



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration nurse qualification leading to:

Pre-registration nursing – Adult

Pre-registration nursing – Child

Pre-registration nursing – Mental Health

Oxford Brookes University

October 2025

Contents

Key institutional and programme details	1
Executive summary	3
Conditions and recommendations	5
Conditions.....	5
Recommendations for enhancement.....	5
Statements of good practice.....	5
Explanation of findings for Part 3	6
1: Selection, admission and progression.....	6
2: Curriculum	9
3: Practice learning	13
4: Supervision and assessment	16
5: Qualification to be awarded.....	19

Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Oxford Brookes University Gipsy Lane Headington Oxford, OX3 0BP				
AEI/EI Institution Identifier [UKPRN]	10004930				
Name and location of new programme delivery partner(s) if not the AEI/EI noted above	Not applicable				
Name of new employer partners for apprenticeships	There are no new employer partners				
Approval type	Major modification				
Name of programme					
NMC programme title	AEI/EI programme title(s) (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	BSc (Hons) (Adult)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Adult	BSc (Hons) Nursing (Adult)	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"/>
Pre-registration nursing - Adult	BSc Nursing (Adult)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Adult	BSc Nursing (Adult)	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"/>
Pre-registration nursing - Child	BSc (Hons) Nursing (Child)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	BSc (Hons) Nursing (Child)	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"/>
Pre-registration nursing - Child	BSc Nursing (Child)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	BSc Nursing (Child)	England, Wales, Northern Ireland	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7			
Pre-registration nursing - Mental Health	BSc (Hons) (Mental Health)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	BSc (Hons) Nursing (Mental Health)	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"/>
Pre-registration nursing - Mental Health	BSc Nursing (Mental Health)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	BSc Nursing (Mental Health)	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"/>

Interim awards available There are no interim awards for this qualification that lead to NMC registration	
Proposed programme start date	19 January 2026
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 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.
Date of visit	8 October 2025
Visitor team	Registrant Visitors: Dr Lucille Kelsall-Knight Mr Ronnie Meechan Lay Visitor: Ms Anne Minton

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 Oxford Brookes University approval panel took place on 8 October 2025.

Context for the review

Oxford Brookes University (OBU) is seeking approval for a major modification to its pre-registration nursing provision through the introduction of Registered Nurse Degree Apprenticeship (RNDA) routes across the fields of adult, child, and mental health nursing. The development of these apprenticeship pathways has been undertaken with the active support of existing practice learning partners (PLPs).

Programme design has been informed by extensive consultation with a wide range of stakeholders, including PLPs across Oxfordshire, Wiltshire, Berkshire, and Gloucestershire, in close collaboration with the nursing programme team. Engagement has also included people who use services and carers (PSCs) as well as students and alumni from the existing nursing programmes at OBU. Feedback from these groups has been integral to shaping the provision, ensuring that stakeholder feedback was incorporated into the final programme. As a result, OBU is introducing both a three-year pathway and an 18-month route for eligible applicants.

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

The **final recommendation** made by the visitor team to the NMC, following consideration of the OBU 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 was 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.

Conditions

Conditions				
No.	Condition details	Specific standard(s) not met	NMC only/ Joint	AEI/EI only
	None			

Recommendations for enhancement

Recommendations				
No.	Recommendation details	Specific standard(s)	NMC only/ Joint	AEI/EI only
R1	It is recommended that the programme team undertakes an enhancement review of the Academic Assessor role, with a particular focus on strengthening communication and collaboration with PAs and PSs, to ensure effective triangulation and continuity in the assessment of student progression in relation to programme outcomes.	4.2 (SSSA 9.6)	NMC	

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
	None		

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 - 1,800 theory hours and 1,136 practice hours. OBU's RPL processes permit 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 submission document, 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 OBU has robust recruitment and selection processes in place to ensure that all applicants are suitable for their chosen field of nursing practice. The entry criteria, clearly outlined within the programme specifications, are both comprehensive and inclusive. All staff involved in recruitment and selection, including representatives from OBU, PLPs, and EPs, undertake mandatory recruitment and selection training. Applicants are required to demonstrate values consistent with the nursing profession through a values-based interview conducted collaboratively by academic staff and representatives from PLPs, EPs, and PSCs. For the apprenticeship route, the majority of applicants already hold a Foundation degree and are employed as Nursing Associates (NAs) or Assistant Practitioners (APs), providing assurance of their existing understanding of professional standards, behaviours, and expectations within healthcare practice. These aspects, alongside applicants' experience with technology in clinical settings, are further explored during the interview process. All candidates are required to hold GCSE English and Mathematics, or Level 2 equivalency, prior to admission, and must also complete enhanced Disclosure and Barring Service (DBS) and occupational health (OH) checks before programme entry. The application process includes submission of an online application form, uploading of supporting documentation, and completion of a self-assessment to confirm eligibility.
3. In considering Standard 1.2, the visitor team reviewed the programme documentation and confirms that OBU has a clear policy and statement outlining the requirements for fitness to practise. The individual programme specifications detail that all applicants must complete an enhanced DBS check and obtain OH clearance. Additionally, all students are required to complete an annual declaration of good health and character, which they are informed of as part of their mandatory training.
4. In considering Standard 1.3, the visitor team reviewed the programme handbooks which evidenced that applicants are clearly informed of their obligation to declare any issues that may affect their fitness to practise and are reminded that they must remain in good standing with the Code, fitness to practise, and professional statutory

body regulatory requirements, commensurate with their level of study. The OBU policy provides robust procedures for the continuous monitoring of students' psychological and physical health. It specifies that students are required to complete an annual self-declaration through OBU's Practice Education Management System (PEMS) and must notify the OH Department of any changes to their health as and when they occur. During the visit, the visitor team further confirmed that for apprentices, any changes relating to health or good character are discussed, checked, and recorded within the practice assessment document (PAD) as part of the regular review process.

5. In considering Standard 1.4, the visitor team reviewed both the programme documentation and the student-facing materials concerning conduct. The review confirmed that OBU has established robust and transparent processes to support this standard. In particular, the registered nurse (RN) directing the programme is guided by well-defined procedures that ensure the effective management of student health and character declarations, as well as the prompt reporting of any concerns. This rigorous approach is clearly articulated within the student-facing programme handbooks.
6. In considering Standard 1.5, the visitor team reviewed the programme specifications and noted that the programme has been purposefully designed, in close collaboration with PLPs and EPs, to facilitate the progression of Registered Nursing Associates (RNAs) and APs to RN status. The structure enables RPL for up to 50% of the total programme, equivalent to 180 academic credits and 1,136 practice hours. Robust and transparent mechanisms are in place to support individuals in applying for RPL, taking account of both prior certificated and experiential learning. All RPL decisions are subject to rigorous assessment and moderation processes, including oversight by an external examiner. During the visit, the process for reviewing and assuring RPL decisions, along with the support and guidance available to applicants, was discussed in detail with the programme team.
7. In considering 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 programme documentation, which clearly details the range of support available to students and apprentices, effectively signposted within module and programme handbooks. Evidence from the OBU Centre for Academic Development confirms that students across all fields of nursing regularly engage with the centre for tailored support in a variety of areas. Students are well supported in developing their numeracy, literacy, and digital skills. During the visit, all students reported feeling supported by both the programme team and the wider OBU support services in developing the knowledge and skills required for successful progression. Mathematical competence is further developed throughout the programme via bespoke learning resources focused on drug calculations, ensuring that all students meet the numeracy requirements necessary for safe and effective nursing practice.
9. Based on the information made available, the visitor team considers that OBU 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.10	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 designed to be delivered over three academic years, comprising a total of 4,600 hours of learning equally divided between 2,300 hours of theoretical study and 2,300 hours of practice-based learning. Each academic year consists of 120 credits, structured through a combination of 15 and 30 credit modules, which include both core and optional pathway modules.

Findings

10. The visitor team considered a range of evidence for this standard including programme specifications, programme handbooks and the programme mapping documents. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSC representatives and representatives from PLPs and EPs.
11. In reviewing the modification, the visitor team noted that Standards 2.1, 2.5, 2.9, and 2.10 remain unchanged and therefore required no further consideration, and Standards 2.11, 2.13, and 2.14 were deemed not applicable to this modification.
12. In considering Standard 2.2, the visitor team reviewed the programme and practice education handbooks for nursing apprentices and confirmed that the programme meets the requirements of the SSSA. The documentation included a comprehensive placement plan that clearly delineated 'on-the-job' and 'off-the-job' learning hours, which was further substantiated during the visit through detailed explanations of base employment arrangements. Students, PLPs and EPs all confirmed that students are supernumerary in practice settings and that SSSA standards are fully adhered to. They also described effective working relationships with AAs and link lecturers, noting that the link lecturer model functions effectively, with communication between PAs and link lecturers clearly recorded in the PAD. During the visit, the programme team also discussed the distinct requirements of RNDA pathway and outlined how learners are supported in practice. The programme team's prior experience with apprenticeship routes and understanding of the specific needs of apprentice students ensure that this knowledge and good practice are effectively transferred to the RNDA programme.
13. In relation to Standard 2.3, the visitor team reviewed the programme mapping documentation and, through discussions with the programme team, confirmed that the programme learning outcomes reflect all four fields of nursing. The curriculum design incorporates shared learning opportunities, with field-specific elements introduced progressively to ensure both breadth and depth of knowledge and skills. Ongoing consultation with PLPs, EPs, students, and PSC representatives informs the development and review of curriculum content and assessment strategies. The integration of practice learning, simulation, and supervision provides a robust framework for the achievement of NMC proficiencies. Furthermore, the collaborative input from academic staff, PLPs and EPs, and PSCs ensures that learning outcomes reflect person-centred, evidence-based, and inclusive approaches to care across all fields and the lifespan. Rigorous assessment and support mechanisms are in place to ensure that all students meet the required proficiencies for safe and effective registered nursing practice.
14. In considering Standard 2.4, the visitor team reviewed the programme handbooks and mapping documents and confirmed that the programme is designed to provide students with comprehensive exposure across all four fields of nursing. During the visit, the programme team, students, PSCs, and representatives from PLPs and EPs

described the breadth of shared learning opportunities and interprofessional experiences embedded within the curriculum. These include simulation-based learning, classroom teaching, and practice learning experiences that incorporate scenarios and skills from adult, mental health, learning disability, and children's nursing. Planning for practice learning experience is undertaken collaboratively between OBU, PLPs, and EPs to ensure students experience a wide range of care contexts across the lifespan, supported by trained PAs and PSs. PSCs actively contribute to student recruitment, teaching, and simulation activities, thereby enriching understanding of diverse care needs. This integrated and collaborative approach ensures that all students develop the requisite knowledge, skills, and professional values.

15. In relation to Standard 2.6, the visitor team reviewed the module descriptors and mapping documentation and confirmed full alignment of all modules with the NMC Standards of proficiency for registered nurses (SoPRN) and the apprenticeship standard. During the visit the programme team demonstrated that core modules effectively develop students' knowledge of professional values, communication, evidence-based practice, and person-centred care, while field-specific modules appropriately extend expertise within adult, mental health, learning disability, and children's nursing. The curriculum is further strengthened by the integration of research, sustainability, and digital literacy, reflecting the expectations of contemporary healthcare practice. Simulation-based learning and clinical placements provide structured opportunities for students to apply theoretical understanding in professional contexts, supporting the development of clinical competence and confidence. Assessment through the PAD and academic review processes ensures that all proficiencies are achieved, confirming that students are prepared for safe, effective, and accountable practice across a range of healthcare settings.
16. In considering Standard 2.7, the visitor team reviewed the module descriptors and, through discussions during the visit, confirmed that the programme's structure and content comprehensively meet the required programme outcomes across all four fields of nursing practice: adult, mental health, learning disabilities, and children's nursing. The core modules provide a strong foundation in professional values, communication, evidence-based practice, and person-centred care, while field-specific components ensure the development of specialist knowledge and skills pertinent to each area of practice.
17. In considering Standard 2.8, the visitor team reviewed the module descriptors and programme mapping and confirmed that the curriculum integrates field-specific teaching on law, safeguarding, consent, pharmacology, and medicines management. During the visit, the programme team explained that simulation-based learning and practice placements are used effectively to reinforce safe medicines administration across a range of care settings. The programme team also provided a clear rationale for the changes to credit values, which was articulated during discussions and is clearly reflected within the programme documentation.
18. In considering Standard 2.12, the visitor team reviewed the programme planner and programme handbooks and confirmed that the programme is a minimum of three academic years and 4,600 hours of learning. The structure provides an equitable balance of 2,300 hours of theoretical study and 2,300 hours of practice learning, delivered through an integrated approach encompassing academic study, simulation-based learning, and practice learning experiences. In addition, dedicated retrieval time is embedded within the programme design to ensure students have sufficient opportunity to achieve the required learning hours and outcomes.

19. Based on the information made available, the visitor team considers that OBU 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 the programme includes a total of 2,300 hours of practice learning. Of this total, simulated practice learning (SPL) accounts for 328.5 hours for adult nursing, 336.5 hours for child nursing, and 343.5 hours for mental health nursing, across the three parts of the programme.

Findings

20. The visitor team considered a range of evidence for this standard including the practice education handbook, RNDA employer's handbook, module descriptors, and programme mapping documents. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSC representatives and representatives from PLPs and EPs.
21. In considering Standard 3.1, the visitor team reviewed the practice education handbook for RNDA, the RNDA employer's handbook, and the programme planner documents. The documentation provides assurance that students are supported to develop the knowledge, skills, and behaviours required to deliver safe and effective care to a diverse range of individuals across all four fields of nursing practice. The proposed routes offer a breadth of practice learning experiences, with documentary

evidence confirming that students are exposed to placements appropriate to each nursing field. During the visit, the programme team, PLPs and EPs confirmed that the hub-and-spoke placement model supports a four-field approach, ensuring varied and comprehensive exposure to different areas of practice. There is evidence of a joint agreement between OBU, PLPs, and EPs confirming sufficient capacity and learning opportunities across the geographical area for students to develop and practise core nursing proficiencies. Senior nurses further confirmed that relevant clinical policies and procedures are appropriately adapted to enable students, under direct supervision, to safely undertake practice activities. Robust monitoring mechanisms are in place at OBU to identify and support students where concerns about supernumerary status arise. The programme team, representatives from PLPs and EPs, and students all demonstrated a shared understanding of, and commitment to, maintaining supernumerary status for all students. Students reported that they are consistently treated as supernumerary and are assessed by suitably qualified PAs; where any issues regarding PA allocation have occurred, OBU staff have responded promptly and effectively to ensure continuity and quality of assessment.

22. In considering Standards 3.2, 3.3 and 3.5, the visitor team noted that the arrangements for these standards have not changed because of the modification, therefore these standards were not considered.
23. In considering Standard 3.4, the visitor team reviewed the practice education handbook for RNDA and the programme planner documents and confirms that the programme meets the required 2,300 hours of practice learning. OBU proposes a total of 328.5 hours of SPL for adult nursing, 336.5 hours for children's nursing, and 343.5 hours for mental health nursing across the three parts of the programme. The variation in hours reflects the inclusion of additional field-specific SPL requirements for mental health and children's nursing. All SPL is supported by designated PSs, as outlined in the practice education handbook. During the visit, the programme team confirmed that staff undertaking the PS role within SPL do not act as AAs. The OBU attendance policy clearly delineates the responsibilities of students and the mechanisms for monitoring practice hours, supported by systems for recording and tracking hours, which are overseen by the AA during each stage of the students' learning. Placement hours are recorded within the PAD and periods of absence are reported to the EP. Representatives from PLPs and EPs confirmed effective and collaborative relationships with OBU staff. They noted that link lecturers are highly visible and responsive, providing timely support where student attendance or professionalism issues arise.
24. In considering Standard 3.6, the visitor team reviewed the RNDA practice education handbook and programme planner documents, confirming that robust systems and processes are in place to ensure students meet the required range of practice hours expected of registered nurses. Evidence gathered through documentation and discussions with the programme team, EPs and students demonstrated that the EP is responsible for planning and allocating students' practice learning experiences.
25. In considering Standard 3.7, the visitor team confirmed that OBU provides clear and comprehensive documentary evidence demonstrating compliance with the requirement for apprentices to maintain supernumerary status. OBU's statement on supernumerary status outlines the specific expectations for NMC-approved programmes. The RNDA employer handbook and the practice education handbook detail the principles governing supernumerary status and the procedures apprentices should follow if they believe this status is not being upheld or protected. Representatives from PLPs and EPs confirmed that they have experience of effectively managing the supernumerary status of students on NMC-approved

programmes. They further reported that any concerns raised are addressed promptly and proactively. All students met during the visit confirmed that they are afforded supernumerary status within their practice learning experiences, and this is recognised and valued by the practice education staff who support their learning.

26. Based on the information made available, the visitor team considers that OBU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

27. The visitor team considered a range of evidence for this standard including programme handbooks, practice education handbook, guidance document for PAs and PSs, module descriptors and programme mapping documents. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSC representatives and representatives from PLPs and EPs.
28. In considering Standards 4.1, 4.3, 4.6, 4.7, 4.8 and 4.10, the visitor team noted that the arrangements for these standards have not changed because of this modification, therefore these standards were not considered.

29. In considering Standard 4.2, the visitor team reviewed a comprehensive range of documentation, including the practice education handbook, the RNDA employer handbook, and guidance for PAs and PSs. The evidence confirms that the SSSA are fully applied within the programme. Robust processes are in place to identify, prepare, and support PAs, PSs, and AAs in fulfilling their respective roles. During the visit, representatives from EPs and the programme team verified that there are sufficient numbers of qualified PAs, PSs, and AAs to ensure effective student supervision and assessment. PLPs and EPs maintain comprehensive records of training and role preparation of PAs and PSs. PAs, PSs and AAs reported that they receive appropriate training and ongoing updates, delivered both face-to-face and online, ensuring they are fully prepared and supported in their roles. Programme documentation clearly stipulates that AAs cannot assess the same student across consecutive parts of the programme. Senior staff at OBU confirmed that adequate resources are allocated to support the programme, including a workload allocation model that accommodates AA capacity and provides sufficient training opportunities. The OBU link lecturer system is well established and provides an effective connection between academic and practice settings. Stakeholders, including senior nurses, PAs, PSs, and students, consistently reported that link lecturers are visible, accessible, and responsive to emerging issues. Clear evidence was also found of effective communication between academic and practice staff when concerns arise regarding student conduct or competence. The visitor team noted that while communication between link lecturers, PAs, and AAs is evident, this could be further strengthened by formalising processes to ensure that communication is consistently recorded within the PAD. It is therefore **recommended (R1)** that the programme team undertakes an enhancement review of the AA role, with a particular focus on strengthening communication and collaboration with PAs and PSs, to ensure effective triangulation and continuity in the assessment of student progression in relation to programme outcomes.
30. In considering Standard 4.4, the visitor team reviewed a range of evidence, alongside discussions during the visit, which confirmed that OBU has robust systems and processes in place to ensure structured and continuous feedback throughout the students' programme. Feedback mechanisms include written feedback, student-facing committees, PAD entries, and the ongoing record of achievement (ORA). A range of documents aimed to support students, PAs, PSs and AAs clearly outline expectations for feedback provision and recording, offering comprehensive guidance to apprentices, PAs, PSs, AAs, and practice educators. During the visit, students reported that they receive multiple opportunities for feedback, describing it as constructive and supportive of their learning and development. They also confirmed that OBU academic staff are responsive to the feedback they provide and that formal mechanisms such as committees, module evaluations, and practice evaluations enable them to contribute meaningfully to programme enhancement. Representatives from PLPs and EPs confirmed they are kept informed of outcomes from student evaluations of their practice learning experiences. Additionally, documentary evidence demonstrates that apprentices engage in structured 12-weekly progress reviews involving the EP, skills coach, and apprentice, ensuring ongoing monitoring and support for individual learner progress.
31. In considering Standard 4.5, the visitor team reviewed OBU module descriptors and programme mapping documentation, which, together with discussions held during the visit, provided clear assurance that students are supported throughout the programme to achieve the SoPRN and the programme outcomes across all fields of nursing practice: adult, mental health, and children's nursing. OBU presented comprehensive mapping documents for the proposed RNDA routes, demonstrating alignment with the required communication and relationship management skills, as

well as nursing procedures. The programme team, PLPs, EPs, and students confirmed that SPL and practice learning opportunities enable students to meet the SoPRN prior to being recommended for registration with the NMC. Students also reported that they have sufficient opportunities to achieve the Annexe A and Annexe B skills and procedures, with SPL experiences effectively supporting the development and consolidation of these proficiencies.

32. In considering Standard 4.9, the visitor team reviewed the programme specifications and handbooks and confirmed that these documents clearly demonstrate an equal weighting between the assessment of theory and practice. OBU's approach to assessment weighting across its programmes is consistent with its academic regulations, ensuring parity between theoretical and practical components. Progression between programme parts is contingent upon successful completion of both theory and practice assessments, with no compensation permitted.
33. Based on the information made available, the visitor team considers that OBU 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

34. The visitor team considered a range of evidence for this standard including programme specifications, programme handbooks and the end of course requirements presentation.
35. In considering Standard 5.1, the visitor team reviewed the programme specifications and programme handbooks and confirms that on completion of the programme students will be awarded a bachelor's degree.
36. In considering Standard 5.2, the visitor team reviewed the programme handbooks, and the end of course requirements presentation. The handbook clearly states that students have five years to register their award with the NMC, and in the event of failing to register their qualification within five years, they will have to undertake additional education and training or gain such experience as specified in the NMC standards.
37. Based on the information made available, the visitor team considers that OBU 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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Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

Tel: 01452 557075
Web: www.qaa.ac.uk/nmc