



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration nurse qualification leading to:

Pre-registration nursing - Adult

University of Suffolk

April 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of Suffolk School of Nursing, Midwifery and Public Health Waterfront Building Neptune Quay Ipswich IP4 1QJ England				
AEI/EI Institution Identifier [UKPRN]	10014001				
Name and location of new programme delivery partner(s) if not the AEI/EI noted above	The Place 37-39 Market Place Great Yarmouth NR30 1LX				
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 Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Adult	BSc (Hons) Adult Nursing [degree apprenticeship]	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Interim awards available There are no interim awards for this qualification that lead to NMC registration	
Proposed programme start date	26 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	15 April 2025
Visitor team	Registrant Visitors: Mr Kevin Crimmons Mrs Helen Rees Lay Visitor: Mr Nicholas Eade

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 Suffolk's approval panel took place on 15 April 2025.

Context for the review

The University of Suffolk (UoS) submitted a modification request to add a satellite site at The Place in Great Yarmouth. It is intended that the addition of the new satellite site will widen access to nursing education and meet local workforce needs; this has been supported by external consultation at local events, and the UoS people who use services and carers group 'Health Voices'.

The proposal is for The Place to be approved as a satellite site for the BSc (Hons) Adult Nursing and BSc (Hons) Adult Nursing (degree apprenticeship). Students and learners will be enrolled as UoS students and learners based at The Place and will have full access to all facilities and services available for all UoS students.

The visitor team met with a range of senior staff and practice assessors (PAs) and practice supervisors (PSs) from a selection of practice learning partners (PLPs) and employer partners (EPs), as well as current UoS students. The review team was unable to meet with representatives from UoS's Health Voices; however, evidence of consultation regarding the new satellite site was provided.

The **final recommendation** made by the visitor team to the NMC, following consideration of the 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
	None			

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 Gateway 3 narrative noted that this standard was unchanged through this modification, this was endorsed by the visitor team.

Recognition of prior learning (RPL) is available for a maximum of 50% of the programme. This maximum limit of 50% does not apply to applicants to pre-registration adult nursing programmes who are currently an NMC-registered nurse without restrictions on their practice.

Findings

1. The Gateway 3 narrative noted that there are no changes to Standard 1 through this modification. The visitor team reviewed the evidence submitted for Standards 1.1-1.6 and confirmed that there were no changes to the arrangements for selection, admission and progression and therefore they were not considered to be applicable to this modification.
2. In addition, in consideration of Standard 1.7, the visitor team explored the support arrangements with the programme staff team during the review visit in order to ensure that students are supported throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes. The programme staff team confirmed that support arrangements at the satellite site will mirror those available for the previously approved programme through 'flying faculty' and remote access to academic support services where these are not available on site.
3. 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

The Gateway 3 narrative noted that this standard was unchanged through this modification, this was endorsed by the visitor team.

Programme hours and length remain at a minimum of 4,600 hours and three years, split between 50% theory (2,300 hours) and 50% practice (2,300 hours) of which a maximum of 600 hours will be simulated practice learning hours.

Findings

4. The Gateway 3 narrative noted that there are no changes to Standard 2 through this modification. The visitor team reviewed the evidence submitted for Standards 2.1-2.14 and confirmed that there were no changes to the curriculum; however it did review evidence of stakeholder consultation, meet with the programme team, students, PLPs and employers, and take a tour of the new site to inform Standards 2.1, 2.2, 2.4 and 2.10.
5. In relation to Standard 2.1, while there are no changes to the curriculum, the visitor team confirmed that stakeholder consultation took place in relation to the addition of The Place as a satellite site through the people who use services and carers (PSCs) group 'Health Voices' to ensure that the lived experience of PSCs was considered in the expansion of the course to the Great Yarmouth region. In addition, UoS provided evidence of consultation with numerous different groups, including primary and social care, at various events, which supported the addition of the satellite site as a way to meet local workforce requirements. Stakeholder support for the Pre-registration nursing programme at The Place was made clear during the review visit by students, PLPs and employers. Minimum projected student numbers are 12 per annum, with a mixed cohort of direct entry and apprenticeship students/learners. PLPs and employers also confirmed that consultation had taken place to ensure sufficient opportunities are available for students to gain experience across a variety of settings.
6. In considering Standards 2.2-2.8, the visitor team was reassured through the previous approval that learning outcomes reflect the Standards of proficiency for nursing and midwifery education and that the programme sets out the general and professional content required. UoS has designed a programme that supports students and provides experience across all four fields of nursing practice and the visitor team confirmed through the evidence submitted and during the review visit that consistency in delivery would be maintained through the use of 'flying faculty'. The visitor team also confirmed through the blueprints provided and the tour of the facilities at The Place that appropriate resources are in place to support the delivery of the curriculum for the projected cohort, and to allow for any technology or simulation opportunities.
7. 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.7	Ensure that students are supernumerary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice learning requirements and simulated learning hours

The Gateway 3 narrative noted that this standard was unchanged through this modification. The visitor team endorses that practice learning requirements are unchanged from the preceding NMC approval.

The adult nursing programmes include 2,300 practice learning hours, with up to 600 simulated practice learning hours across the three years. For apprenticeships, simulated learning is not part of the practice learning hours.

Findings

8. The Gateway 3 narrative noted that there are no changes to Standard 3 through this modification. The visitor team reviewed all the evidence submitted for Standards 3.1-3.7 and confirmed that arrangements for practice learning for the programme have not changed as a result of the modification.
9. While there are no changes, when considering Standards 3.1 and 3.2 the visitor team reviewed evidence of consultation in relation to the new satellite site and met

with the staff team, practice learning partners and employers. The visitor team was assured that consultation had taken place to ensure there would be sufficient practice learning opportunities available to students within the location of the new satellite site. PLPs and employers confirmed that the additional location supported their workforce needs and that they could support practice learning capacity. The staff team also stated that geographical distance would be taken into account with practice learning opportunity allocation. In relation to the resources and facilities available the visitor team reviewed the blueprints provided and undertook a tour of the new satellite site to confirm that appropriate and comparable resources were in situ to support previously approved levels of simulated practice learning.

10. There are no changes to the processes already approved for Standards 3.3-3.7 and therefore these standards were not considered to be applicable to this modification.
11. 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

12. The Gateway 3 narrative noted that there are no changes to Standard 4 through this modification. The visitor team reviewed all the evidence submitted for Standards 4.1-4.10 and confirmed that arrangements for supervision and assessment have not changed as a result of the modification.
13. While there are no changes to arrangements, the visitor team explored the accessibility of support when considering Standards 4.1 and 4.2 through evidence of planning for the satellite site and discussion with the programme team. UoS confirmed that equitable support will be available through on-site and online arrangements and this will continue to be monitored through UoS feedback mechanisms.

14. In considering Standards 4.3-4.10, having reviewed the narrative and evidence, the visitor team confirmed that arrangements had not changed as a result of the addition of the new satellite site and therefore these standards were not considered to be applicable to this modification.
15. 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

16. Arrangements for the award of qualifications for programmes have not changed as a result of the modification and therefore this standard was not considered.

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