



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

Dual Award - Pre-registration nursing - Adult/Child

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

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

University of Southampton

June 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of Southampton University Road Southampton SO17 1BJ				
AEI/EI Institution Identifier [UKPRN]	10007158				
Name and location of new programme delivery partner(s) if not the AEI/EI noted above	N/A				
Name of new employer partners for apprenticeships	N/A: this is not an apprenticeship route				
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) Nursing (Adult)	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 - Child	BSc (Hons) Nursing (Child)	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 - Mental Health	BSc (Hons) Nursing (Mental Health)	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"/>
Dual Award - Pre-registration nursing - Adult/Child	MNurs (Adult and Child)	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	MNurs (Mental Health and 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 - Mental Health/Child	MNurs (Child and Mental Health)	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"/>
Pre-registration nursing - Adult	MSc Nursing (Adult)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 Scotland <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	MSc Nursing (Child)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 Scotland <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	MSc Nursing (Mental Health)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 Scotland <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Interim awards available					
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	Postgraduate Diploma Nursing (Adult)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 Scotland <input type="checkbox"/> Level 10		<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<input type="checkbox"/> Level 11			
Pre-registration nursing - Child	Postgraduate Diploma Nursing (Child)	<input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 Scotland <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	Postgraduate Diploma Nursing (Mental Health)	<input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 Scotland <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposed programme start date	22 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 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	3 June 2025				
Visitor team	Registrant Visitors: Miss Kelly Bramwell Dr Hephzibah Samuel Kirubaraj Lay Visitor: Dr Sifelani Chikunya				

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.

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

The conjoint visit with the University of Southampton approval panel took place on 3 June 2025.

Context for the review

The University of Southampton (UoS) is seeking to modify their provision following feedback from stakeholders, internal review of nursing provision and to ensure programmes continue to offer programmes which meet professional requirements whilst ensuring ongoing sustainability and quality. The modification will reduce nursing pathways to include BSc Nursing (Adult, Child and Mental Health); MNurs (Adult and Child; Mental Health and Adult; Child and Mental Health Nursing) and MSc Nursing (Adult; Child and Mental Health). An exit award of post graduate diploma (PGDip) leading to a registration in a single field of nursing has been introduced in the MNurs provision. Changes to the curriculum structure and modules have also been made alongside increasing simulated practice learning (SPL). Recognition of prior learning (RPL) requirements have also been reviewed and is incorporated into this modification also.

The student voice has been sought throughout this process, with students across all fields of practice represented, people who use services and carers (PSCs), and practice learning partners (PLPs). An appointed external advisor provides peer support for PSCs who have been involved in a variety of activities across the nursing programmes, from inception to implementation and beyond. This PSC involvement has developed and evolved over recent years and represents all fields of nursing and midwifery. Events have been held throughout the curriculum development process to capture priorities for pre-registration healthcare professionals identifying 'what good care looks like', and this has been explicitly reviewed by PSCs with their feedback being utilised to improve the curriculum offer.

The visitor team met with a range of senior staff, the programme team and the professional support staff from UoS; together with practice assessors (PAs) and practice supervisors (PSs) from the PLPs; plus, current students and representatives from PSCs.

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

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

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

Conditions and recommendations

The **provisional judgement** of the visitor team following the visit 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	The UoS should progress its plans to further involve PSCs in the admissions and selection processes, including offering them appropriate mandatory training in equality and diversity and unconscious bias.	1.1 and 2.1	Joint	
R2	The UoS should undertake an ongoing review of the impact of the changes to SPL and programme's structure as an integral part of the established curriculum review process.	2.2, 2.4, 2.10 and 4.1	Joint	

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

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Good practice details	Specific standard(s)	NMC only/ joint
GP1	The student voice was strong and evident throughout the onsite visit, and the visitor team and the panel highlighted extensive good practice relating to the extensive engagement of stakeholders in the conjoint modification process.	2.1	Joint
GP2	The comprehensive nature and scope of the support provided to the student cohort to facilitate access based on individual needs and personal circumstances including practice learning shift adjustments, and the holistic approach to supporting students with additional learning needs.	3.5	Joint

The **final recommendation** made by the visitor team to the NMC is therefore 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.

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 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

For the BSc programme, the UoS RPL policy permits up to a maximum of one third of an undergraduate programme (60 ECTS or 120 CATS).

For the MNurs programme, RPL would permit no more than 80 ECTS/160 CATS.

For the MSc programme, UoS permit up to a maximum of one third of a master's programme (30 ECTS or 60 CATS). For the MSc, students are required to demonstrate prior learning for 650 theory hours and 620 practice hours.

The process for RPL outside of the limitations above, states that decisions to allow RPL outside the limitations above can be presented and considered by relevant committees within existing governance structures.

Findings

1. The visitor team considered a range of evidence in consideration of Standard 1.1 including the admissions strategy, policies and procedures, policies relating to inclusion and respectful behaviour, declaration of health and character and guidance for applicants with criminal records, and the fitness to practise regulations. The visitor team met with the following groups of stakeholders: senior team, programme team, professional support staff, PSCs, PLPs and students.
2. In relation to Standard 1.1, the admissions procedures for the UoS nursing programmes are summarised in the admissions strategy, and the UoS accepts a wide range of admission qualifications. Applicants must hold GCSE English language (or GCSE English) (minimum grade 4/C), Mathematics (minimum grade 4/C) and Science (minimum grade 4/C) if not offered at a Level 3 qualification. Applicants whose previous study was in a language other than English are required to demonstrate English language through IELTS or equivalent (IELTS 7.0 overall with 6.5 in writing). The applicants' digital and technological literacy capabilities are judged by their ability to complete the selection and admissions process which is fully online. In line with NMC requirements, the UoS uses a value-based approach to selection of candidates, and interview criteria assess professional potential which includes demonstrating appropriate values and the ability to learn behaviours commensurate with the nursing profession.
3. The UoS confirmed interviews are undertaken by members of staff who are registrants in the field(s) of practice the applicant is applying for, or who have appropriate experience relevant to that field. All interviewers receive training annually which includes interview briefings, equality, and diversity training as well as unconscious bias training. This was confirmed by the visitor team in meetings with the programme team. The UoS advised that it reviews its interview processes at the end of each cycle and makes improvements where required and notes that the service user involvement lead has identified PSCs' involvement in

selection processes as an area for development, to be covered by a revised strategy. PSCs have provided feedback on current processes and, moving forward, will be involved annually in reviewing admissions and selection processes for pre-registration courses. In discussions, the visitor team triangulated with PSCs that they are aware of this development. The visitor team therefore **recommends (R1)** that the UoS should progress its plans to further involve PSCs in the admissions and selection processes, including offering them appropriate mandatory training in equality and diversity and unconscious bias.

4. In relation to Standard 1.2, it is a clear part of the entry requirement for the programmes that all applicants who have received an offer must complete an occupational health assessment and declaration of good character as a condition of their offer and declare any criminal convictions on their application documents. Places are not confirmed until the candidates complete the required screening. In subsequent years, at enrolment, students are required at re-enrolment to submit an updated declaration of good health and character and are prompted to update the programme team about any criminal convictions. This was further confirmed with students within the onsite visit, who explained that they were sent a form each academic year and had to update their status in a process they felt was both simple and effective.
5. In relation to Standard 1.3, the visitor team found that the UoS has systems and processes in place to ensure students are fully informed of the requirement to self-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 to ensure that any such declarations are dealt with promptly, fairly and lawfully. Students who met with the visitor team confirmed their knowledge and understanding of these policies, including the need to self-declare at any time if circumstances change and affirmed that they knew the process for seeking help in these regards.
6. In relation to Standard 1.4, the UoS confirmed that a 'Declaration of Health and Character' is submitted through the virtual learning environment to academic assessors (AAs) for review and approval, prior to presentation to the board of examiners. The visitor team triangulated this understanding with the registered nurse who confirmed the operation of these arrangements, and that this documentation is then used to update the NMC, subject to the approval of the Board of Examiners.
7. In considering Standard 1.5, the RPL policy evidences a structured RPL process is in place. The programme specification documentation and module profiles demonstrate that all learning outcomes required by the NMC Standards of proficiency for nurses are capable of being mapped against all programmes. For the BSc and MNurs programme, applicants are required to evidence 60 ECTS (120 CATS) of prior learning at Level 4 or higher, normally from an NMC approved programme completed within the last five years. The candidates are also subject to meeting additional selection criteria outlined in sections 1.1.1 to 1.1.7. Eligible applicants may be admitted to either the BSc or MNurs programme at an appropriate entry point. For the MSc programme applicants must demonstrate RPL for 650 theory hours and 620 practice hours. In relation to academic credit, students would need to have completed Level 7 credits in prior study to be eligible to RPL those into the MSc. The visitor team were assured that the programme team understand the scope of the RPL process and its application across all programmes.

8. In considering Standard 1.6, the RPL policy confirms that there is a process for permitting RPL above the maximum one third of a programme. The policy states that decisions to allow RPL outside the limitations above can be presented and considered by relevant committees within existing governance structures.
9. In relation to Standard 1.7, the UoS academic module guides demonstrate that all pre-registration nursing programmes have numeracy, literacy and digital and technological literacy integrated throughout, and also have a specific learning outcome which encompasses the transferable and generic skills of digital literacy and competence in using a range of technology to effectively support learning and practice. The UoS has resources to support learning and teaching in this area such as programmes which help to develop key calculation skills required for numeracy development in the context of safe administration of medication. The UoS also supports students' literacy in other ways, such as: academic skills workbooks which are integrated into group tutorials during the first year to support students' transition into higher education; dedicated lectures for academic writing skills, including writing at different levels throughout the programme, structuring arguments and referencing correctly; and access to the wider support services provided by the Academic Skills Enhancement team. There are also supplementary sessions which include writing cafes and academic skills drop-in services, as well as mathematics and statistics drop-ins, and students may also attend additional English for Academic Purposes (EAP) sessions to support year one studies. These services were triangulated with students met by the visitor team who confirmed their knowledge and understanding of the support services available in this regard.
10. Based on the information made available, the visitor team considers that the UoS has in place the appropriate arrangements for Standard 1: Selection, admission, and progression to enable the NMC standards to be met.

2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input 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 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

Students on BSc programme complete the minimum of 4,600 hours of study required by NMC standards. The practice learning experiences with the programmes is a minimum of 2,300 hours and thus comprises 50% of this minimum.

Students on the MSc (single award) programme will complete 2300 theory and 2300 practice hours over the two years.

The MNurs (dual award) programmes plan indicates students will complete 3,350 theory hours and 3,020 practice hours over the four-year programme.

Findings

11. The visitor team considered a range of evidence in consideration of Standard 2 including the context of nursing submission, mapping NMC standards to all programmes, and module profiles and programme specifications, and met with the following groups of stakeholders: senior staff, programme team, PSCs, PAs, PSs, AAs, and students.
12. In relation to Standard 2.1, the structure and sequencing of programmes have been changed to enable students to manage theory and practice learning experiences (PLE) effectively and build increasing complexity throughout their programmes, as detailed in the context document. The student voice has been sought throughout this process, with students across all fields of practice represented, alongside other PSCs and PLPs, and the appointed external advisor. This helps to ensure that programmes remain relevant in respect of the NMC Standards and requirements and the contemporary health and social care agenda. The student voice was strong and evident throughout the onsite visit, and the visitor team and the panel highlighted extensive **good practice (GP1)** relating to the comprehensive engagement of stakeholders in the conjoint modification process. In addition, PSCs have provided feedback on current processes and, moving forward, will be involved annually in reviewing admissions and selection processes for pre-registration courses. In discussions, the visitor team triangulated with PSCs, and it was clear they are aware of this development. The visitor team therefore **recommends (R1)** that the UoS should progress its plans to further involve PSCs in the admissions and selection processes, including offering them appropriate mandatory training in equality and diversity and unconscious bias.
13. Regular and robust quality assurance processes remain in place since initial approval, including module and programme evaluations and reports, student/staff liaison committees, and programme committees, contribution to the programme design by stakeholders, regular internal programme validation, external examination, and national research and teaching frameworks. Academic staff and students spoke positively of joint teaching of different levels of students referring to shared learning and peer-support, with different levels taught within interactive lectures, allowing students with experience to support others. The programme team outlined that the revised structure, including a simplified assessment strategy with reduced volume, continues to align with the NMC Standards Framework for Nursing and Midwifery Education. The changes were designed to enhance coherence and reduce duplication, while still supporting student achievement of proficiencies. The visitor team was assured that the revised programme structure complies with the Standards Framework and maintains appropriate academic and professional rigour. From discussions at the visit, the

visitor team is assured of this, and the modifications effectively address feedback regarding over-assessment. PSCs and current students confirmed their involvement in the modification process, and that their views were listened to, and appropriate adjustments made.

14. In relation to Standard 2.2, the visitor team confirmed strong institutional adherence to the NMC Standards for student supervision and assessment (SSSA), with clearly defined roles and training for PSs, PAs, and AAs. Students demonstrated awareness of the support structures in place, particularly noting the effectiveness of practice coordinators and the responsive support offered in practice learning environments. Stakeholder feedback highlighted good partnership working with PLPs and the proactive approach taken to placement allocation, ensuring students who required additional support were well provided for. The programme team demonstrated a sound understanding of NMC requirements in relation to SPL, and evidence of skills and simulation mapping across all fields assured the visitor team that the increased SPL hours will be applied appropriately and proportionately in line with NMC guidelines. These findings provide assurance that the curriculum is designed and delivered in a way that supports compliance with the SSSA, and therefore the visitor team recommends **(R2)** that UoS undertakes an ongoing review of the impact of the changes as an integral part of the established curriculum review process.
15. In relation to Standard 2.3, the documentation demonstrates how the programme learning outcomes map across to the Standards of proficiency for all registered nurses, and the mapping documents show how the Standards of proficiency relate to module and programme levels for taught and assessed content for all fields offered. Each of the modules is mapped to the programme learning outcomes in module and programme specification documents. The programme team confirmed that while some minor wording changes were made to programme learning outcomes during this modification, the outcomes remain aligned with the NMC Standards of proficiency. During the visit, the mapping documents were discussed in relation to how they underpin both theory and practice, and external stakeholders validated that the outcomes remain current and relevant after thorough review and critique of programme information by PSCs.
16. In relation to Standard 2.4, there are several modules set out in the programme specifications and module documents which are taken by all nursing students, regardless of their field. The learning outcomes specifically state and incorporate all fields of practice. An example of this is the 'fundamentals of health and care across the life course module' which is taken by all students on the BSc programmes, and the integrated master's programmes. All students are required to complete the Oliver McGowan mandatory e-learning training on learning disability and autism. Further exploration during the visit with the programme team confirmed that shared modules expose all students to relevant content across the four fields. This is also embedded in modules such as 'Fundamentals of Health and Care' and a new module in development, 'Inclusion in Health and Care in Clinical Practice'. Additional evidence received demonstrated skills and simulation mapping for all and how this will be delivered via SPL. Given the developmental nature of these arrangements, it is **recommended (R2)** that UoS should undertake an ongoing review of the impact of the changes as an integral part of the established curriculum review process.

17. In relation to Standard 2.5, the evidence provided in the mapping documentation and programme specifications supports this standard and clearly sets out the programmes available at UoS. All programme specifications outline the exit awards available to students, and programme titles align with entry onto the NMC register. Programme routes are clearly stated and evidenced, and staff met during the visit were able to articulate that the BSc exit routes from MSc and MNurs programmes are well understood by themselves and by students, and that there are clear progression routes and rationale for exit awards. To clarify, students on the MNurs can exit the programme after three years with a BSc qualification. For students on the MSc programme who do not complete/pass their dissertation they will exit with a Post Graduate Diploma (PGDip). The visitor team triangulated this during the visit itself.
18. In relation to Standard 2.6, all programme learning outcomes are derived from and are mapped to the Standards of proficiency for registered nurses. Each module is then mapped to the programme learning outcomes and Standards of proficiency to ensure that professional and general content is embedded throughout all modules. This was triangulated by the visitor team against evidence from programme specifications and module descriptors, and in discussions with programme teams and students.
19. In relation to Standard 2.7, the UoS has individual programme specifications for each programme and field to indicate and highlight the specific requirements for each, and these detail both the theory modules that are required and the expectation that 2,300 practice hours need to be completed for all routes. Professional requirements are outlined as well as information about teaching, learning and assessment and all programme learning outcomes. This modification incorporates field-specific modules into the programme from the first year, whilst keeping some shared modules. Programme specifications and mapping documents support this rationale and clearly outline how the programme requirements are achieved. It was further clarified during the visit that field-specific modules are being introduced earlier in the programme in response to student and stakeholder feedback. The visitor team triangulated this with students, and confirmed their enthusiastic response to its adoption, especially noting that the additional field-specific modules would strengthen learning and expertise in preparation for their careers.
20. In relation to Standard 2.8, specific programme learning outcomes are in place which relate to the law, safeguarding, consent, pharmacology, and medicines management, and each programme has a field-specific applied health and pharmacology module. This allows students to demonstrate knowledge, understanding and application of pharmacology in the context of their field of practice and commonly administered medications from an early stage in their programme. The UoS is bringing field-specific modules into part one after stakeholder and student feedback, which will additionally support the introduction of field-specific content. In addition to theory, these aspects are assessed within practice, which is mapped to the Standards of proficiency. This was discussed during the visit and demonstrated during the programme team presentation, with specific examples given relating to field-specific focus around aspects such as legislation. Review of field-specific modules on the BSc evidenced a clear spiraling of content across the three years. Introduction of optional modules was highlighted as a key aspect for allowing students to enhance their field-specific experience and employability, such as being able to focus on community nursing,

which may support students to go into community roles post-qualification. Students and staff articulated confidence in how these areas are delivered and assessed, reflecting the evidence in the programme specifications.

21. In relation to Standard 2.9, all programmes have been designed so that the curriculum provides a balance of theory and practice learning (2,305 practice hours and 2,525 theory hours on the BSc; 3,030 practice hours and 3,550 theory hours on the MNurs using a range of teaching and learning strategies and this is evident from the module profile documents and nursing programme calendar as evidence. The modular curriculum structure and use of the European Credit Transfer System (ECTS) means that programmes have more credits than previously. During the visit, students on the BSc met by the visitor team articulated their understanding of the balance, and how SPL hours were clearly factored into placement totals. For example, first year simulated content draws on the theoretical taught content within the first part of the programme, and simulation incorporates managed exposure to all fields of nursing. This learning is supported by staff who have an interest and expertise in simulation-based education, alongside the UoS lead for skills and simulation. Staff presented the rationale for modular credit weightings and how these support the chosen model.
22. In relation to Standard 2.10, the UoS notes that formal and informal feedback has evidenced the need for increased simulation, and therefore this major modification looks to increase the number of SPL hours. Students on the BSc Nursing programmes are allocated 75 hours of SPL per year, which means that they will complete 225 hours in total. There is no other SPL within their programme. The equivalent increase for the MNurs is 300 hours in total over the four years across each field; and for the MSc an extra 40 hours per year, 80 in total. The visit confirmed the UoS's plans to increase SPL was in response to student feedback and placement capacity challenges. Staff were able to articulate the reasons for the proposed changes and explained that SPL is proportionately distributed across all parts of the programme. The programme team discussed the varying situations to be used and the flexible approach to SPL, which would allow for response to student feedback. The programme team discussed simulation lead roles within the team and staff training requirements. The visitor team was assured in this way that the planned amendments to SPL ensure it remains SSSA compliant. As discussed under Standards 2.2 and 2.4, it is **recommended (R2)** that UoS should undertake an ongoing review of the impact of the changes as an integral part of the established curriculum review process.
23. The visitor team agreed with the UoS that Section 2.11 is not applicable as no parts of the programme are delivered in Welsh.
24. In relation to Standard 2.12, the visitor team confirmed that both the single award BSc and MSc pre-registration nursing programmes meet the NMC requirement of a minimum of 4,600 hours of learning, with at least 2,300 hours allocated to both theory and practice. The MSc is delivered over two academic years and comprises 2,300 hours of practice and 2,300 hours of theory. The BSc is delivered over three academic years and comprises 2,305 hours of practice and 2,525 hours of theory. Attendance monitoring systems are in place to track engagement, and the programme team confirmed that hours missed during SPL are not counted towards practice totals and must be made up within subsequent placement blocks.

25. In relation to Standard 2.13, the UoS offers three dual award programmes at master's degree level, with the first three years studying the first field, and the final year studying the second field. Students will complete 3,350 theory hours and 3,020 practice hours over the four-year programme. There is the introduction of the BSc exit award in the first field if all assessment requirements are achieved. During the visit, programme leads confirmed that dual award programmes are structured to deliver sufficient practice and theory to meet both fields' proficiency requirements. Year four includes field-specific placement, and discussions between the visitor team and the programme team highlighted how students will benefit from completing a placement in their second field in their second or third year, as this will allow them to change option if required or take the BSc exit award in one field. The rationale for BSc exit points was positively received.
26. Section 2.14 is not applicable as no provision is offered which involves programmes leading to nursing registration and registration in another profession.
27. Based on the information made available, the visitor team considers that the UoS 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 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 BSc comprises of 2305 practice learning hours, of which 225 are SPL.

The MSc programme includes the students being able to provide evidence of 620 practice learning hours prior to enrolling on the programme and during the programme they will complete 2300 practice hours, of which 80 hours are SPL.

On the MNurs programme, students will be required to complete 3020 practice learning hours, of which 300 are SPL.

Findings

28. The visitor team considered a range of evidence in consideration of Standard 3 including programme specifications for the full range of programmes under review, electronic practice assessment document (ePAD), regulations governing fitness to practise, the allocated placement policy, the student support policy and the safe learning environment charter and met with the following groups of stakeholders: the programme team, PLPs, PAs, AAs and students.

29. In relation to Standard 3.1, the programme specifications reviewed by the visitor team evidence how students will develop both clinical and theoretical skills to deliver safe and effective care and meet the diverse needs of people. The UoS practice coordinators plan each student's practice learning experience across programme parts to ensure they are exposed to areas relevant to their learning along with providing opportunities to achieve proficiencies. The exposure is monitored to ensure students get a varied experience sufficient for them to feel confident and competent at the point of registration and to demonstrate proficiency. There is regular liaison between the UoS and practice partners, and students' progress is reviewed for each practice placement by the responsible PA and AA as detailed within the ePAD. There is scrutiny of practice learning experiences to ensure all students have had the range of experience stipulated by the NMC at the appropriate level to achieve their proficiencies and in a range of settings. In meetings with students and PLPs, the visitor team was able to confirm the effective operation of these arrangements, and students confirmed that they receive a balanced exposure to all four fields of nursing.
30. In relation to Standard 3.2, the University Practice Coordinators (UPCs) for nursing -spanning the adult, mental health and child fields - evaluate each student's placement trajectory across all parts of the programme to ensure that students are exposed to practice areas aligned with their learning needs, thereby facilitating the achievement of required proficiencies, field-specific skills, and essential episodes of care. While initial placement allocations are generated via UoS's placement management system, each placement line is specifically reviewed by the UPCs to address individual student needs and to maintain equity in learning experiences. The UPCs engage in ongoing dialogue with PLPs to review and amend placements in response to emerging requirements. Furthermore, there was evidence of a strong and professional working relationship between the PLPs and the UoS in support of this standard.
31. In considering Standard 3.3, the visitor team found clear evidence that practice learning opportunities are provided to enable students to meet the communication and relationship management skills and nursing procedures set out in the Standards of proficiency for registered nurses, within their selected fields of practice. The ePAD is mapped to the Standards of proficiency and supported by a skills passport system for tracking achievement of proficiencies, with progress reviewed by PAs and AAs at the end of each placement. Where specific skills are not readily available in clinical settings, these are achieved through SPL or skills laboratory activity. UoS confirmed that SPL is supervised by registered nursing staff acting in PS roles and that sign-off is undertaken in line with the SSSA. PAs are not used in SPL, ensuring role clarity and compliance with the SSSA. SPL is mapped to programme content and proficiencies, with a particular focus on communication and relationship management skills, including sensitive and complex scenarios such as end-of-life care, raising concerns, and self-harm. SPL is field-specific, designed to reinforce students' professional identity, and incorporates managed exposure to all fields of nursing to broaden student experience. Students, PLPs, and PSCs confirmed that these arrangements are effective, and the visitor team was assured that the increased SPL hours introduced through the modification remain fully compliant with SSSA requirements.

32. In relation to Standard 3.4, the visitor team confirmed that all pre-registration nursing programmes at UoS provide no less than 2,300 hours of practice learning, with SPL hours remaining within the permitted maximum of 600. For the BSc, students complete a total of 2,305 practice hours, of which 225 are allocated to SPL, delivered as 75 hours in each of the three years of the programme. The MSc comprises 2,300 practice hours, including 80 hours of SPL, delivered as 40 hours in each of the two years of study. The MNurs comprises 3,020 practice hours, including 300 hours of SPL, delivered as 75 hours in each of the four years. Practice hours are recorded within the ePAD and reviewed by PSs and PAs. Students are required to make up any missed practice hours before completion of the programme, and progression is not permitted unless they are within 150 hours of the practice requirement for that part. Opportunities to retrieve missed hours are built into the programme calendars. Students confirmed that these processes are effective in practice, which was triangulated with programme teams and practice partners.
33. In relation to Standard 3.5, the policies in place demonstrate that the UoS School of Health Sciences considers students' individual needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities. All reasonable adjustments are presented to the placement team and the environment/area when planning placements and are given priority for allocation. The review of allocated placement policy also enables students to request changes to their placement lines. The review considers factors such as occupational health referrals and recommendations, risk assessment, changes to personal circumstances (such as caring responsibilities, access to transport) and progression issues where programme adjustments might be required. The visitor team met with students who confirmed that the UoS takes a holistic approach to supporting students with additional learning needs in both theory and practice learning. In practice learning, after consultation with occupational health, students can disclose and document their personal needs via the ePAD. The visitor team heard evidence from students, who described how practice learning shift adjustments were made to specifically accommodate their individual needs and special circumstances. The PLPs were also able to confirm examples of how they have worked with students with complex needs and how they were able to support them in practice learning, in close liaison with the UoS. PLPs also confirmed they make sure that adjustments they put in place are both reasonable and safe for students and patients in their care. These arrangements make a particularly positive contribution to the student learning experience within the context of the UoS and represent **good practice (GP2)** because of the comprehensive nature and scope of the support provided to the student cohort to facilitate access based on individual needs and personal circumstances.
34. In relation to Standard 3.6, the UoS along with the PLPs are aware of NMC requirements in recognising that students should be exposed to the full range of hours typically worked by registered nurses. This expectation is outlined in the UoS programme specifications, and is also reinforced during practice module introductions, preparation days, and through PS and PA training and updates. This evidence describes what to expect during placements, including the requirement that students experience the variety of hours and shifts expected of registered nurses. Discussions with PSs, PAs and students by the visitor team confirmed that the student experience (including reasonable adjustments, and referrals to occupational health) was addressed clearly and comprehensively by the team. Furthermore, there was evidence of a strong and professional working relationship between the PLPs and the UoS, which supports a cohesive and

supportive learning environment for students.

35. In relation to Standard 3.7, the documentary evidence confirms that the UoS and the PLPs work together to ensure that students are supernumerary whilst undergoing their practice learning experiences. Practice module introduction and preparation days, along with PA and PS training and updates, enable both students and those who support them to be explicitly informed of these expectations. Students are also advised of what to do during placement briefing sessions, if they do not feel that their supernumerary status is being preserved. The UoS has mechanisms for ongoing monitoring of support, supervision of learning opportunities and assessment such as evaluation data, audit data and moderation of the ePAD. This allows for issues to be identified, including students not being treated as supernumerary, and allows for remedial action to be taken where this is identified. Students and PLPs who met the visitor team provided assurance that students are supernumerary during practice learning in most cases and that if issues arise, they are promptly dealt with by the UoS. Students also advised that they have regular meetings with their personal tutors, AAs and PLPs where issues are discussed and resolved, and they always feel confident and supported to escalate issues pertaining to their supernumerary status in practice learning.
36. Based on the information made available, the visitor team considers that the UoS 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 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

37. The visitor team considered a range of evidence in consideration of Standard 4 including the overview of pre-registration programmes document, programme specifications, staff CVs, the context of nursing submission, module specifications and mapping documents, and met with the following groups of stakeholders at the onsite visit: UoS Senior Management Team, programme team, PAs, AAs, PSCs and students.
38. In relation to Standard 4.1, students are supported in learning by academic staff, the majority of whom are NMC-registered nurses, and there is clear evidence of programme team members' training and progression, including Higher Education Academy (HEA) memberships and fellowships, and of peer teaching reviews being undertaken. Additionally, the practice hours allocated to SPL are clearly

and separately monitored. Students who are unable to participate in the SPL are provided with alternative opportunities to complete it. The UoS should undertake an ongoing review of the impact of the changes as an integral part of the established curriculum review process, previously noted as **recommendation (R2)**.

39. In relation to Standard 4.2, the UoS has established policies in place that adhere to the NMC Standards for supervision and assessment, and students receive appropriate levels of support in this regard. Arrangements for monitoring of support, supervision, learning opportunities and assessment are in place, and verified via monitoring and review of the ePAD. In particular, the feedback from moderation of practice activities evidences the quality of practice learning experiences, and the work of PAs and PSs. These processes allow for the identification of practice learning where the Standard of proficiency is met, or where interventions in practice learning environments may be necessary to enhance the quality of the nursing experience. Discussions at the visit, with programme teams, validated the evidence submitted and supported the conclusion that the SSSA process had been appropriately implemented and followed.
40. In relation to Standard 4.3, the Head of Department of Nursing, Midwifery and Health is a registered nurse and is nominated to NMC as the person responsible for directing the education programme. This was confirmed by the visitor team in discussions at the onsite visit, and triangulated against details in the relevant CV.
41. In relation to Standard 4.4, the UoS assessment and feedback strategy is situated within the University-wide strategy and reflects the requirements of curriculum documentation. Assessment feedback highlights how key skills can be developed throughout the programmes, increasing in complexity, and with regard to the transferability of skills. All theoretical modules have formative as well as summative feedback opportunities summarised in the assessment overview documents. Student work is assessed against marking criteria, which in turn provides students with feedback on key skills assessed in the summative assessment. For written assignments, students are also provided with annotated scripts and general feedback. For practical assessments and examinations, students are provided with feedback that draws on key themes from across the student cohort. Students are also offered the opportunity to meet with the module lead for individual feedback on their performance in these assessments, including the review of exam papers. In practice settings, students have formative and summative assessment outcomes, and these, along with the relevant criteria, are recorded within their ePAD. For each practice placement, students are assessed according to the criteria set out in the ePAD. Students are encouraged to seek regular feedback from PSCs to support their development in clinical practice and record them in the ePAD. The narrative provided and the submitted evidence clearly demonstrate that the UoS assessment strategy provides students with feedback throughout the programme to support their development.
42. In relation to Standard 4.5, and in order to ensure that all students achieve the programme learning outcomes, these are mapped against the module assessment, and the standards of practice are completed in the ePAD. All modules within the programme are core, and all must therefore be achieved. There was a discussion during the visit to explore how students at different levels of study are supported when taught together, and what strategies are implemented to effectively manage the assessment of these differing levels. The visitor team found that the programme team could articulate how appropriate

support mechanisms and clear assessment strategies supported students studying at different levels effectively whilst being taught together.

43. In relation to Standard 4.6, the UoS provides a range of resources to support learning and teaching in numeracy, in particular a platform designed to enhance students' proficiency in essential calculation skills, specifically within the context of safe medication administration. Students have access to instructional materials and formative assessment tools throughout the duration of their programme. Additionally, UoS has adopted a further e-learning resource that complements knowledge in drug dosage calculations and supports medicines management across the curriculum. Students undertake both health numeracy assessments and drug dose calculation examinations in their programme. The existence and effectiveness of these packages was confirmed to the visitor team in discussions with students and programme team members during the visit. In the Portfolio Module during part 3 of the BSc programmes, students sit a drugs calculations exam in which they are required to achieve 100%. MNurs students will sit two drug calculations exams in part 3 of their programme in each of which they must achieve 100% (one exam relevant to each of their intended fields of practice).
44. In relation to Standard 4.7, all modules contain appropriate learning outcomes, which are mapped to the NMC Standards. In addition to their learning in practice, SPL sessions give students further opportunities to use self and related skills relating to nursing procedures. In practice settings, students are assessed on their ability to demonstrate communication and related skills within the ePAD. The effective operation of this system was confirmed by the visitor team in discussion with students, and with the programme team.
45. In relation to Standard 4.8, students enrolled in the pre-registration programmes are assessed for proficiency in a variety of ways to ensure they meet the NMC Standards of proficiency. During practice placements, student performance is assessed using the ePAD and the Ongoing Achievement Record (OAR). These tools provide a structured framework for monitoring and evaluating. In addition, UoS has an established team of AAs who support the students' learning journey; they are registered nurses, many of whom also hold postgraduate teaching qualifications and represent the different fields of nursing. This latter qualification is usually achieved via the UoS's postgraduate certificate in academic practice (PGCAP) programme. AAs are embedded in programme delivery as PTs and are well placed to support students and to liaise with PAs and PSs, as well as directing students to support services, as necessary. There are a wide range of support services for students, and information on their operation and accessibility is provided to all students through the programme handbooks, the virtual learning environment, the UoS websites and via the mandatory induction sessions. These services include support for health and wellbeing, IT support, enabling services, library services and others. Students who met the visitor team were aware of these services and their value as a support facility and knew how and where to access them if necessary.
46. In relation to Standard 4.9, the programme specifications provide a comprehensive overview of the modules delivered within the programme, including their contribution to both theory and practice hours. All modules, whether focused on theory or practice, are credit-bearing, ensuring that every component of student learning is formally recognised and assessed. The assessment of theory and practice is balanced across all programmes, with 2,305 practice hours and 2,525 theory hours on the BSc, 3,030 practice hours and 3,550 theory hours on the MNurs, and 2,300 practice hours and 2,300 theory

hours on the MSc. Both elements must be successfully passed for a student to progress through the programme and ultimately to completion. The modular design of the programmes is aligned with the UoS's modular curriculum structure and in accordance with the Nursing and Midwifery Council (NMC) requirements; the programme ensures a minimum of 2,300 hours across both theory and practice learning. To establish the link between theory and practice, some modules had both theory and practice elements and were assessed accordingly. The number of theory and practice hours are clearly identified, and a detailed breakdown of the theory and practice time (including SPL) was clearly evidenced. In discussion with students and with the programme team, the visitor team obtained confirmation that these arrangements are operational and effective in practice.

47. In relation to Standard 4.10, all the pre-registration nursing students are required to complete an ePAD, which is used by the UoS to assess all aspects of practice learning throughout the programme and includes the OAR. This latter document is completed by both the nominated PA and AA to confirm that a student has either met the standard to progress or can apply to enter the professional register. The effective operation of this system was confirmed in discussions during the visit with the programme team and the PAs and triangulated with the students.
48. Based on the information made available, the visitor team considers that the UoS 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

49. The visitor team considered a range of evidence in consideration of Standard 5 including the programme specifications and the end-of-course information guide, and met with the senior staff, academic team, and students at the onsite visit.
50. In relation to Standard 5.1, the programme specification documents include the name and level of award for all the programmes under review and confirm that the minimum award for a programme giving eligibility to register with the NMC is a bachelor's or integrated master's degree. This was confirmed in discussions with the senior team, the academic staff, and the students.
51. In relation to Standard 5.2, the students on the programme are notified of the requirements to register with the NMC within five years of completion of their programme through the programme specifications, and again in the document 'end of course information guide'. This was confirmed with the senior team and academic staff during the visit, and the students met by the visitor team also confirmed their knowledge of this requirement.
52. Based on the information made available, the visitor team considers that the UoS 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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