (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	MSci Nursing with Leadership Single Field (Adult Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dual Award - Pre-registration nursing - Adult/Mental Health	MSci Nursing with Leadership Dual Field (Mental Health and Adult Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dual Award - Pre-registration nursing - Mental Health/Child	MSci Nursing with Leadership Dual Field (Mental Health and Children's Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>

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](#).

Quality assurance 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 programmes 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 online visit with the University of Leicester's approval panel took place on 19 March 2026.

Through this major modification, the University of Leicester (UoL) is seeking approval for curriculum redesign for the pre-registration nursing programmes. The proposed changes include restructuring modules, updating assessments to ensure they are aligned with contemporary practice and the evolving healthcare landscape and in addition a credit-bearing module for practice learning experiences is proposed. The major modification consisted of a review of one single field and two dual field award pre-registration nursing routes.

The programmes have been developed in partnership between UoL and its practice learning partners (PLPs). Documentary evidence and the findings from the visit demonstrate that there is effective partnership working between the university and key stakeholders.

PSCs provided information regarding their involvement in the curriculum refresh and stated that they felt that their input was listened to and accepted by the programme team.

UoL stated that the rationale for these modifications is in response to stakeholders, including student feedback. UoL undertook formal student consultation in December 2025, reviewed module evaluations, and met with student representatives to ensure that students' views were incorporated into the redesign.

During the online event, the visitor team met with the programme lead and team members, practice learning lead, representatives of PLPs, PSCs and students. No stakeholder groups were absent from the online event.

The **final recommendation** made by the visitor team to the NMC, following consideration of UoL's 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 for the review process.

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 end of this report.

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

<p>Overview of course structure and curriculum</p>	<p>There are three programmes: Nursing with Leadership (single field adult); Nursing with Leadership (mental health and adult); Nursing with Leadership (mental health and child).</p> <p>The MSci Nursing programmes are delivered over four years, with 50% theory and 50% practice learning.</p> <p>Students undertaking a single field pathway are required to complete a total of 4,625 hours of learning including 2,325 practice learning hours and 2,300 theory hours.</p> <p>Students undertaking dual field awards are required to complete 6,133 hours of learning - 3,067 practice learning hours and 3,066 theory hours.</p> <p>All three programmes are structured with 120 credits per year and are structured to ensure an equal balance between theoretical learning and practice-based experience. Each year has a 30-credit practice learning module. All programmes follow the same credit distribution of modules relevant to the field or fields of nursing the programme comprises. Dual field award programmes have a balance of core modules and specific field modules across the four years:</p> <p>Year 1 Level 4: two 30-credit modules and four 15-credit modules</p> <p>Year 2 Level 5: three 30-credit modules and two 15-credit modules</p> <p>Year 3 Level 6: three 30-credit modules and two 15-credit modules</p> <p>Year 4 Level 7: three 30-credit modules and two 15-credit modules.</p> <p>Leadership, research, and evidence-based practice are embedded throughout the curriculum, alongside a strong focus and emphasis on critical thinking, leadership capability, and research.</p> <p>Teaching and learning is delivered utilising lectures, tutorials, seminars, online learning, patient scenarios, simulation and objective structured clinical examination (OSCE).</p>
<p>Overview of practice learning requirements</p>	<p>Dual-field students will complete 3,067 practice learning hours, while single-field students will complete 2,325 practice learning hours. All practice learning is recorded in the electronic practice assessment document (ePAD).</p> <p>Practice learning hours are distributed across the four years of the programmes providing 50% of the total hours.</p> <p>The programme specifications provide a clearly structured practice learning schedule throughout the duration of the programme, meeting</p>

	<p>the requirements of the specific field or fields and ensure experiences across the life course.</p> <p>Students may undertake up to 600 hours of simulated practice learning within the programme.</p>
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1: Selection, admission and progression

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

<p>1.1 confirm on entry to the programme that students:</p> <ul style="list-style-type: none"> 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. 	<p>Met</p>
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The visitor team reviewed the admissions code of practice, personal qualities example, applicant feedback policy and programme specification demonstrating comprehensive and inclusive entry criteria that all applicants must meet.

Applicants submit a personal statement which is then reviewed by the admissions tutors who ensure that the applicants' statement demonstrates a suitable level of commitment to the field of practice and they are suitable for the intended field of nursing practice and demonstrate values in accordance with the Code. Shortlisting is based initially on qualifications, personal statement and references provided on the application form. The personal statement also allows UoL to assess literacy, as well as the English entry requirements. The application, alongside the ability to engage in an online interview process and an online situational judgement test are used to assess capability of digital and technological literacy. Numeracy is assessed through the mini-interview process.

PSCs and the programme team confirmed during the visit that PSCs generate questions and scenarios used for interviews.

Selection processes involve appropriately prepared staff and partners, with standardised questions, scoring criteria and moderation processes in place to promote fairness, consistency, and equity. The use of online platforms enables clear audit trails and supports transparency in decision-making.

Applicants who do not meet the criteria for entry are provided with feedback.

Students met at the visit reported a positive overall experience of the admissions process.

<p>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.</p>	<p>Met</p>
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The visitor team reviewed the admissions code of practice and student handbook and confirmed that students are required to complete a declaration of health and character upon entering the programme. During the visit, students confirmed that they are required to undergo an occupational health (OH) screening and undertake an enhanced disclosure and barring service (DBS) check. The visitor team is assured that UoL has a robust

process in place to ensure that students health and character are sufficient to enable safe and effective practice on entering the programme.

<p>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.</p>	<p>Met</p>
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The programme specifications, admissions code of practice and annual declaration for returning students form states that students must declare their health and character upon enrolment for each year of the programme. This was confirmed in the meeting with the students. Furthermore, the practice learning handbook clearly states that students must have a valid DBS clearance before they undertake practice learning experiences. Meeting with representatives from PLPs confirmed that if they have any concerns about a student's suitability for practice learning, they can raise concerns directly with the programme lead. Any declarations will be treated fairly and in line with UoL's Fitness to Practise (FtP) procedure.

Failure to immediately disclose any information will result in a reconsideration of a student's suitability to practise and will be reviewed through the FtP procedure.

During the visit both the students and programme team confirmed that students are informed that they must declare immediately any police charges, cautions and convictions and the students also stated that they are required to make an annual declaration in writing to UoL. Students who fail to make a declaration in a timely manner are referred to the FtP committee.

<p>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.</p>	<p>Met</p>
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UoL submitted a job description, Curriculum Vitae (CV) and statement of entry, confirming the name and registration for the registered nurse responsible for directing the education programmes. The visitor team met with the nurse responsible for directing the programmes and confirmed that this position verifies the students' hours, completion of course requirements, and ensures that students have met all the requisite criteria. Therefore, the registered nurse responsible is able to provide supporting declarations of health and character for the students who have completed a pre-registration nursing programme before recommending them to the NMC to register.

<p>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.</p>	<p>Met</p>
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The visitor team reviewed programme specifications and UoL recognition of prior learning (RPL) policy. The evidence confirms that UoL has an established and current process for RPL, aligned to university regulations and approved by academic senate. The process enables applicants to claim RPL, which is assessed and mapped against programme learning outcomes and the Standards of proficiency for registered nurses (SoPRN) (NMC 2018, updated 2024) and programme outcomes, allowing applicants to RPL up to a maximum of 50% of the programme.

The RPL application must follow the procedure set out in the UoL policy and procedures for the accreditation of prior learning.

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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Applicants to the MSci Nursing with leadership programmes who are annotated as a registered nurse on the NMC register can apply for RPL for up to a total of 75% of the programme. RPL will be considered based on completion of all intended learning outcomes for any year of study in the programmes and not on a module by module or individual credit award basis.

Documentary evidence, including an approved derogation from university policy, provides assurance that NMC registered nurses may have RPL for more than 50% of the programme. RPL is mapped to the programme outcomes and SoPRN. All RPL claims are considered by the programme's external examiner and are ratified through the assessment board process.

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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The visitor team reviewed the programme specifications which clearly details the range of support available to students and is effectively signposted within module and programme specifications which detail the numeracy assessments that take place each year of the programme.

The ePAD links to proficiency requirements for numeracy, literacy, and digital and technological literacy for students to meet programme outcomes.

During the visit, triangulation with the programme team and students confirmed support for students' numeracy skills is provided by the university's academic skills support unit.

UoL has recognised that some students may not have access to digital technology and therefore offers students the use of an iPad for the duration of their studies.

The visitors conclude that the AEI has met Standard 1: Selection, admission, and progression.

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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The visitor team reviewed programme specifications relating to the learning and teaching strategy and programme delivery, including module specifications and staff CVs confirming current NMC registration. The evidence demonstrates that the programmes are designed and delivered in line with the SFNME, with appropriately qualified and registered staff leading modules and contributing to the delivery of the curriculum.

During the online event, PLPs, students and the programme team confirmed that UoL has quality monitoring processes, and the quality of the provision is regularly monitored through the enhancement meetings. The students confirmed that feedback is acknowledged and acted upon.

Discussion with the PSCs did not generate full assurance that they are fully involved in all the interviews or recruitment processes. Further questioning of the PSCs and the programme team confirmed that PSCs generate interview questions and scenarios used for interviews. However, the visitor team noted that students mentioned there were different interview experiences for applicants entering through clearing. Therefore, the visitor team established **recommendation (R1)** that UoL adopts a consistent approach to the involvement of PSCs and relevant stakeholder groups in student recruitment and selection and that PSC training in this area is enhanced.

2.2 comply with the NMC Standards for student supervision and assessment.	Met
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Students are supported and supervised by registrants who have been prepared as practice supervisors (PSs) and practice assessors (PAs), with oversight from UoL academic assessors (AAs). There are agreements with PLPs in place that highlight the expectations of PLPs regarding support for students while in practice learning.

At the visit, students and PLPs confirmed how students are supported, supervised, and assessed in practice in compliance with the SSSA. PLPs confirmed how they are provided with information to support the use of the ePAD, they have access to a helpline, and students reported minor issues which were dealt with quickly and efficiently. Further, triangulation with PLPs and students confirmed that students are supported and supervised by registrants who have been prepared in their roles as PSs or PAs, with oversight from AAs. One student reported that they were working in an area with non-registered staff; however, UoL ensures that there is practise supervision oversight.

Students' proficiencies are assessed and confirmed in partnership with the PA and are recorded within the ePAD and the ongoing record of achievement (ORA) which evidences their practice learning. AAs from UoL then review the ePAD and ORA and make recommendations to the board of examiners.

The ongoing compliance with the SSSA is monitored and assured through established quality governance processes.

<p>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.</p>	<p>Met</p>
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The programme specifications provide evidence that the programme outcomes for each programme have been developed through an adaptation of the platforms within the SoPRN as evidenced within the module guides and assessment mapping documentation.

Module specifications provide straightforward evidence of mapping content to the SoPRN and an assessment map detailing the varied assessments used throughout the programme.

During the visit, the programme team confirmed that all four fields of practice are integrated both in the practice and theory elements of the programme. Exposure to the field of learning disability nursing content is embedded within the modules. The programme team provided assurance that learning disability scenarios and specific learning disability content is included in all field programmes and there are plans to run a student conference focusing on the needs of learning disability patients.

<p>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.</p>	<p>Met</p>
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The visitor team reviewed module guides and programme outcomes which demonstrate that the programme is designed and delivered to support students in achieving a breadth of experience and exposure to all four fields of nursing practice, offering theoretical content and varied practice learning experiences across the life course.

<p>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.</p>	<p>Met</p>
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The visitor team reviewed the programme specifications which demonstrate evidence that each route within the pre-registration nursing programmes will permit entry into one or more fields of nursing practice: adult, children, or mental health nursing.

For the MSci Nursing with leadership dual field award programmes, students must undertake 480 credits comprising a total of 6,133 hours of learning over at least four years. Students must complete a minimum of 3,067 practice learning hours (50%) and 3,066 theory hours (50%). Students on the single field award programme will complete a minimum of 2,300 theory hours and 2,325 practice learning hours.

The programme team confirmed that the design of the programme will ensure that there is exposure across the four fields of nursing practice at various points within each programme. There is a mix of generic and field-specific modules across the programmes.

The programme team confirmed the pathways available to students, and this was triangulated with students who are on the course and final year students who will register in two fields of nursing.

<p>2.6 set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.</p>	<p>Met</p>
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The visitor team reviewed programme specifications relating to curriculum content, including module specifications, mapping documents, and ePAD. The programme team has mapped the module contents against the SoPRN.

The evidence demonstrates that the content required to meet programme outcomes for each field of nursing practice, namely adult, children and mental health, has been clearly mapped. Each module descriptor outlines the relevant generic and field-specific content in relation to the relevant fields of nursing practice and provides clear aims and outcomes which detail what students need to achieve to meet the programme learning outcomes.

Discussions with the programme team highlighted its understanding of the content required to meet this standard.

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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The visitor team confirmed that the content required to meet programme outcomes for each field of nursing practice - namely adult, children's and mental health - has been clearly documented in the programme specifications. Module specifications provide clear aims and outcomes, and details what students need to achieve to meet the programme learning outcomes, mapped to the NMC Standards.

In discussions at the visit with the programme team, PLPs and PSCs demonstrated a collaborative approach to developing curriculum content.

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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Each module descriptor has clear aims and learning outcomes which outline the relevant generic and field-specific content in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation. The module descriptors provide details of indicative content, confirming coverage of professional values, communication, bioscience, legal and ethical frameworks, medicines optimisation, evidenced based practice and leadership. The module descriptors map to the SoPRN in both theory and practice.

Module descriptors and the student nurse orientation template identify where first aid and mental health first aid is delivered in the curriculum. This provided assurance that this essential content has been considered in the core modules.

The visitor team concluded that the generic, field-specific content and professional content required is evidenced in the module specifications. The programme outcomes are identified in the programme specifications, and module learning outcomes have been carefully mapped to these. Discussion with the programme team highlighted understanding of the content required to meet this standard.

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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The visitor team reviewed programme documentation relating to curriculum structure, learning, and teaching strategies, assessment, and programme hours, including module specifications. The evidence confirms that the curriculum provides an equal balance of

50% theory and 50% practice learning across the programmes, in line with NMC requirements.

The programme specifications outlined a wide range of learning and teaching strategies, including blended learning, seminars, flipped classroom, self-directed learning, case-based learning, peer learning group work, digital and simulation-enhanced learning, and structured clinical skill development embedded across shared and field-specific modules. The assessments identified are varied in nature; for example, case study, a variety of exams, OSCEs, or poster presentations.

The visitor team triangulated this evidence through discussion with the programme team who confirmed that the curriculum provides a balance of 50% theory and 50% practice. Individual student practice learning hours are calculated annually to ensure students will be on track to achieve the required number of practice learning hours for their programme.

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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The module descriptors demonstrate the approach to simulation opportunities and use of technology enhanced learning (TEL) for nursing programmes. Students use an ePAD to record their achievement of the SoPRN in practice learning. Digital submissions for assessments provide further evidence that technology has been appropriately included in the programmes.

The visitor team concluded that technology and simulation opportunities are used to support learning, teaching, and assessment effectively and proportionally. UoL has embedded the use of technology across the curriculum and provides many opportunities for students to engage with various technologies and online learning platforms to support skill development, learning and assessment. Opportunities for simulated learning are also embedded with a view to skill development in readiness for practice learning.

2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	N/A
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These programmes are not delivered in Wales.

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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The visitor team reviewed the programme and module descriptors and programme mapping and confirmed that the programme is a minimum of three academic years and 4,600 hours of learning. The structure provides an equitable balance of 2,300 theory hours and 2,300 practice learning hours, delivered through an integrated approach encompassing academic study, simulation-based learning, and practice learning experiences. In addition, dedicated retrieval time is embedded within the programme design to ensure students have sufficient opportunity to achieve the required learning hours and outcomes.

Dual-field students will complete 3,067 practice learning hours, whilst single-field students will complete 2,325 practice learning hours. All practice learning is recorded in the ePAD.

Practice learning hours are distributed across the four years of the programmes providing 50% of the total hours.

The record of hours in practice is maintained in the ePAD, and this is monitored by the PA, AA, and the UoL practice learning team.

The programme leader confirms the theory and practice hours at the Board of Examiners meeting.

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.	Met
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The visitor team reviewed the programme and module descriptors providing an overview of the design and delivery of the programmes. The programme specifications and planner demonstrate that the programmes are of suitable duration to achieve nursing proficiencies in both the single field and dual fields of registration.

For the dual field award programmes students must undertake 480 credits comprising 6,133 hours of learning and must complete 3,067 practice learning hours over at least four years. By programme completion, all theory (50%) and practice learning hours (50%) must be fully achieved.

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 for 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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The UoL practice learning team oversees the allocation of practice learning to ensure students have the learning opportunities required across the lifespan and across all fields of practice. Practice learning is allocated eight weeks prior to the commencement date.

Programme specifications identify the learning outcomes for each practice learning experience.

The visitor team confirmed during the visit that UoL has robust systems in place to oversee the allocation of practice learning to ensure all students have practice learning opportunities to meet the SoPRN so they can deliver safe and effective care to a diverse range of people across different fields of 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.	Met
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The practice learning handbook and programme specifications confirm that students can access a range of practice learning experiences enabling students to meet the holistic needs of people of all ages.

During the visit students confirmed that they are exposed to practice learning that enables them to care for the needs of people across the lifespan. Students also have opportunities to work with people across all four fields of nursing.

The visitor team confirmed from discussion with the programme team that all students are allocated practice learning by a dedicated team with oversight from the programme leader to ensure that they are all exposed to a variety of practice learning opportunities to meet the holistic needs of people across the lifespan.

The ePAD allow students to evidence how they have met the holistic care needs of people of all ages, including supporting families and carers.

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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The visitor team reviewed the practice learning handbook which confirms that students can develop their communication and relationship management skills, as well as the opportunity to practise essential nursing procedures during practice learning.

Students undertaking a dual field award are provided each year with the opportunity to gain knowledge and skills in both chosen fields of nursing. Students undertaking a single field can achieve these skills, whilst undertaking practice learning in their single chosen field of nursing.

Students are supported by the practice learning teams as well as the PSs and PAs to gain such skills whilst in practice learning environments and students record these experiences in the ePAD.

During the online visit, meetings with the programme team and PLPs identified that practice learning opportunities allow students to develop, expand and meet the communication and relationship management skills and nursing procedures required to meet the standards and are well considered and recorded in the ePAD.

The students' ORA also summarises the students' achievements and provides a comprehensive record of student development and overall performance.

If students are unable to achieve the required proficiencies or skills for communication and relationship management, UoL offers the students the opportunity to gain these through simulated practice learning opportunities on campus.

The students confirmed that their proficiencies are assessed and signed off in the ePAD. PLPs are well supported by UoL to make effective use of the ePAD to record practice learning outcomes.

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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The MSci Nursing with leadership adult nursing students complete 2,325 practice learning hours and for the MSci Nursing with leadership dual field award programmes, students must complete a minimum of 3,067 practice learning hours (50%).

The students' hours are recorded in the ePAD, and these are reviewed by the PS, PA and AA and, once confirmed, are presented to the board of examiners, and subject to both internal moderation and external examiner review.

During discussions with the programme team and student group, at the visit, it became clear there was confusion in relation to the utilisation of Simulated Practice Learning (SPL) and how these hours meet with SSSA requirements. This is a concern and is reflected in **condition (C1)** in Standard 4.2.

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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UoL provides guidance on situations where reasonable adjustments should be made for students with disabilities or long-term conditions that may affect their practice learning. The personal tutor, practice learning lead and accessibility lead work collaboratively to support individual student needs.

The UoL attendance policy clearly delineates the responsibilities of students and the mechanisms for monitoring practice hours, supported by systems for recording and tracking hours, which are overseen by the AA during each stage of the students' learning. Any missed practice learning hours are discussed and scheduled with the programme lead. Failure to complete all the required hours will be reviewed in accordance with UoL engagement procedures.

Mechanisms are in place for students to identify their practice learning preferences and any restrictive factors. Dedicated support is available to students, and during the visit

students were able to provide examples of how this is accessed and its effectiveness. The programme team shared information on how it considers the students' personal circumstances when allocating practice learning and in relation to assessment practices.

3.6 ensure students experience the range of hours expected of registered nurses.	Met
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The programme handbook provides guidance to students and staff that students are to experience the full range of practice learning hours expected of registered nurses. This information is communicated and reinforced to students during induction week. The practice learning handbook also highlights the importance of experiencing and delivering care seven days a week and over a 24-hour period.

The hours and shift patterns worked are documented in the student off-duty records and recorded on timesheets to ensure accurate monitoring of practice. They are also recorded on the ePAD.

Practice learning teams are involved in student induction to practice learning, and PSs and PAs oversee the work of students when in the practice learning settings.

During the online event, UoL provided assurance that students are offered practice learning opportunities that ensure they experience the range of hours expected. Students confirmed this arrangement, (24 hours a day over seven days) with awareness that any agreed reasonable adjustments may be made to accommodate the well-being needs of a student with specific needs.

3.7 ensure that students are supernumerary.	Met
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The clinical practice handbook clearly states that students must be supernumerary for the duration of their practice learning. The practice learning handbook for PLPs also outlines the supernumerary requirement regarding students while on practice learning.

The UoL practice learning team preparation for practice sessions reinforces the requirement that students must be supernumerary.

Evaluations of practice learning offer an opportunity for students to raise concerns. Any issues relating to students' supernumerary status are monitored through the Placement Enhancement and Capacity in Health (PEACH) committee, with membership from PLPs and the UoL programme team, which has an overview of student feedback from practice learning.

Students, PLPs and the programme team all confirmed during the visit that students are supernumerary whilst in practice. If students feel that this is not the case, they have opportunity to raise it with the PLPs' practice education teams who provide drop-in sessions for students. PLPs also emphasise the supernumerary role in their newsletter to staff supporting students and clinical managers.

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

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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A joint programme and PLP committee continuously monitors UoL's compliance with SFNME, and this is evidenced by the standing quality assurance items on the agendas.

The visitor team reviewed the programme specifications, practice learning guidelines and programme and practice learning handbooks, which set out UoL's arrangements for academic support, supervision, learning and assessment across the three fields of nursing practice. During the visit, governance arrangements for oversight of the quality of practice learning environments were clearly described by programme staff and PLPs.

Students confirmed during the visit that the programme team is responsive to the feedback they provide and that formal mechanisms such as committees, module evaluations, and practice evaluations enable them to contribute meaningfully to programme enhancement. Representatives from PLPs and EPs confirmed they are kept informed of outcomes from student evaluations of their practice learning experiences.

Students are supervised in practice, and this is evidenced from their ePAD and from their feedback and evaluations of clinical practice areas.

4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	Met Subject to condition
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The visitor team reviewed the practice learning handbook which demonstrates that UoL and PLPs have various committees to oversee and monitor that students have the appropriate support and are allocated supervision and assessment and that they are assessed via their ePAD. The practice learning handbook sets out the expectations for learning, support and supervision in practice and requires that all students are appropriately supervised.

All students are assigned to a different nominated AA for each part of the education programme. The ePAD highlights the key areas students are expected to meet whilst in practice learning. The evidence submitted in the ePAD also highlights the preparation that clinical staff and academics must undergo to fulfil their roles.

Discussions with students identified that there are six weeks of SPL (240 hours). The visitor team was informed by the students that assessment of skills (medication management) occurs during this practice learning. When asked, the programme team confirmed that there are no simulated practice learning hours approved in the programme, as it believes that the practice learning environment is where practice learning should be achieved.

On further exploration with the programme team, it was identified that SPL has been considered as practice learning hours for two years. It became clearer from further discussion with the programme team that there is a lack of understanding about the requirements for SPL. This is a concern for the visitor team regarding compliance with

SSSA and is reflected in **condition (C1)** that UoL must ensure that all practice learning experiences both in practice learning environments and simulated practice learning are quality assured with ongoing evaluation and that student support, supervision and assessment in all practice learning experiences align with the SSSA.

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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There is a named registered nurse responsible for directing the programme in line with the requirements of this standard. The documentation provided demonstrated suitable senior leadership experience, currency of professional registration and clear accountability for academic oversight of the nursing programme.

4.4 provide students with constructive feedback throughout the programme to support their development.	Met
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UoL has a clear approach for providing feedback to students. The return of marked work policy sets out clear expectations for timely, developmental feedback and feed forward mechanisms. Module descriptors and programme specifications describe structured opportunities for formative and summative feedback, and the programme handbook provides further guidance to students on how feedback supports their academic progress. The ePAD provides incremental feedback to students as they develop their proficiency in the practice learning environments from the PSs, PAs and AAs. Opportunity for feedback from PSCs and the multidisciplinary teams is further evidenced in the ePAD.

During the online event, students confirmed that they receive timely, consistent, and constructive feedback in both academic and practice learning settings. The programme team and representatives of PLPs corroborated this, describing routine feedback processes, actions taken forward, and clear communication channels with all stakeholders.

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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The visitor team reviewed UoL module descriptors and programme mapping documentation, which, together with discussions held during the visit, provided clear assurance that students are supported throughout the programme to achieve the SoPRN and the programme outcomes across all fields of nursing practice: adult, mental health, and children's nursing.

During the visit, students and PLPs confirmed how the ePAD is utilised to assess students against the proficiency and clinical skills outlined in the SoPRN. Students have sufficient opportunity to achieve the proficiencies required in either their single or dual fields of nursing practice. UoL collaborates with other universities to ensure synergies with the ePADs to better support the PLPs.

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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Programme and module specifications demonstrate a progressive structure for developing numeracy proficiency through a medication digital platform, with assessments embedded for each part in the practice modules. In addition, opportunities to develop numeracy skills are threaded throughout the programme and in practice learning. The final assessment requires students to demonstrate full accuracy, with a pass mark of 100%.

The ePAD and ORA provide a definitive record of where the proficiency is recorded for medicines management.

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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Module descriptors, programme specifications and the ePAD identify how students are expected to develop and demonstrate communication, relationship management and nursing procedure skills.

Explicit field-specific content for adult, mental health and children's nursing is contained within module descriptors applicable to each field of practice.

During the online visit, the programme team and students confirmed that nursing procedures, communication skills, proficiencies and relationship skills are recorded on their ePAD and confirmed by the PA and AA.

4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse.	Met
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The programme specifications, assessment matrix and handbooks provided set out the process of assessment in theory and in practice learning to confirm achievement of the required proficiencies for registration as a registered nurse.

The ePAD provided evidence of progressive assessment requirements across each part of the programme, including structured feedback, escalation processes, and mechanisms for confirming proficiency at appropriate points in the student journey.

The programme specifications show the alignment with module learning outcomes, the assessment of practice requirements, and the SoPRN demonstrating a whole programme approach.

Triangulation during the visit involving PLPs, students and the programme team confirmed that students are prepared both academically and clinically for the register and that their proficiencies are recorded for each part of the programme on their ePAD.

4.9 ensure that there is equal weighting in the assessment of theory and practice.	Met
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This major modification has addressed the equal weighting of assessment for practice learning. Prior to this modification, students would achieve a pass/fail for their practice learning modules; however, this change will enable them to have practice learning assessment recognised and on par with theory assessments.

UoL has clearly set out its assessment strategy in the programme handbook, and module descriptors clearly highlight how the theoretical assessments contribute to the overall programme and this is further supported in the programme specifications.

Under an approved dispensation from UoL regulations, there is no compensation permitted for progression for the intended award.

Discussions with students, PLPs and the programme team confirmed that assessment processes operate as described, and that the ePAD functions as an effective repository for monitoring progress and confirming proficiency. Students were able to articulate how they receive helpful feedback and how they are prepared for transition to registration. PLPs described clear and consistent processes for assessment in practice, including familiarity with the ePAD and established support from the programme team.

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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It is evident that the ePAD is used to ensure that all proficiencies are recorded in an ORA. The ORA tracks student progression through all parts of the programme. Once a student has completed all requirements, they are presented at the board of examiners which confirms the achievement of the standards of proficiency for registered nurses.

It was confirmed during the visit that the ePAD and ORA are utilised to record all the proficiencies identified within the SoPRN.

The visitors conclude that the AEI needs to meet condition C1 in order to provide assurance that Standard 4: Supervision and assessment has been met.

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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The documentation reviewed shows that the pre-registration programmes under consideration for this modification undertake an integrated master's course over four years whether undertaking a single or dual field award.

Students must successfully complete all four years of study and practice requirements.

Students and the programme team confirmed that students who complete these programmes are awarded a master's degree, therefore students have met the minimum standard of having a bachelor's degree. Only students who complete an integrated master's degree or master's in science are put forward to the register.

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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The programme specifications clearly inform students that they have five years from the date of completion to register their award with the NMC. The specifications also identify that if graduates do not register within this timeframe, they will be required to undertake additional education, training, or experience in accordance with NMC requirements.

During the online visit, the final year students confirmed that they had received information from UoL on how to register with the NMC, and how they are supported in their fourth year to understand the process and the requirements. Students also received a lecture about preceptorship and are informed on how long they had to record their qualification with the NMC. While they could not say specifically that it was five years, it was evident that the students had been informed where they could find out this information.

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

Conditions and recommendations

Conditions

Following the quality assurance process, the visitors have identified a condition.

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

The agreed deadline for the completion of this condition, to align with the intended delivery date, is 30 April 2026.

Conditions				
No.	Condition details	Specific standard(s) not met	NMC	AEI
C1	<p>UoL must ensure that all practice learning experiences are clearly identified in all documentation and a clear identification of practice learning experiences in the practice learning environment and simulated practice learning.</p> <p>UoL must ensure that all practice learning experiences both in practice learning environments and simulated practice learning are quality assured with ongoing evaluation and that student support, supervision and assessment in all practice learning experiences aligns with the NMC SSSA (NMC 2018, updated 2023).</p>	PRN Standard 4.2	<input checked="" type="checkbox"/>	
<p>Response to condition:</p> <p>The response to condition (C1) was received on 29 April 2026.</p> <p>On reviewing the evidence submitted it is noted that UoL has clearly indicated in their documents where SPL will take place throughout the programme. All SPL is clearly identified in programme documentation and distinguished from practice learning in external environments. These experiences are quality assured and subject to ongoing evaluation.</p> <p>Having reviewed the AEI's response, the visitor team now considers that for this condition, the requirements of the condition have been met and therefore Standard 4.2 is now met.</p>				

Recommendations for enhancement

Recommendations				
No.	Recommendation details	Specific standard(s)	NMC	AEI
R1	UoL adopts a consistent approach to the involvement of PSCs and relevant stakeholder groups in student recruitment and selection and that PSC training in this area is enhanced.	PRN 2.1 (aligned to SFNME 1.12)	NMC only	

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 for future monitoring have been 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 as 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)	<input checked="" type="checkbox"/>	
Programme proposal overview document, including rationale and co-production	<input checked="" type="checkbox"/>	
Curricula vitae (CVs) for relevant staff to confirm NMC registration where required and to demonstrate adequate resources for safe and effective programme delivery	<input checked="" type="checkbox"/>	
Agreements with PLPs and EPs that they will support the programme and support supernumerary status for students in accordance with requirements of programme standards		<input checked="" type="checkbox"/>
Evidence of PSC involvement in programme design, delivery and evaluation	<input checked="" type="checkbox"/>	
External examiner appointments and arrangements		
Programme specification(s)	<input checked="" type="checkbox"/>	
Programme planner (indicating where theory and practice hours are achieved)	<input checked="" type="checkbox"/>	
Programme handbook(s)	<input checked="" type="checkbox"/>	
Module descriptors	<input checked="" type="checkbox"/>	
Mapping of programme learning outcomes against module learning outcomes	<input checked="" type="checkbox"/>	
Mapping against Part 3: Standards for pre-registration nursing programmes	<input checked="" type="checkbox"/>	
Mapping of programme outcomes against NMC Standards of proficiency	<input checked="" type="checkbox"/>	
Student-facing supporting documentation/VLE site		<input checked="" type="checkbox"/>
Practice learning environment information for students	<input checked="" type="checkbox"/>	
Practice learning allocation information	<input checked="" type="checkbox"/>	
Practice assessment documentation (PAD)	<input checked="" type="checkbox"/>	
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	
Practice learning handbook/information for practice supervisors and practice assessors specific to the programme	<input checked="" type="checkbox"/>	
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	
If you stated No, above, please provide the reason and mitigation:		
Agreements with PLPs that they will support the programme and support supernumerary status for students in accordance with requirements of programme PLPs were being approved.		
List additional evidence that was reviewed:		
Placement planning spreadsheet Minutes from LLR Healthcare Capacity Quality and Learning Experience Group Meeting You said We Did Feedback Optimising student experience Student nurse orientation		

Promotional NSS slides for students in final year Example of preparation for mental health OSCEs
Additional comments: N/A

During the event, the visitors engaged with the following:

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

FINAL REPORT			
	Name	Position	Date
Authors	Dr Anthony McGrath Mrs Elizabeth Gormerly-Fleming	Registrant Visitors	07/04/2026
	Dr Rong Huang	Lay Visitor	
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