



# **Nursing and Midwifery Council Quality Assurance Review**

## **Major Modification Report for:**

**Pre-registration nurse qualification leading to:**

**Pre-registration nursing – Adult**

**University of Exeter**

**November 2025**

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## Key institutional and programme details

<b>Name and location of Approved Education Institution (AEI)</b>	University of Exeter Northcote House The Queen's Drive Exeter EX4 4QJ				
<b>AEI/EI Institution Identifier [UKPRN]</b>	10007792				
<b>Name and location of new programme delivery partner(s) if not the AEI/EI noted above</b>	Not applicable				
<b>Name of new employer partners for apprenticeships</b>	Devon Partnership NHS Trust  Royal Devon University Healthcare NHS Trust				
<b>Approval type</b>	Major modification				
<b>Name of programme</b>					
<b>NMC programme title</b>	<b>AEI/EI programme title(s) (in full)</b>	<b>Academic level(s)</b>	<b>Apprenticeship</b>	<b>Full-time</b>	<b>Part-time</b>
<b>Pre-registration nursing - Adult</b>	BSc (Hons) (Adult Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Adult</b>	BSc(Hons) Adult Nursing (Integrated Degree Apprenticeship)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Interim awards available</b>					
There are no interim awards for this qualification that lead to NMC registration					
<b>Proposed programme start date</b>	20 April 2026				
<b>Standard(s) under assessment</b>	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes  Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.				
<b>Date of visit</b>	27 November 2025				
<b>Visitor team</b>	Registrant Visitors: Mr Kevin Crimmons Mrs Alison James  Lay Visitor: Professor Alan Howard				

## Executive summary

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

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

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

For programme approvals, all standards within Part 3: Standards for pre-registration nursing are reported upon. For major modifications, only those Part 3 standards impacted by the modification are reported upon. The visitor team confirms with the AEI/EI which Part 3 standards are in scope for a major modification.

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) will be referred to as required.

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

The conjoint visit with the University of Exeter's approval panel took place on 27 November 2025.

### Context for the review

The University of Exeter (UoE) seeks approval for a modification to its pre-registration nursing provision through the introduction of a Registered Nurse Degree Apprenticeship (RNDA). This proposal does not involve modification to any existing programmes, rather it seeks to expand the current portfolio by adding a new apprenticeship pathway. The RNDA will provide an employment-based route, thereby enhancing accessibility and supporting workforce development in partnership with its employer partners (EPs).

The proposed apprenticeship will utilise many of the existing modules within UoE's current pre-registration nursing programmes, ensuring consistency in academic standards and learning outcomes. The development of this apprenticeship pathway has been underpinned by engagement and collaboration with UoE's established practice learning partners (PLPs), ensuring that the design aligns with local workforce needs, and the expectations of both PLPs and students.

UoE has engaged in consultation with a broad range of stakeholders to ensure that the apprenticeship route is responsive, inclusive, and sustainable. This engagement has included people who use services and carers (PSCs), students from existing nursing

programmes, PLPs, and EPs. Their insights have been helpful in shaping programme content, delivery, and assessment, ensuring that the RNDA reflects the realities of contemporary nursing practice.

During the visit, the visitor team met with a range of senior staff and practice assessors (PAs) and practice supervisors (PSs) from PLPs and EPs, students from existing nursing programmes and PSC representatives.

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

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

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

## Conditions and recommendations

The **provisional judgement** of the visitor team following the visit and prior to the consideration of UoE's response to any conditions was as follows:

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

### Conditions

Conditions				
No.	Condition details	Specific standard(s) not met	NMC only/ Joint	AEI/EI only
C1	Revise the tripartite agreement and associated training plan to explicitly articulate and confirm the expectations of both EPs and students regarding the breadth and range of placement learning experiences. In addition, develop a bespoke standard operating procedure (SOP) for placement learning experiences, specifically for the RNDA to ensure clarity and consistency.	3.2	NMC	
Date for all conditions to be met to meet intended delivery date		19 December 2025		

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

### Recommendations for enhancement

Recommendations				
No.	Recommendation details	Specific standard(s)	NMC only/ Joint	AEI/EI only
	None			

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

### Statements of good practice

Statements of good practice relating to the NMC standards				
No.	Good practice details	Specific standard(s)	NMC only/ joint	
GP1	The PSC group demonstrates strong representation and consistently high levels of engagement, reflecting a commendable commitment to effective participation and collaborative practice.	2.1	NMC	

## Response to conditions

### Response to NMC and Joint NMC/AEI/EI conditions

Response to conditions		
No.	Condition details	Findings
C1	Revise the tripartite agreement and associated training plan to explicitly articulate and confirm the expectations of both EPs and students regarding the breadth and range of placement learning experiences. In addition, develop a bespoke SOP for placement learning experiences, specifically for the RNDA to ensure clarity and consistency.	<p>The visitor team reviewed the RNDA training plan and workplace learning SOP. This documentation clearly articulates the expectations for students and EPs regarding the breadth and range of placement learning experiences, to meet the holistic needs of people of all ages, within the programme and sets out the mechanisms through which these experiences are monitored and reviewed.</p> <p>The visitor team therefore considers that for Condition C1, UoE has fully addressed the requirements of the condition and Standard 3.2 is met.</p>

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

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

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

## Explanation of findings for Part 3

### 1: Selection, admission and progression

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

	programme outcomes that may be more than 50% of the programme.				
1.7	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Recognition of prior learning metrics

The programme permits recognition of prior learning (RPL) for up to 50% of the programme, equivalent to a maximum of 180 credits. UoE's RPL processes include the provision for registered nurses to RPL more than 50% of a nursing programme.

## Findings

1. The visitor team considered a range of evidence for this standard including the programme approval form, programme specifications and programme handbooks. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, and representatives from PLPs and EPs.
2. In considering Standard 1.1, the visitor team reviewed the programme documentation and confirmed that UoE has established clear, comprehensive, and transparent entry requirements and procedures that ensure all applicants are suitable for their intended field of practice. All applicants are required to complete an initial needs analysis, which serves as a diagnostic assessment of their baseline knowledge, skills, and behaviours. This process identifies any learning support requirements and confirms applicants' readiness for the degree apprenticeship pathway, including evidence of competence in literacy, numeracy, and digital literacy. Applicants must also submit a personal statement demonstrating motivation, self-reflection, and alignment with the principles outlined in the NMC Code (NMC, 2018). This forms an integral component of the value-based selection process, ensuring that applicants' professional values align with those expected of registered practitioners. In addition, employers are required to provide an employer supporting statement that verifies the applicant's current role, relevant transferable skills, and the organisational support available to facilitate successful completion of the programme. This triangulated approach between the employer, UoE and the applicant confirms suitability for the programme and evidences a strong partnership commitment. Overall, the evidence reviewed demonstrates that UoE operates a coherent, robust, and transparent admissions process that effectively assesses academic achievement, professional values, and support arrangements.
3. In considering Standard 1.2, the visitor team reviewed a range of evidence and confirmed that UoE has robust and effective arrangements in place to ensure the verification and ongoing monitoring of apprentices' health and character. Pre-admission requirements are clearly defined within the employer agreement, which stipulates that employers must confirm that each apprentice has successfully completed appropriate occupational health clearance and an enhanced Disclosure and Barring Service (DBS) check prior to enrolment. The student charter and the requirement for an annual good health and character declaration provide a formal mechanism through which apprentices affirm their continued fitness to practise at the commencement of each academic year. Apprentices are further required to notify UoE of any emerging health or character issues that may impact their ability to meet professional standards. Throughout the duration of the programme, health or

character concerns may be raised by any stakeholder and are managed through the fitness to practise regulations and process.

4. In considering Standard 1.3, the visitor team reviewed the programme handbook, student charter and admissions documentation and confirmed that UoE provides clear guidance to students on their duty to declare any cautions, convictions, or adverse regulatory findings both on entry and throughout the programme. The employer declaration of apprentice eligibility provides assurance that applicants meet the necessary requirements for professional practice prior to enrolment and confirms the employer's responsibility to notify UoE of any subsequent developments that may affect a student's suitability for practice. The student's duty of disclosure is reinforced during the programme induction and the fitness to practise teaching session delivered by the UoE head of nursing.
5. In considering Standard 1.4, the visitor team reviewed the practice assessment document (PAD) and ongoing achievement record (OAR) and confirmed that UoE has a clearly defined and compliant process for the final declaration of students' good health and good character in support of registration with the NMC. The UoE NMC registration SOP sets out a sequential process in which the programme team verifies completion of theory and practice hours, all proficiencies, and the final good health and good character declaration. The UoE designated official correspondent holds responsibility for submitting supporting declarations, confirming that the student has met all standards and that no outstanding fitness-to-practise issues remain. The SOP confirms that declarations are informed by evidence in the PAD and the OAR, incorporating recommendations from PAs, PSs, and Academic Assessors (AAs).
6. In considering Standard 1.5, the visitor team reviewed the programme handbook, RPL documentation and programme mapping and confirmed that UoE has clear and well-governed procedures for RPL. The RPL process flowchart illustrates clear stages for application, review, and approval, incorporating checks by admissions tutors, faculty APL coordinators, and associate Pro-Vice Chancellors. Responsibility for the academic assessment of individual RPL applications rests with the admissions tutor and the programme director, who evaluate applications against the UoE criteria and Standards of proficiency for registered nurses (SoPRN) (NMC, 2018). This ensures that decisions regarding the point of entry and the volume of credit awarded are consistent, transparent, and aligned with regulatory requirements. RPL credit may be awarded up to a maximum of 50% of the programme, equivalent to 180 credits. For the degree apprenticeship route, additional layers of oversight are evident. Applications are initiated through the employer-facing team, recorded on the admissions tracker, and reviewed by both the degree apprenticeship team and programme director. All decisions relating to RPL are subject to review and approval by the External Examiner. This procedure is conducted in accordance with the processes detailed in the special provisions for healthcare programmes section of the UoE teaching quality assurance manual.
7. With regard to Standard 1.6, the visitor team noted that the arrangements for this standard have not changed because of the modification, therefore this standard was not considered.
8. In considering Standard 1.7, the visitor team reviewed the PAD and module descriptors and confirmed that UoE demonstrates a structured, coherent approach to developing apprentices' numeracy, literacy, and digital literacy throughout the programme. These skills are integrated across both academic and practice components of the programme, with progressive expectations mapped through the curriculum and assessed in both theory and practice settings. Students are

introduced to academic and digital skills at induction and can access ongoing tailored support via UoE's academic skills and student engagement team.

9. Based on the information made available, the visitor team considers that UoE has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

## 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	State routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Ensure that field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12	Ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.14	Ensure programmes leading to nursing registration and registration in another profession are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Curriculum requirements

The programme is structured over three academic years, with each year comprising 120 credits. Learning is delivered through a balanced combination of 15 and 30-credit theory modules, alongside 30 and 60-credit practice modules. In total, the programme encompasses 4,666 hours of learning, of which 2,341 hours are dedicated to theoretical study and 2,325 hours are allocated to practice-based learning.

## Findings

10. The visitor team considered a range of evidence for this standard including the programme specifications, programme handbooks and programme mapping documents. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, and representatives from PLPs and EPs.
11. In considering Standard 2.1, the visitor team reviewed a comprehensive range of documentation demonstrating that stakeholder consultation was integral to the programme's development. Evidence from the UoE stakeholder records confirms active engagement with current students, PLPs, and representatives from PSCs. The documentation further demonstrates that students are assessed across both theoretical and practice components, with programme proficiencies and outcomes comprehensively mapped throughout the curriculum as outlined within the mapping documents. Students are provided with clear, timely information and are appropriately directed to relevant support services within both UoE and practice learning experiences (PLEs). During the visit, the visitor team discussed and confirmed the involvement of all stakeholder groups in the development of the apprenticeship programme. The visitor team also identified an example of **good practice (GP1)** relating to the strength of representation and the high level of engagement demonstrated by the PSC group.
12. With regard to Standard 2.2, the visitor team noted that the arrangements for this standard have not changed because of the modification, therefore this standard was not considered.
13. In considering Standard 2.3, the visitor team reviewed the programme specification and module descriptors and confirmed that the modules within the proposed modified programme demonstrate shared learning outcomes that ensure equity in teaching, learning and assessment. The programme provides students with opportunities to develop a range of nursing skills applicable across the lifespan, with modules designed to address the needs of people from all four fields of nursing. UoE has undertaken robust mapping of the required proficiencies and programme outcomes across the curriculum, as evidenced in the programme documentation.
14. In considering Standard 2.4, the visitor team reviewed the programme specification and associated module descriptors. The documentation clearly evidences an across the lifespan approach and confirms that learners are provided with appropriate exposure to all four fields of nursing practice. The visitor team also identified demonstrable cross-field expertise within the programme delivery team. In addition, the PAD provides evidence that learners have opportunities for experience in other fields of nursing during their PLEs.
15. In considering Standard 2.5, the visitor team reviewed the programme specification and confirmed that the documentation clearly articulates the adult pathway and that students may progress to entry on the register in the field of adult nurse.

16. In considering Standard 2.6, the visitor team reviewed the programme specification and programme mapping documentation, which clearly articulate the curriculum content required to meet the SoPRN (NMC, 2018). The module descriptors and programme mapping explicitly detail how the programme outcomes and relevant proficiencies are achieved, demonstrating a coherent and structured alignment across all elements of the curriculum. Furthermore, the PAD, including annexes A and B, has been mapped, providing assurance that all proficiencies, module outcomes, and associated learning activities are fully integrated.
17. In considering Standard 2.7, the visitor team reviewed the module descriptors, PAD and programme mapping and confirmed that the module content and learning outcomes are comprehensively aligned with the NMC platforms and each field of nursing practice. Furthermore, the PAD is fully mapped to the SoPRN.
18. In considering Standard 2.8, the visitor team reviewed the module descriptors and programme mapping and confirmed that the curriculum appropriately integrates field-specific teaching on law, safeguarding, consent, pharmacology, and medicines management. These components are embedded within the core programme outcomes to ensure that students acquire the required knowledge and skills to meet both theoretical and practice-based proficiencies. In addition, the indicative learning outcomes drawn from the PAD demonstrate clear alignment with the proficiencies associated with these essential elements of nursing practice.
19. In considering Standard 2.9, the visitor team reviewed the programme specification, module descriptors, and programme mapping and confirmed that the programme demonstrates the balance between theoretical and practice-based learning. The programme comprises a total of 4,666 hours of learning, including 2,341 hours allocated to theoretical study and 2,325 hours assigned to practice-based learning. Furthermore, each module descriptor sets out clearly articulated aims and learning outcomes, supported by indicative content that appropriately defines the scope of learning and the associated teaching and learning strategies.
20. In considering Standard 2.10, the visitor team reviewed the programme handbook, module descriptors, and programme mapping and confirmed that the programme embeds digital and technological literacy comprehensively across its teaching, learning, and assessment strategy. These competencies are systematically integrated throughout the programme and within individual modules. They are further reinforced during PLEs, where students apply digital technologies to support the documentation and enhancement of safe, effective, and high-quality patient care.
21. In considering Standard 2.12, the visitor team reviewed the programme handbook and programme mapping and confirmed that the programme is structured over three years and comprises a total of 4,666 hours across theory and practice. The visitor team further verified that practice allocations and hours are monitored and recorded for each student, ensuring access to a broad and comprehensive range of PLEs.
22. In reviewing the modification, the visitor team noted that Standards 2.11, 2.13, and 2.14 were deemed not applicable to this modification.
23. Based on the information made available, the visitor team considers that UoE has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

### 3: Practice learning

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

#### Practice learning requirements and simulated learning hours

Programme documentation confirms that students will undertake 2,325 hours of practice learning across the three-year programme. While simulated learning is incorporated within the programme's theoretical hours, the programme structure does not include any simulated practice learning included in the practice learning hours.

#### Findings

24. The visitor team considered a range of evidence for this standard including the programme handbooks, PAD and programme mapping documents. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, and representatives from PLPs and EPs.
25. In considering Standard 3.1, the visitor team reviewed the programme handbook, PAD and the handbook for staff who support apprentices. This documentation demonstrates that students are effectively supported in developing the requisite knowledge, skills, and professional behaviours to deliver safe and effective care to a diverse population across all four fields of nursing practice. The programme team collaborates with another AEI within the region to jointly conduct and share education audits, as well as to deliver shared training for PAs and PSs, thereby strengthening

the quality and consistency of support, supervision and assessment during PLEs. During the visit, the programme team and EPs confirmed that the placement model provides students with varied and comprehensive exposure to a breadth of practice settings. Additionally, robust monitoring mechanisms are in place to identify and respond to concerns regarding students' supernumerary status, ensuring appropriate support and early intervention where necessary.

26. In considering Standard 3.2, the visitor team reviewed the practice learning strategic plan, PAD, handbook for staff who support apprentices and associated module descriptors. The review confirmed that procedures are in place to ensure students have access to appropriate PLEs throughout the programme. Students are responsible for managing the documentation of their PLE through the completion of the PAD and OAR. The PAD facilitates student-led identification of learning needs and the formulation of action plans, supported by PSs. Clinical practice leads monitor student progression across the PAD and maintain clear communication channels with PAs and PSs at the EPs. During the visit, the arrangements for PLEs were discussed with the programme team and EP representatives. The programme team outlined collaborative arrangements with PLPs and EPs to ensure students experience all fields of practice and meet the needs of people across the lifespan. Opportunities for the swapping of PLEs and a collaborative approach within EPs were highlighted. Representatives from the EPs described their approach for students on apprenticeships with other regional AELs, where students rotate across PLE settings, with all experiences documented in the PAD and competencies signed off by the PA and PS, ensuring breadth of placement experience. Discussions during the visit provided assurance to the visitor team that students are exposed to a range of placement settings; however, this was not formally articulated within existing documentation. To strengthen clarity regarding the structure, governance, and accessibility of PLEs, the visitor team implemented **condition (C1)**. This condition requires the programme team to revise the tripartite agreement and associated training plan to explicitly articulate and confirm the expectations of both EPs and students regarding the breadth and range of PLEs. In addition, to develop a bespoke SOP for PLEs, specifically for the RNDA to ensure clarity and consistency.
27. In considering Standard 3.3, the visitor team reviewed the PAD and the relevant module descriptors and confirmed that students are required to demonstrate full proficiency in communication and relationship-management skills, as well as in the relevant nursing procedures. The PAD, in conjunction with the OAR, serves to document the development and achievement of these skills. Student progress is monitored by PSs and PAs, with additional oversight provided by the AA.
28. In considering Standard 3.4, the visitor team reviewed the programme mapping documents and confirmed that the programme includes a total of 2,325 hours of practice learning. The visitor team further verified that the programme structure does not incorporate any formalised simulated practice learning.
29. In considering Standard 3.5, the visitor team reviewed the programme handbook, the degree apprenticeship agreement and fitness to practise documentation. The visitor team confirmed that students receive appropriate support and reasonable adjustments through the UoE wellbeing services. Where a need for adjustment is identified, this is formalised through an individual learning plan (ILP). ILPs are implemented within the academic context, while in the practice learning environment reasonable adjustments are made in line with the employer's occupational health recommendations, with the PS and PA supporting adjustments to accommodate students' specific learning needs, confidence levels, and proficiency. Students are clearly signposted to the full range of available support within the programme

handbook. During the visit, students confirmed their awareness of and engagement with the comprehensive support strategies and services available to them both at UoE and within the PLE.

30. In considering Standard 3.6, the visitor team reviewed the programme handbook and programme mapping documents and confirmed that systems and processes are in place to ensure students undertake the required range of practice hours expected of registered nurses. This requirement is clearly emphasised during the planned induction week and reinforced within the programme handbook. Furthermore, evidence of the range of shifts undertaken by students within the PLE is recorded and monitored through the PAD.
31. In considering Standard 3.7, the visitor team confirmed that UoE provides clear and comprehensive documentary evidence demonstrating compliance with the requirement for students to maintain supernumerary status. During the visit, representatives from EPs confirmed that they have experience of effectively managing the supernumerary status of students on NMC-approved programmes.
32. Based on the information made available, the visitor team considers that UoE has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met subject to meeting **condition (C1)**.

## 4: Supervision and assessment

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

### Findings

33. The visitor team considered a range of evidence for this standard including the programme handbooks, PAD, PS and PA training materials and programme mapping documents. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, and representatives from PLPs and EPs.
34. In considering Standard 4.1, the visitor team reviewed the programme handbook, PAD, PS and PA training materials. The visitor team confirmed that UoE has established appropriate support systems and regulatory frameworks to ensure a coherent and robust student journey. The programme team collaborates with another AEI within the region to deliver shared training for PAs and PSs. Module descriptors and learning outcomes articulate both theoretical knowledge and practice

proficiencies with equal weighting. These are systematically mapped to the NMC platforms and standards, as well as to the Skills England registered nurse degree apprenticeship standard, including alignment of proficiencies within the PAD.

35. In considering Standard 4.2, the visitor team reviewed the programme specification, programme handbook, PAD, and the information provided to PSs, PAs and AAs. The documentation confirms that the SSSA are fully embedded within the programme. Robust and comprehensive processes are in place to identify, prepare, and support PAs, PSs, and AAs in fulfilling their respective roles. The evidence demonstrates that PSs make a substantive contribution to student assessment and progression, ensuring the confirmation of proficiency across PLEs. Furthermore, PSs and AAs collaborate effectively and maintain clear communication to provide consistent support and guidance to students throughout their academic journey.
36. With regard to Standard 4.3, the visitor team reviewed the programme handbook and the programme team academic CVs and confirmed the programme lead is a registered nurse, and the role is clearly stated within the programme handbook. During the visit the programme team members confirmed they are supported to maintain their registration and this is monitored during reviews with their line manager.
37. In considering Standard 4.4, the visitor team reviewed the programme documentation and confirmed UoE has established robust systems and processes to ensure structured and continuous feedback throughout the duration of students' programmes. Within the PLE, the PAD provides a clear framework through which students receive regular recorded feedback on their progress. Where required, targeted action plans are implemented to support student development and progression. The PAD also includes designated sections for PSs to contribute to student assessments and inform progression decisions, supported by clear guidance on assessment requirements and advancement through the programme.
38. In considering Standard 4.5, the visitor team reviewed the programme handbook, module descriptors, PAD and the programme mapping documents. The visitor team confirmed that the Standards of proficiency are mapped across the curriculum, and that students are assessed against these proficiencies as well as the programme learning outcomes. The interprofessional and cross-field components of the PAD provide opportunities for students to demonstrate their progression throughout the duration of the programme and across all fields of nursing practice. The visitor team further verified that successful completion of all summative assessments is mandatory for students to be eligible for the award of the qualification.
39. In considering Standard 4.6, the visitor team reviewed the module descriptors and confirmed that numeracy assessments are embedded at each stage of the programme as a pass/fail component of the module. All students are required to complete a health numeracy assessment within the nursing theory into practice modules, which must be achieved at 100% in order for the student to successfully progress and complete the programme. In addition, the PAD evaluates each student's ability to accurately and safely calculate medicines. Appropriate guidance and support are provided to students to ensure they meet these requirements.
40. In considering Standard 4.7, the visitor team reviewed the module descriptors, PAD and the programme mapping documents. This documentation clearly evidences where students are required to achieve all communication and relationship management skills, as well as the full range of nursing procedures. The visitor team verified that successful completion of these components is mandatory for

progression and award within the programme. Furthermore, the programme team reinforces the centrality of effective communication and relationship building through the curriculum pillars, including 'Patient and Public Involvement' and 'No Health Without Mental Health'. These pillars ensure that the development of communication proficiency and relational capability remains integral to the student learning experience and is consistently emphasised throughout the curriculum. The integration of the pillars was discussed with the programme team during the visit.

41. In considering Standard 4.8, the visitor team reviewed the programme handbook and module descriptors and confirmed that students are subject to continuous assessment in both theoretical and practice-based learning. During PLEs, student performance is formally evaluated through the PAD and OAR, with outcomes verified by the PA, PS, and AA. PAs and AAs work collaboratively to assess and confirm students' proficiency and the student's eligibility to progress or complete the programme, supported by a mandatory communication log that records all interactions between staff in these roles. The visitor team also confirmed that the programme has clear and robust mechanisms to ensure that students have completed all proficiencies before being presented at the UoE progression and awarding committee.
42. In considering Standard 4.9, the visitor team reviewed the programme handbook and specification and confirmed that the documents clearly evidence an equal weighting between the assessment of theory and practice. The visitor team verified that each component is formally timetabled and constitutes an essential requirement for successful completion of the programme. Students are required to pass both the theoretical and practical elements in order to meet the programme's overall assessment requirements.
43. In considering Standard 4.10, the visitor team confirmed that all students record their proficiencies using the PAD and OAR. Both PAs and AAs are required to review the PAD and OAR and jointly determine whether the student is eligible to progress or complete the programme.
44. Based on the information made available, the visitor team considers that UoE has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

## 5: Qualification to be awarded

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

### Findings

45. The visitor team considered a range of evidence for this standard including the programme specifications and programme handbooks.
46. In considering Standard 5.1, the visitor team reviewed the programme documentation and confirmed that the proposed apprenticeship pathway meets the requirement that the minimum academic award for registration as a nurse is a bachelor's degree at Level 6. The exit award arrangements, as outlined within the programme handbook, further confirm that eligibility for registration is contingent upon the successful completion of all elements of the programme. The evidence reviewed demonstrates that the programme's structure, learning outcomes, and award level are fully aligned with the minimum qualification requirements for entry to the nursing register.
47. In considering Standard 5.2, the visitor team reviewed the programme handbook and the guidance for joining the register and confirms that UoE has robust and effective processes to ensure that apprentices are fully informed, both during their studies and prior to completion, of the five-year timeframe within which they must register their qualification with the NMC, as well as the implications of failing to meet this deadline. The programme handbook introduces this requirement at an early stage of the programme, emphasising the importance of timely registration to secure professional registration. This information is further reinforced at key progression points and at completion, ensuring sustained visibility and understanding throughout the student journey. As apprentices approach completion, UoE delivers a structured joining the register session, led by the programme lead or a senior nurse educator, and complemented by an equivalent online resource available through UoE's learning environment.
48. Based on the information made available, the visitor team considers that UoE has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

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