



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration nurse qualification leading to:

Pre-registration nursing - Adult

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

University of Exeter

March 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of Exeter Stocker Rd Exeter EX4 4PY
AEI Institution Identifier [UKPRN]	10007792
Name and location of programme delivery partner(s) if not the AEI/EI noted above	Not applicable
Name of employer partners for apprenticeships	Not applicable
Approval type	Major modification

Name of programme					
NMC programme title	AEI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	BSc (Hons) (Adult Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Adult	MSci nursing (adult)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dual Award – Pre-registration nursing – Adult/Mental Health	MSci nursing (Adult and Mental Health – dual award)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Interim awards available (only required if leading to NMC registration)					
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Not applicable					

Proposed programme start date	15 September 2025
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes
Date of visit	20 March 2025
Visitor team	Registrant Visitors: Ms Stacy Hutchins and Ms Amy Dopson Lay Visitor: Mandy Edmond

Executive summary

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

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

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

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

The conjoint onsite visit with the AEI approval panel took place on 20 March 2025.

Context for the review

The modification is of existing MSci (Adult Nursing) and Dual Award MSci (Adult and Mental Health Nursing) programmes and the introduction of a new single award pathway BSc (Hons) (Adult Nursing) from September 2025. The Academy of Nursing (the School) at the University of Exeter (UoE) is requesting this modification to expand its provision in response to internal and external drivers, including policy supporting nursing workforce expansion in England.

Stages (Years) 1 and 2 will be common across both the BSc and MSci Nursing pathways. Students will have the option of transferring from the BSc to the MSci Nursing pathway at the end of Year 2. Revision will be made to existing modules on the MSci (Adult Nursing) and new and revised modules introduced to the Dual Award MSci (Adult and Mental Health).

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

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

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

Conditions and recommendations

Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only/ Joint	AEI/EI only
C1	Criteria for BSc/MSci transfer set to achieve equity between degree pathways in accordance with the University's requirements. Deadline: 25/04/2025.			AEI only

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI/EI only
R1	Correct the small typological error in the documentation is amended from 714 to 712.5 hours to clarify the exact hours of clinical practice that students complete. It is noted regardless of the error the standard of 2,300 is met.	3.4	NMC Only	
R2	Remind all academic assessors about the support available to ensure equitable experience for all students.	4.1	NMC Only	
R3	Explore expansion of interprofessional learning opportunities in the programme to medical students and other healthcare professional students through timetabling efficiencies			AEI Only

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

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/ joint
GP1	The opportunities afforded to fourth year students to work on real-world projects during their internship placement.	2.1	Joint
GP2	The genuine value placed on the contribution of the Patient and Public Involvement and Engagement (PPIE) Advisory Group in the development and delivery of the programme and selection and recruitment of students.	2.1	NMC only
GP3	The flexible nature of the programme design which allows for step on/step off as a means of supporting widening participation.	2.1	NMC only

GP4	The breadth of placement experiences which include social care settings.	3.1	Joint
GP5	The innovative use of more experienced students in the formative assessment of less experienced students and how this supports the leadership and supervisory skills of the more experienced students.	4.4	Joint

Explanation of findings for Part 3

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
1.1	<p>Confirm on entry to the programme that students:</p> <p>1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>1.1.2 demonstrate values in accordance with the Code</p> <p>1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>1.1.5 can demonstrate proficiency in English language</p> <p>1.1.6 have capability in literacy to meet programme outcomes</p> <p>1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

Up to 50% of credit may be awarded through Accreditation of Prior Learning (APL), Accreditation of Prior Certified Learning (APCL) and Accreditation of Prior Experiential Learning (APEL).

In exceptional circumstances an exemption of more than 50% of the credit is possible for applicants who apply to the BSc Adult Nursing or MSc Nursing programmes as Registered Nurses, with the permission of the Dean of the Faculty of Taught Programmes.

In circumstances where an exemption of more than 50% is requested for a Registered Nurse, the Academy of Nursing will seek approval and confirmation from the nursing external examiner. The visitor team noted that exceptions to the 50% credit limit are extremely rare.

Findings

1. The visitor team considered a range of evidence for Standard 1.1 to 1.7 including the admissions policy, BSc Programme specification, MSc Nursing applications, Nursing interview briefing and scoring sheet, MSc and BSc Nursing Admissions Process Policy, Fitness to Practise Policy, Health assessment questionnaire, Interview questions for Medical Imaging or Nursing courses, Academy of Nursing Institutional Information and Programme induction slides. The visitor team also met with the following groups of stakeholders: the programme team, students from the MSc years 1-4, the PPIE Advisory Group and Practice Learning Partners (PLPs).
2. Overall, the visitor team considers that Standard 1.1 is met in full, because UoE confirms on entry that students: meet the entry criteria for the programme and are suitable for their chosen field of nursing practice; demonstrate the values set out in the Code; have capability to learn behaviours in accordance with the Code; have capability to develop numeracy skills required to meet programme outcomes; can demonstrate proficiency in English language; have capability in literacy to meet programme outcomes; and have capability for digital and technological literacy to meet programme outcomes.
3. In consideration of Standard 1.2, UoE provided documentary evidence that applicants and students are aware of the requirements for their health and character admissions policies and procedures: the Occupational Health assessment questionnaire; the Fitness to Practise policy; Student Charter; programme induction slides and that occupational health and criminal records checks are carried out on entry to the programmes. Guidance on nursing fitness standards from the Higher Education Occupational Physicians/Practitioners professional association is provided for the Occupational Health Assessors.
4. In further consideration of Standard 1.2, students are informed that they need to provide an annual statement of Fitness to Practise and what the process is if concerns are raised. Each year, they are expected to confirm their adherence to

the Code and declare that there have been no changes to their health, character or criminal record since they initially registered on the programme. These measures should ensure that students are well informed about the expectations related to their health and behaviour, as well as the processes in place to assess and support them. For example, expectations that students should speak out if they are concerned that another student's health or behaviour is putting others at risk are supported by systems to allow for anonymous reporting if necessary.

5. To further support the requirements of Standard 1.2, all students have a designated personal tutor (PT) who is the first point of contact between students and academic staff for pastoral and academic support. The PT works closely with the student and senior tutor and this process ensures the early identification, escalation and confidential communication of any issues relating to a student's health or character which may impact their fitness to practise. Issues are reported termly to the Clinical Practice Review Group (CPRG), whose remit is to support students on the Medicine, Medical Imaging and Nursing programmes regulated by external regulatory bodies and to consider their health, conduct, and the implications. The visitor team is satisfied that these processes ensure that the UoE maintains oversight of students' health and character to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character.
6. In considering Standard 1.2, the visitor team also met with the PLPs who confirmed that there are processes in place for them to report concerns or challenges related to students' health and character and that the programme team is very responsive to their communications. They are invited to participate in student interviews and to meet students at UoE prior to the placements beginning. The visitor team is confident that Standard 1.2 is met.
7. In consideration of Standard 1.3, the annual declaration requires students to confirm their adherence to the Code and declare that there have been no changes to their health, character or criminal record since they initially registered on the programme. UoE's Criminal Convictions Policy states that applicants will be asked at initial application if they have convictions and the process for considering these will run in parallel to consider (a) UoE's own risk management and duty of care responsibilities for its community and any partners or agencies and (b) the likelihood of any onward difficulties practising within the relevant profession. The process for this consideration is outlined within the policy and will ensure that all declarations are dealt with promptly, fairly and lawfully. The visitor team is confident that Standard 1.3 is met.
8. In consideration of Standard 1.4, the programme lead's CV confirms that she is a registered nurse with five years' experience of teaching and managing health-related programmes and so can provide supporting declarations of health and character for students who have completed a pre-registration nursing programme. The visitor team is confident that Standard 1.4 is met.
9. In consideration of Standard 1.5 - recognition of prior learning (RPL), the visitor team reviewed the Teaching Quality Assurance Manual which includes a defined procedure how up to a maximum of 50% RPL can be accepted when mapped to the Standards of proficiency for registered nurses and the defined programme outcomes. Any application for recognition of prior learning is subject to approval by a nursing external examiner. The visitor team is confident that Standard 1.5 is met.

10. In consideration of Standard 1.6 applicants who apply to the BSc Adult Nursing or MSci Nursing programmes as Registered Nurses will also be considered for RPL in line with the procedures set out in Chapter 16 of the University of Exeter Teaching Quality Assurance (TQA) Manual. University policy is normally to only grant recognition of prior learning for up to 50% of the programme. However, exemption of more than 50% of the credit is possible with the permission of the Dean of the Faculty of Taught Programmes. When exceptional circumstances occur that mean that a request for exemption of greater than 50% is appropriate, the Academy of Nursing will seek that approval and confirmation from the nursing external examiner. Exceptions the 50% credit limit are extremely rare. The visitor team are confident that Standard 1.6 is met.
11. In consideration of Standard 1.7, The BSc Adult Nursing and MSci Nursing programmes require students to make considerable progress in their numeracy, literacy and digital and technological literacy skills as they progress from Level 4 to Level 6 (BSc) or Level 7 (MSci). This requirement is mapped in both the academic and practice elements of the programme. The required skills are mapped to and developed throughout the programme, as illustrated in the programme specification. There is a dedicated section of the AEI's website, Study Zone, where students can find information about the support offered to them, for example drop-in sessions with study skills advisors, peer support schemes and a plethora of online resources to support study skills.
12. Integrated formative assessments provide support for students and ensure they can receive formative feedback before attempting the full assessment. For example, the Drug Calculation Tests (DCT) are linked to the Nursing Theory into Practice modules in years 1, 2 and 3 of the BSc Adult Nursing and MSci Nursing programmes. The Academy of Nursing uses an online package, Safe Medicate, an evidence-based software package which allows students to identify weakness and develop their numeracy skills by completing a series of formative assessments, before undertaking the formal on-line examination linked to the Nursing Theory into Practice modules. The numeracy requirement increases in complexity each year and culminates in a pass mark of 100% in year 3. The package and approach integrated in the curriculum is designed to maintain patient safety and help students continuously develop their numeracy and digital literacy for safe practice application and assessment. The visitor team are confident that Standard 1.7 is met.
13. Based on the information made available, the visitor team considers that UoE has in place the appropriate arrangements for selection, admission and progression to enable Standard 1: Selection, admission and progression to be met.

Standard 2: Curriculum

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

	and nursing proficiencies and outcomes are achieved in a nursing context.				
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Curriculum requirements

The proposed curriculum has been revised to enable a step off/on approach between the MSci and BSc. This has been achieved by changing from one 60-credit theory module to one 30-credit and two 15-credit theory modules. Alongside this will run one 45-credit practice module and one 15-credit simulated practice learning module.

Each part of the programme curriculum has a clear structure that blends theory and practice as required and covers all four fields of nursing.

The programme delivers the minimum 4,600 theory/practice hour requirement equally split between theory and practice.

Findings

14. The visitor team considered a range of evidence for this standard including Patient and Public Involvement and Engagement (PPIE) strategy, Nursing programme specification and curriculum, assessment mapping and year planner, module descriptors and Academy of nursing CVs. The visitor team also met with the following groups of stakeholders: the programme team, students from the MSci years 1-4, the Patient and Public Involvement and Engagement (PPIE) Advisory Group and PLPs.
15. In consideration of Standard 2.1, evidence for this standard was reviewed in line with the five headings set in the framework for education: learning culture; educational governance and quality; educators and assessors; student empowerment; and curriculum and assessment. The seven pillars poster demonstrates values and learning for the UoE nurse. These promote an ethical, open honest environment. The strategic plan provides evidence of the learning culture through collaborative working with local partners to ensure a variety of practice opportunities for learners are available. The visitor team heard about the opportunity for the students to complete an internship and work on real-world projects during their internship practice learning opportunity, within a practice area of their choice, in their final year on the MSci programme. This was identified as a feature of **good practice (GP1)**. The webpage and policy demonstrate that a fair and inclusive culture for learning is promoted within UoE. The Patient and Public Involvement and Engagement (PPIE) strategy indicates that people with a range of lived experiences are utilised and supported within the curriculum at UoE, covering all four fields of nursing. During the visit the PPIE representatives demonstrated cohesive and collaborative working with the academic team and students. The visitor team considered the contribution of the PPIE Advisory Group (as people who use services and carers (PSCs)) in the development and delivery of the programme and selection and recruitment of students to be a feature of **good practice (GP2)**.
16. Further evidence for Standard 2.1 includes the area of educational governance and quality, where the evidence provided demonstrates the procedures and committees which review quality and governance in relation to practice environments. This detailed booklet gives a clear overview of the quality assurance processes in place. It includes how external examiners are appointed and the use of feedback mechanisms that are clear and in place. The Teaching Quality Assurance Manual (TQA) - Provisions for healthcare and the assessment rubric demonstrate that provision required to meet NMC standards are in place, such as no compensation for

assessments and practice assessment document guidance. The TQA also demonstrates clear assessment guidance and marking rubric for grading student assessment.

17. In further consideration of Standard 2.1, the programme team explained that the new programmes, the BSc and revised MSci, would be fully integrated in the first two years of the course. This will allow for movement between the two programmes at the end of year 2. The visitor team considers that this will support widening participation, progression into the nursing profession and student achievement, and that the flexible nature of the programme design which allows for step on/step off as a means of supporting widening participation is **good practice (GP3)**.
18. In addition, the evidence for Standard 2.1 includes the Academic workload planning document, which indicates that academic staff have a structured workload to promote quality and enable the UoE strategy to be met. The nursing CVs and people profiles indicate that staff supporting students in UoE are appropriately qualified and skilled. Staff annual review for progression and development is demonstrated by the evidenced personal development review (PDR) form. An example of staff development opportunity offered within UoE was also evidenced. The programme complies with NMC SSSA standards, utilising the Practice Assessment Document (PAD) and Ongoing Achievement Record (OAR). The visitor team is assured that Standard 2.1 is met
19. In Consideration of Standard 2.2, there are no changes proposed to Gateway 2: Standards for Student Supervision and Assessment (SSSA). The visitor team reviewed evidence and can confirm that compliance with the SSSA standards continues from the previous approval event. The use of a placement audit form demonstrates quality assurance of practice areas and ensures appropriate support is available for learners while undertaking practice learning opportunities. The training content for practice supervisors (PSs) and practice assessors (PAs) includes all required content as stated in the SSSA to ensure quality of supervision for learners. The visitor team is confident that Standard 2.2 is met
20. In consideration of Standard 2.3 and 2.4, PSCs with lived experience from all four fields are included within this group and their contribution to the curriculum was commended during the visit. Examples of this were participating in teaching sessions and module planning. All four fields of nursing were discussed during the visit with the programme team, and the visitor team was satisfied that this standard has been met. Child, Adult, and Mental Health registrants all present within the teaching team and this is evidenced within the academic CVs and people profiles provided. The visitor team is assured that Standards 2.3 and 2.4 are met
21. In consideration of Standard 2.5, the visitor team confirms that routes for adult and dual adult and mental health fields of nursing are offered and evidenced in the programme specifications, allowing students to enter the register in one or more of the specific fields of nursing practice. The visitor team is assured that Standard 2.5 is met.
22. In consideration of Standard 2.6, the visitor team noted that the programme specifications indicate that the general and professional content to meet the Standards of proficiency are included within modules at each stage within the BSc and MSci pathways. All standards are mapped within the academic and practice elements of the programme. The clinical immersion module descriptors demonstrate inclusion of proficiencies from both Annexe A and B skills over the three stages. The programme team was able to demonstrate the use of the national pan PAD and

includes all required proficiencies set within the NMC standards. The visitor team is assured that Standard 2.6 is met.

23. In consideration of Standard 2.7, adult and mental health fields are clearly covered within the curriculum content. An optional module discusses child and adolescent in mental health but there is no mention of child or learning disabilities (LD) fields within general content. The module descriptors do not discuss child or LD fields within content, but adult and mental health fields are clearly covered. One module descriptor discusses anatomy and physiology across the lifespan and demonstrates human systems from conception to death which would allude to child health. LD and child fields were discussed at the visit and are included within the curriculum. The presentation provided by the programme team during the visit gave detail of how all fields of nursing are met within the modules and assessments for the programme. The visitor team is assured that Standard 2.7 is met.
24. In consideration of Standard 2.8, the visitor team is confident that the standard is met, finding that Medication optimisation, administration and prescribing are covered within programme learning outcomes (LOs) 2, 11 & 12. The use of 'Safe Medicate' was discussed in detail by the programme team and covered in their presentation during the visit. Safeguarding and consent were covered within LO3 in content mapping document, and Law covered within LO3 and 6. The programme specification and curriculum mapping document demonstrate that required subjects are met within the programme learning outcomes and that all subjects have been included and mapped within the programme. The visitor team is assured that Standard 2.8 is met.
25. In consideration of Standard 2.9 by the visitor team, the module descriptors provided demonstrated a variety of teaching and learning methods such as lecture, seminar, workshop, clinical skills and simulation, debates and professional discussions. The year planner enabled the visitor team to confirm that there was a split of approximately 50-50 between theory and practice, thus meeting the standard. The visitor team is assured that Standard 2.9 is met.
26. In consideration of Standard 2.10, the visitor team reviewed the Artificial Intelligence (AI) guide and believes that the UoE has reviewed the use of AI as a tool within learning and offers clear guidance for learners. The UoE information provided discusses the technology available to students and staff including the online virtual learning platform. The nursing theory into practice module offers an introduction into clinical skills and includes a 40 minute Observed Structured Clinical Examination assessment. The self-evaluation narrative provided by UoE demonstrates efficient resources to provide effective simulated practice learning and the hours evidence that this is used proportionately throughout the programme. The visitor team is assured that Standard 2.10 is met.
27. In consideration of Standard 2.12, the programme specifications demonstrate that 4,600 hours are achieved within the programme to enable students to meet the equivalent of minimum length of three (academic) years for full-time programmes; thus meeting the standard.
28. In consideration of Standard 2.13, the visitor team reviewed evidence that demonstrated that the MSci Nursing programme includes a dual award pathway leading to eligibility for registration as an adult and mental health nurse. This has been designed to be of suitable length to ensure proficiency in both fields of nursing and includes specialist dual award modules in Year 3 and Year 4. The Dual Award MSci Nursing students will complete 6,049.5 hours, exceeding the requisite 4,600

hours for a single award by 1,449.5 hours. The year planner demonstrates how these hours are undertaken by the dual award students. Students following the four year MSci Nursing programme will complete 4,606.5 hours by the end of year 3, equally split between theory and practice, and an additional 675 practice learning hours and 768 theory hours in Year 4. Disparity between practice and theory hours in Year 4 reflects the inclusion of the 30-credit Nursing Theory into Practice Modules that accrue 384 learning hours to ensure consistency with all 30-credit modules in earlier years of the MSci Nursing programme. The visitor team is assured that Standard 2.13 is met.

29. In consideration of Standard 2.14, all above evidence reviewed by the visitor team demonstrated that the programme offered is of suitable length and enables nursing proficiencies and outcomes to be achieved, thus meeting the standard.
30. Based on the information made available, the visitor team considers that UoE has in place the appropriate arrangements to enable Standard 2: Curriculum to be met.

Standard 3: Practice learning

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

Practice learning requirements and simulated learning hours

The new BSc programme delivers the minimum 2,300 practice hours as dictated by Standard 3.4 and is within the maximum allowance of 600 hours for simulated practice learning.

The exact practice hours for the BSc programme are: 2,302.5 hours which includes 225 hours achieved through simulated practice learning.

The previously approved MSci (Adult Nursing) and MSci (Adult and Mental Health Nursing) will continue to meet the minimum standard of 2,300 practice hours as dictated by standard 3.4. However, the hours are reduced slightly from the previously approved hours to enable shared teaching with the BSc. The exact practice hours for the single award; MSci (Hons) Adult nursing are 2,977.5, and the exact practice hours for the MSci (Hons) Dual award will also become 2,977.5.

Both MSci programmes will include 300 hours achieved through simulated practice.

Findings

31. The team considered a range of evidence for this standard including: ECP guidance, PAD and OAR, strategic plan, QA link department narrative, placement audit form and placement agreements, Year Planner, curriculum planner, SLEC Safe Learning Environment Charter, Institutional Information, Programme Handbook, Programme Induction Slides, Clinical Placement Agreement. The team also met with the following groups of stakeholders: the programme team, students from the MSci years 1-4, the PPIE Advisory Group and PLPs to evidence that all the standards have been met.
32. In consideration of Standard 3.1, the visitor team is assured that the standard is met as the programme team presented a range of appropriate evidence including the Strategic Plan which sets out UoE's approach to enhancement, and commitment to continuous improvement and innovation. The plan provides evidence that students can undertake practice learning experiences across a variety of NHS Trusts and private, voluntary and independent sector organisations across Devon, Somerset and Cornwall and across a range of diverse healthcare settings, from acute hospital care and community services to mental health and rural health, ensuring a well-rounded and enriching clinical experience. The visitor team followed up as a line of enquiry at the visit seeking clarification on practice learning opportunities with the programme. The explanatory narrative provided by UoE in support of the evidence uploaded states that students will experience a range of placement learning environments in Years 1 and 2, including adult, mental health, primary care, learning disability, child, maternity and social care settings, and quality assurance of placement areas was evidenced via placement audit forms and the presence of placement agreements. The visitor team considered the breadth of placement experiences which include social care settings to be a feature of **good practice (GP4)**.
33. In consideration of Standard 3.2, the visitor team looked at placement agreements and heard from PLPs which confirmed that UoE's current PLPs are fully engaged in the development and delivery of the BSc Adult Nursing and MSci Nursing programmes. The PLPs provide high quality clinical education, which ensures that students experience the variety of practice expected of registered nurses. The visitor team is confident that Standard 3.2 is met.
34. When considering Standard 3.3, the visitor team found the curriculum planner demonstrated mapping against required NMC Standards of proficiency for registered nurses inclusive of Annexe A and B. The use of the PAD and the OAR demonstrates a requirement in practice for students to achieve all proficiencies and Annexe A and B skills. Module descriptors reviewed by the visitor team demonstrated the programme allows students to meet the communication and relationship management skills and nursing procedures as set out in Standards of proficiency for registered nurses.
35. In consideration of Standard 3.4, the year planner provided clear evidence of the weekly student hours breakdown over the three years. This provides evidence of meeting the standard, with BSc (Hons) programme students achieving 2,302.5 hours for practice inclusive of 225 hours of simulated practice learning (SPL). However, there was a small typographical error within this calculation, with the overall practice hours calculated by the School noted as 2,304 which needs amending, the error is in Year 2 where 37.5×19 weeks has been determined as 714 not 712.5. This error was agreed by the programme team during the visit, and it was noted by the visitor team that the standard of 2,300 is met regardless of the error. However, the visitor team **recommends (R1)** the programme team to review all documentation to ensure the hours are accurately recorded. The year planner also supports that the MSci (Hons)

students on both the Adult Nursing and Dual Award (Adult and Mental Health Nursing) programmes will achieve 2,900 hours in practice inclusive of 300 hours of SPL.

36. In consideration of Standard 3.5, the visitor team examined what the UoE does to support students with reasonable adjustments when allocating practice learning opportunities. The narrative and supporting documents, Programme Handbook, and the Safe Learning Environment Charter provided an insight into the allocation process, and method of prioritisation used; this was then further evidenced within the programme team meeting and the current students meeting, where clear examples were provided by both groups to evidence adherence to the standard.
37. Standard 3.6 has previously been approved and the modification does not affect this standard. However, the School has submitted substantial evidence that supports students are informed of the requirement to experience the range of hours of a registered nurse in practice, evidenced within the Programme Handbook and Programme Induction slides. The visitor team confirms that Standard 3.6 continues to be met.
38. Standard 3.7 has previously been approved and is unchanged by modification. To support ongoing adherence, the Clinical Placement Agreement also clearly identifies the need for supernumerary status. Ongoing adherence to this was verified during the visit by the visitor team when meeting with the programme team, practice partners and current students. Based on the evidence the visitor team can confirm that Standard 3.7 continues to be met.
39. Based on the information made available, the visitor team considers that UoE has in place the appropriate arrangements to enable Standard 3: Practice learning to be met.

Standard 4: Supervision and assessment

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

Findings

40. The visitor team considered a range of evidence for this standard including: Submission narrative, UoE ECP User Guide, PAD, OAR, Pillars Infographic, Clinical Placement Agreement, Practice Supervisor Training, Practice Assessor Training, CVs, Programme Handbook, Institutional Information, Incident Reporting SOP, BSc Adult Nursing Programme Specification, MSci Nursing Programme mapping, Practice Learning Strategic Plan, Curriculum Mapping, Placement Audit Form, SLEC (Safe learning environment charter), Assessment Criteria, Assessment Mapping, alongside the triangulation of documented evidence of process that was gained during the meetings with the programme team, current students, PSCs group and practice partner organisations, to evidence that all elements of this Standard 4 overall have been met.

41. The visitor team considers that Standard 4.1 has previously been approved and is primarily unchanged by this modification. However, during the visit this standard was examined to ensure currency. One area that was raised by the student group was the possible lack of consistency in support provided by the Academic Assessor (AA) when the student was in practice. There is a clear process in existence, but it was apparent that while most staff were adhering to this, a few were offering much more support and a few a little less, leading to a feeling of lack of parity among the students. The visitor team **recommends (R2)** that the programme team ensure all AAs are reminded of the process, to ensure they provide equitable support while students are on placement, unless an exceptional arrangement is required.
42. Standard 4.2 requires the School to provide support, supervision, learning and assessment that complies with the NMC Standards for student supervision and assessment. Following consideration of the evidence, the visitor team can confirm that the School continues to demonstrate adherence to Standard 4.2 and this has current approval and is unchanged by this modification.
43. In considering Standard 4.4, the visitor team is assured that the standard is met as clear evidence has been provided from a university, school and programme level perspective of the ethos of ongoing support and feedback. There are clear quality assurance policies within UoE to ensure this, and evidence of ongoing evaluation and formative and summative feedback within every module as well as clear support feedback mechanisms. The visitor team also heard from staff and students about the use of 3rd year experienced students to support formative OSCE assessments that test the competence of 1st year students. This practice enables the senior students the opportunity to develop their skills and confidence in constructive feedback, and the practice was welcomed by the junior student group, who felt more relaxed in their first experience of an OSCE assessment. The visitor team considered the innovative use of more experienced students in the formative assessment of less experienced students and how this supports the leadership and supervisory skills of the more experienced students to be a feature of **good practice (GP5)**.
44. In considering Standard 4.5, the visitor team saw evidence that UoE has produced a comprehensive mapping document to provide the evidence to support adherence to this standard. Along with the practice module descriptors, the PAD, and the Mental Health Passport, the School can demonstrate clearly that students meet the proficiency for registered nurses and programme outcomes for their fields of nursing practice and that the standard is met.
45. In considering Standard 4.7, the School evidenced this standard by using the shared regional PAD, supported by the mapping documentation, which directed the visitor team to the evidence. In addition, every year within the practice modules communication skills feature and are mapped to an element of assessment with clear progression to support the students develop the knowledge and competency to achieve the communication and relationship management outcomes within the PAD, once in practice. Based on the information made available, the visitor team considers that UoE has in place the appropriate arrangements to enable Standard 4: Supervision and assessment to be met.

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	Ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree.	<input 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

46. The visitor team considered a range of evidence for this standard including the admissions policy, BSc Programme specification, MSci Nursing programme specification, MSci Programme Handbook, NMC Registration Standard Operating Procedure, and slides from the Joining the Register session. The visitor team also met with the following groups of stakeholders: the programme team, students from the MSci Years 1-4, the PPIE Advisory Group and PLPs.
47. Overall, the visitor team considers that Standard 5 is met in full because the evidence presented confirms that UoE ensures that the minimum award for a pre-registration nursing programme is a bachelor's degree, and it notifies students during and before completion of the programme that they have five years to register their award with the NMC.
48. The programme specifications confirm that the minimum award for a pre-registration nursing programme at UoE is a BSc Adult Nursing award. The BSc is a three-year full-time undergraduate programme leading to award of a Bachelor of Science (BSc) degree at Level 6, with eligibility for registration with the Nursing and Midwifery Council (NMC) as an Adult Nurse. The MSci Nursing programme is a four-year full-time master's programme leading to award of a Master of Science (MSci) degree at Level 7 with eligibility to register as either an Adult Nurse (Single Award Pathway) or Adult and Mental Health Nurse (Dual Award Pathway). Awards for Certificate of Higher Education in Health Studies (CertHE), Diploma of Higher Education in Health Studies (DipHE) and BSc (Hons) in Health Studies are available on both programmes and, for the MSci, a MSci (Hons) in Health Studies is also available. The programme specification for the MSci makes clear that the Health Studies awards are not nursing and will not lead to professional registration. The qualification level is also evident in information for potential students to access prior to formal application on the UCAS website and UoE's admissions webpages.
49. Students are informed of the requirement to register their award with the NMC within five years in the MSci/BSc programme handbook, which is available to students on the electronic learning environment (ELE). A session on 'Joining the NMC Register' is also provided as students near the end of their studies, which links the students to the relevant NMC website. The NMC registration standard operating procedure also outlines the need to inform students to register within five years.
50. Based on the information made available, the visitor team considers that UoE has in place the appropriate arrangements to enable Standard 5: Qualification to be awarded to be met.

QAA2924 – R14853 – May 25

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