



Nursing and Midwifery Council

Major Modification Report for pre-registration nursing qualifications:

**Pre-registration nursing - Adult
Pre-registration nursing - Mental Health**

Solent University

March 2026

QA Link reference number: 180325152025-M

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Key institutional and programme details

AEI Institution Identifier [UKPRN]	10006022
Address of main programme delivery	Solent University, East Park Terrace, Southampton, SO140YN
Satellite site details	Existing Satellite Sites: N/A New Satellite Sites: N/A
Partnership site details	N/A
Endorsement details	N/A
Name of new employer partners for apprenticeships	There are no new employer partners.
Event type	Major modification
Proposed programme start date	21 September 2026
Date of activity	24 March 2026
Visitor team	Registrant Visitors: Dr Timothy Goodchild and Mr David Garcia Lay Visitor: Mrs Karen Chetwynd Observers: Professor Melaine Coward and Adam Surtees

Name of current programme(s) under scrutiny					
NMC programme title	AEI 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Adult	BSc (Hons) Adult Nursing – (Registered Nurse 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"/>
Pre-registration nursing - Mental Health	BSc (Hons) Mental Health Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-registration nursing - Mental Health	BSc (Hons) Mental Health Nursing – (Registered 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"/>
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Titles of amended and/or additional programme(s) following modification					
NMC programme title	New AEI 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Adult	BSc (Hons) Adult Nursing - (Registered 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"/>
Pre-registration nursing - Mental Health	BSc (Hons) Mental Health Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	BSc (Hons) Mental Health Nursing - (Registered 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"/>

Exit awards that lead to NMC registration

There are no exit awards for this qualification that lead to NMC registration.

Introduction

Quality assurance (QA) activity is undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval or modification of the above-named programme(s). QA activity follows processes outlined in the relevant handbooks. These handbooks provide guidance for Approved Education Institutions (AEIs) on quality assurance activities that the QAA (Quality Assurance Agency) performs as the quality assurance service provider (QASP) for the NMC. These can be found [here](#).

QA activity involves desk-based analysis of the AEI's self-evaluation narrative and documentary evidence which will inform the decision of the visitor/s on whether each of the NMC programme standards in Part 3 have been met. To facilitate decision making, NMC visitors are able to request further information, evidence or clarification. All narrative and evidence submitted by the AEI is reviewed by the visitor/s, with the event then providing the opportunity for triangulation of evidence. A list of all evidence reviewed which has supported decision making is provided within this report.

QA activity will take into consideration the input of a range of stakeholders, such as students, people who use services and carers (PSCs), employer partners (EPs), practice learning partners (PLPs), the programme team, and senior managers.

The AEI has already been through quality assurance gateway processes that have provided assurance that all Part 1: Standards framework for nursing and midwifery education (SFNME) (NMC 2018, updated 2023) and Part 2: Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) have been met.

Part 3 is contextualised for the programme under scrutiny and provides the AEI with an opportunity to provide evidence of how Part 1 and Part 2 continue to be met. Part 1 and Part 2 will therefore be referred to as appropriate.

For programme approvals, all standards within Part 3: Standards for pre-registration nursing programmes (NMC 2018, updated 2023) are reported upon. For major modifications, only those Part 3 standards impacted by the modification are reported upon.

A draft report is shared with the AEI for the purposes of confirming factual accuracy before the report is finalised. All decisions at the event are provisional until ratified by the NMC. No students or apprentices should be enrolled onto any of the programmes under consideration until the AEI receives written confirmation of approval from the NMC.

The conjoint visit with the Solent University's approval panel took place on 24 March 2026.

This major modification has been completed as part of Solent University's (SU) internal revalidation process. The proposed changes included a move from 20-credit to 30-credit modules and a review of programme learning outcomes. The modifications aim to enhance linking of theory to practice learning for future cohorts of students and future proof the programme by incorporating contemporary content such as the global response to disease and digitisation of healthcare provision. Simulated practice learning (SPL) has been enhanced; however, there are no changes to practice learning processes beyond that. Student support, supervision and assessment processes have not changed, although assessments have been reviewed with changes made to replace traditional assessment formats with practice-led methods. Therefore, the impact mainly focused on Section 2: Curriculum.

SU provided clear evidence of co-production with stakeholders in the programme overall and as part of this major modification. This is evidenced through consultation with stakeholder groups including PLPs, EPs, PSCs, students and external subject-matter experts. Consultation impacted on various aspects of the proposed modification including differentiation in simulated practice learning (SPL) for adult and mental health nursing, changes to module titles, assessment type and the introduction of additional skills sessions.

The visitor team met with representatives from the programme team and senior management who provided an informative presentation outlining the programme and the proposed modifications. The visitor team also met with current students and apprentices from both adult nursing and mental health nursing pathways, PSCs who have been involved in the programme and consulted on the proposed modifications, and representatives from PLPs and EPs.

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

The modified programme is recommended 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

This report addresses only those standards identified as within scope.

The visitor team reviewed a comprehensive range of evidence to inform this report, including university policies, programme specifications, module records, programme handbooks, mapping documents, and practice assessment documents (PADs). A full list of the evidence considered by the visitors is at the back of this report.

The accompanying table sets out a concise summary of the curriculum and practice learning requirements for the programmes under scrutiny.

<p>Overview of course structure and curriculum</p>	<p>The programmes run over three years and comprise 2,300 theory hours split equally across the three years and 2,377.5 practice hours. The practice hours increase across the three years with 705 in year 1, 810 in year 2 and 862.5 in year 3.</p> <p>All three years include three modules of 30 credits of theory, and one year-long module of 30 credits of practice. Modules are core in year 1, in years 2 and 3 there are 2 core modules and 1 field-specific module.</p>
<p>Overview of practice learning requirements</p>	<p>For all programmes, students will undertake 2,377.5 practice learning hours across the three years.</p> <p>For the pre-registration nursing adult route, students will complete the following:</p> <p>Year 1 students are expected to complete 525 hours of practice learning in practice learning environments and 180 hours of SPL totalling 705 hours of practice learning.</p> <p>Year 2 students are expected to complete 750 hours of practice learning in practice learning environments and 60 hours of SPL totalling 810 hours of practice learning.</p> <p>Year 3 students are expected to complete 862.5 hours of practice learning in practice learning environments, with no SPL.</p> <p>For the pre-registration nursing mental health route, students will complete the following:</p> <p>Year 1 students are expected to complete 525 hours of practice learning in practice learning environments and 180 hours of SPL totalling 705 hours of practice learning.</p> <p>Year 2 students are expected to complete 810 hours of practice learning in practice learning environments, with no SPL.</p> <p>Year 3 students are expected to complete 862.5 hours of practice learning in practice learning environments, with no SPL.</p> <p>It is expected that students will complete practice learning experiences in a variety of settings to facilitate achievement of proficiencies.</p>

1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:

<p>1.1 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>	Met
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Not in scope in relation to this major modification.

<p>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.</p>	Met
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Not in scope in relation to this major modification.

<p>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.</p>	Met
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Not in scope in relation to this major modification.

<p>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.</p>	Met
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Not in scope in relation to this major modification.

<p>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 percent of the programme.</p>	Met
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SU provided an updated recognition of prior learning (RPL) Policy, mapping documents and examples of RPL that clearly outline that students can RPL a maximum of 50% of the programme. The supporting material illustrates revised terms for clarification of entry requirements/allowances. At the visit, the team heard all students depict a thorough, personalised and relevant application and interview recruitment process. Staff members were able to detail practical arrangements for connecting with applicants during the recruitment process, and also in advance in some cases. The new programme outcomes are clear in the mapping documents, and the visitor team saw evidence of documented

external examiner (EE) oversight of RPL. This was confirmed by programme staff during the review visit.

The RPL protocols described through the evidence and through meetings during the review visit confirm that the programme requirements for RPL are clearly defined and communicated and provide assurance that this is effectively mapped to the Standards of Proficiency for Registered Nurses (SoPRN) (NMC 2018, updated 2024) and programme outcomes.

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 programme outcomes that may be more than 50% of the programme.	Met
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Not in scope in relation to this major modification.

1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	Met
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Not in scope in relation to this major modification.

The visitors conclude that the AEI has met Standard 1: Selection, admission and progression.

2: Curriculum

Approved education institutions, together with practice learning partners, must:

2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	Met
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The visitor team reviewed the qualifications and experience of the course team, and stakeholder participation from PLPs, PSCs and students and concluded that it was evident through both course documentation provided and through meetings during the visit that stakeholders play an active role in both the development and delivery of the programme. Confirmation of governance structures which quality assure PSC engagement with the curriculum were outlined at the visit. Students provided positive commentary on their experience both on the programme and in their involvement with curriculum development. PLPs and EPs also provided assurance of the collaborative nature of their work with the course team in both curriculum development and ongoing support through regular operational meetings. The course documents reviewed in relation to the curriculum and quality processes ensures the programmes comply with the NMC SFNME (NMC 2018, updated 2023).

2.2 comply with the NMC Standards for student supervision and assessment.	Met
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There are limited changes to student supervision and assessment other than the changes made to SPL. The visitor team reviewed evidence for practice staff preparation and support in relation to the SSSA (NMC 2018, updated 2023), and also academic staff preparation and student support for SPL. Supporting documentation outlined the support staff received for the delivery of SPL and supervision and assessment of students and apprentices undertaking the SPL. During the visit the programme team confirmed the preparation that they received for supporting SPL and that PLP staff also received necessary and sufficient preparation. Confirmation was provided of safeguards to ensure supervision and assessment roles are distinct and that the SSSA are adhered to. An established ePAD (SOLPAD - based upon MYEPAD) was also demonstrated to the visitor team demonstrating the SSSA are applied to the programme. The documentation reviewed and programme team discussion during the visit provides confidence that the learning, teaching and assessment strategies will effectively enable and support student learning and achievement of the learning outcomes. The visitor team concluded that SU complies with the SSSA.

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.	Met
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The course specification and mapping of the standards of proficiency clearly demonstrated that learning outcomes and content reflect the SoPRN modified (2018, updated 2024) for the programme being modified. Modules have clear descriptors within the modified programme, and principles from Bloom's taxonomy have been applied as standard across all module learning outcomes for clarity and clear progression for students. Mapping is evident against the SoPRN for all programmes examined. PSCs and students discussed in meetings the willingness of the course team to incorporate their feedback during the development process, with evidence provided of regular meetings involving PSCs, PLPs and EPs, and students. Examples to highlight the changes can be seen in all levels, for example the Level 4 module 'Contemporary Nursing Practice' which builds on the previous 'Authentic Nursing Care' module has clear and well-developed

learning outcomes aligned with content and assessment and is mapped against the SoPRN.

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.	Met
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The visitor team reviewed evidence around the course structure, content, SPL and practice learning experiences and concluded that the programmes effectively support students and provide exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing. This was confirmed in discussion with the programme team during the visit, who provided examples of exposure for both fields of nursing to the four fields. Exemplar bespoke teaching sessions at academic Levels 4, 5 and 6 for the four fields were outlined by the course team, with verifiable methods for recording attendance. Scenarios from SPL teaching were shared with the visiting team where adult and mental health students learn together and are also learning about issues specific to children's and learning disability nursing. Explicit content in relation to the four fields was also noted in module outcomes and content, for example within the L5 module 'Inclusive healthcare for global communities' which is a shared learning module.

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.	Met
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The course specifications clearly identify the curriculum routes that allow students to enter the register in adult or mental health nursing.

2.6 set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	Met
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There were several drivers for the modification including the restructuring of modules to be 30 credits with three academic theory modules per year and a year-long 30-credit practice module. The programme team also wished to incorporate contemporary themes such as global responses to disease, the 'NHS 10 Year Health Plan', cyber attacks, and the digitisation of healthcare provision. This was reinforced further on the visit with the programme team and students. The visitor team reviewed documentation which included course specifications, module descriptors and mapping documents, and in conjunction with discussion with the programme team during the visit provided sufficient evidence that the curriculum design is informed by contemporary developments in nursing and healthcare provision. The SoPRN remain at the core of the curriculum with clear mapping and evidence of development with partners that clearly set out the general and professional content necessary to meet the SoPRN.

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.	Met
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Stakeholders contributed to the curriculum development and also delivery of the programmes. PLPs and EPs work closely with the course team to support the student experience and ensure exposure across the fields of nursing with regular contact maintained and ongoing governance structures in place. The revised structure for this modification

includes nine practice learning experiences for the provision including SPL. There are two episodes of SPL for Adult field students in years 1 and 2, and one for Mental Health field students in year 1. Level 4 focuses on Annexe A and Annexe B, while Level 5 focuses on complex integrated care and interdisciplinary decision-making. Student progress is tracked via the SOLPAD. Evidence confirmed that students have access to field-specific and cross-field learning and practice learning experiences (such as children and learning disability). This was corroborated during the visit by the programme team. Students reported positively concerning their support on both practice learning environments and SPL on the programme. The PSC group supports the programme through feedback on the curriculum development, recruitment of applicants to the programme, and also through teaching delivery and assessment. Feedback from the PSC group on the visit was positive in regard to their contribution and the value placed on this contribution by the course team. There are four 30-credit modules per academic Levels 4, 5 and 6, with one of those modules being the year-long practice module. There is one 30-credit field-specific module for Level 5 and Level 6. The visitor team was reassured as to the clear progression for the students through the academic levels. The visitor team reviewed the course specification and module descriptors and concluded that they set out the content necessary to meet the programme outcomes for the intended field of practice.

<p>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.</p>	<p>Met</p>
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Content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation sits across the year-long Nursing Practice modules at Levels 4, 5 and 6. The content is scaffolded throughout the programme and taught at level 4, level 5 and level 6 and the delivery is designed to be field specific. This content is also addressed within the SPL experience demonstrated through documentation provided to the team, and exemplars also discussed with the programme team during the visit. Module descriptors evidenced there is relevant field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. There are also examples of this content included in modules across the programmes which have shared content. The visitor team concluded that there is relevant field-specific content the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register.

<p>2.9 ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.</p>	<p>Met</p>
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The visitor team reviewed programme documentation and planners and confirmed that there is an equal balance of theory and practice across the three years with 2,300 theory hours and 2,377.5 practice learning hours. Both apprenticeship and undergraduate students undertake SPL during the programme. PLP partners noted the high level of support from the course team in the provision of students' experiences whilst out in practice learning settings, and the responsive nature of the course team in responding to concerns. PLPs and EPs reflected the feedback from students that they were well prepared for their practice learning experiences and supported appropriately by practice staff. The visitor team also noted that students have access to a wide range of learning and teaching strategies, including lectures, seminars, digital learning and SPL and that these are effectively embedded across the curriculum. The modules at all levels offer learning and teaching strategies including lectures, seminars, tutorials, clinical skills workshops, and independent study being utilised. Field-specific modules such as the

Level 6 'Interventions for complex mental health care' and the adult variant mirror learning and teaching strategies.

2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	Met
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The visitor team looked at course handbooks, module descriptors and mapping documents to assess how technology and simulation was used throughout the programme. The visitor team were assured that teaching and learning strategies set out proportionate and appropriate use of technology and simulation based learning opportunities which were scaffolded across the programme. The visitor team saw evidence of technology enhanced learning across the curriculum through a variety of teaching methods and assessments; examples included online patient assessment, preparing podcasts and medicines management databases. Simulation based learning is also delivered through interprofessional simulation as a taught element of the programme, for example within the level 4 “health assessment and wellbeing module” which includes taught simulation with a focus on public health scenarios in an interprofessional learning context.

2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	N/A
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The proposed programmes are not delivered in Wales.

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.	Met
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The visitor team reviewed the programme documentation and supporting course planners and confirmed that the minimum length of the programmes is three years and that it meets the minimum of 4,600 hours, with 2,300 theory and 2,377.5 practice hours.

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.	N/A
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The proposed programmes do not lead to registration in two field of nursing practice.

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.	N/A
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The proposed programmes do not lead to nursing registration and registration in another profession.

The visitors conclude that the AEI has met Standard 2: Curriculum.

3: Practice learning

Approved education institutions, together with practice learning partners, must:

<p>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.</p>	<p>Met</p>
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This major modification introduced three 30-credit Practice Learning modules, which supported nine practice learning experiences across Parts 1, 2 and 3. The structure of practice learning experiences was shortened based on student and PLP feedback, also noting the development of SPL. The visitor team confirmed that the practice learning opportunities and simulated practice learning provide both Adult and Mental Health apprentices and students with access to opportunities related to all four fields of nursing practice. This access is supported through the SPL provision, confirmed by course documentation and by the visitor team during the visit. Students, PLPs and the course team provided assurances of access to alternative fields, although on discussion it was noted that student capacity issues in mental health services can at times restrict access for Adult field students.

<p>3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.</p>	<p>Met</p>
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There are limited changes to practice learning as a result of this major modification. Mapping was provided by the course team of audited practice learning provision. The visitor team confirmed with both Adult and Mental Health students and PLPs and EPs that students were able to experience the variety of practice expected of registered nurses through the practice learning and the simulated practice learning opportunities available.

<p>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.</p>	<p>Met</p>
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The visitor team reviewed a range of evidence including course overviews, mapping documents and the SOLPAD and noted explicit alignment to Annexe A and Annexe B as per the SoPRN across all three years of study. The university also utilises SPL to recreate realistic clinical scenarios. SU uses integrated clinical areas to ensure students on the Adult and Mental Health tracks encounter diverse patient groups and exposure to a variety of settings to support the students to meet the communication and relationship management skills and nursing procedures. Additionally, practice supervisors (PSs) and PAs are encouraged to highlight and facilitate 'bespoke sessions' during practice learning experiences to ensure exposure to communication and procedural skills that may not be standard in a specific ward environment. This was corroborated during the visit by the programme team and PLPs and EPs. The visitor team confirmed that this demonstrated that students are able to meet the communication and relationship management skills and nursing procedures within their selected fields of nursing practice.

<p>3.4 provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.</p>	<p>Met</p>
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The visitor team confirmed that this Standard is met through review of the programme documentation and planners which clearly outline the expected practice learning hours with 705 hours in year 1, 810 hours in year 2 and 862.5 in year 3. This adds up to 2,377.5 hours across the three years. For the Adult Nursing programme this includes 240 hours of simulated practice learning and for Adult Mental Health this includes 180 hours of simulated practice learning.

3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.

Met

The visitor team confirmed that SU takes account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments where required. The visitor team noted that SU has an appropriate Reasonable Adjustments Policy and that students are encouraged to declare disabilities during application and enrolment. Once a disability is declared, the Disability Advice Team contacts the student to invite them to a meeting to discuss their needs. If a student discloses a disability directly to academic staff, they should be referred to this team. Students must provide evidence and sign a written consent form. The team explores reasonable adjustments with the student, which are then codified in a Support Plan. This plan serves as the formal notification to the course and exams teams regarding the student's learning needs and required adjustments. The Disability Advice Team does not determine practice learning adjustments; instead, students are referred back to their course team, who will liaise directly with the student and the PLP to arrange necessary modifications. For apprentices (RNDA), a tripartite contract is signed between the student, employer, and university to set clear expectations and support requirements from the start of the programme. Support is reviewed during every practice learning experience via scheduled formal interviews (initial, mid-point, and final). If a student's disability or health needs impact their ability to meet proficiencies, the PA and AA may set up an action plan. These plans are monitored and documented within the digital SOLPAD. Known or newly diagnosed health issues may also trigger a review under the Fitness to Study Procedure or Fitness to Practise Policy to ensure appropriate adjustments are made for both the student's wellbeing and public safety. During the visit, students confirmed that there is good communication with the academic team and placements office.

3.6 ensure students experience the range of hours expected of registered nurses.

Met

The visitor team confirmed that students experience the range of hours expected of registered nurses. They noted that the programme documentation explicitly states that students must have exposure to the full range of service activities over a 24-hour period, including weekends, bank holidays, and nights and it is made clear that students are expected to mirror the shift patterns of their practice learning area. This was further supported through discussion with students and practice learning partners during the visit.

3.7 ensure that students are supernumerary.

Met

The visitor team reviewed programme documentation that clearly states that students are explicitly defined as additional to the workforce and must not be counted as part of the staffing required for safe and effective care, satisfying the expectation that students are supernumerary. The Learning Environment Audits verify that learners are 'not counted in the numbers or skill mix'. This was triangulated with student evaluations, where learners confirmed their status was respected even during staffing shortages. This was further

supported through discussion with students and representatives from PLPs and EPs during the visit. Students also reported that they were able to escalate concerns if they ever felt their supernumerary status was compromised. All students reported that the university responded to concerns promptly and praised the academic staff for their support during practice learning experiences.

The visitors conclude that the AEI has met Standard 3: Practice learning.

4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:

4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	Met
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Not in scope in relation to this major modification as there are no changes to support, supervision or assessment processes although there are changes to individual assessments as outlined below.

4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	Met
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Not in scope in relation to this major modification.

4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	Met
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Not in scope in relation to this major modification.

4.4 provide students with constructive feedback throughout the programme to support their development.	Met
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Not in scope in relation to this major modification.

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.	Met
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The visitor team reviewed programme documentation, practice learning partner information and SOLPAD and concluded that students meet the SoPRN and programme outcomes through a combination of structured theory, simulated practice, and diverse clinical practice learning experiences. The visitor team noted that SU provides exposure to both field specific and cross-field content through specialist practice learning experiences, theory, simulated practice, and bespoke practice learning sessions facilitated by PSs. This was further supported through discussion with the programme team, representatives from PLPs and EPs, and students during the visit.

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%.	Met
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The visitor team confirmed that SU has maintained the expected health numeracy assessment, which must be passed with a score of 100%. It was noted that this is defined as a programme requirement rather than a module-specific one, ensuring that competence in numeracy is a prerequisite for entry to the NMC register.

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.	Met
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The visitor team confirmed that SU has a structured framework to ensure students meet the required communication and relationship management skills and nursing procedures. Monitoring of communication and procedural skills is managed through the SOLPAD. Progress is reviewed during scheduled meetings and tripartite reviews (PA, AA and student). If a student is not meeting the required standards, a formal action plan is implemented involving the PA, AA, and the student to ensure the proficiencies are met.

4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse.	Met
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The visitor team reviewed the programme documentation and detailed mapping information and confirmed that students are assessed effectively to confirm proficiency in preparation for professional practice as a registered nurse. They noted that the detailed mapping clearly indicated how each proficiency platform is addressed and assessed across specific modules. The assessment strategy has transitioned towards the Solent Future Learning Framework, replacing traditional formats with practice-led methods such as Objective Structured Clinical Examinations (OSCEs), poster presentations, and professional debates. At Level 4, assessments have become more reflective and practice-focused, while Level 5 now specifically addresses stakeholder feedback on managing deteriorating patients through theory exams and applied clinical case studies. To better align with professional sector standards and journal publication lengths, Level 6 project word counts have been streamlined, reducing the Service Improvement Proposal from 5,000 to 3,000 words. The visitor team concluded that the assessment changes enhanced variety, inclusivity and relevance to practice.

4.9 ensure that there is equal weighting in the assessment of theory and practice.	Met
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There are no changes to the weighting in the assessment of theory and practice as part of this modification. The visitor team reviewed the programme structure and assessment strategies and concluded that there remains an equal weighting in the assessment of theory and practice for both adult and mental health programmes.

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.	Met
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Whilst there were no changes noted by SU to the ongoing record of achievement, the visitor team reviewed the SOLPAD and had a demonstration of this during the visit which confirmed that all proficiencies are recorded and that these are able to demonstrate the achievement of proficiencies and skills set out in the SoPRN. During the visit it was noted that there were some examples of inconsistent terminology within the guidance associated with the SOLPAD. The visitor team were assured that actions were in place to rectify to this, and the inconsistencies did not impact on the ability to ensure that all proficiencies are recorded and therefore did not impact on this Standard and identified this as an **area for future monitoring (AFM1)**.

The visitors conclude that the AEI has met Standard 4: Supervision and assessment.

5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:

5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree.	Met
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Not in scope in relation to this major modification.

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.	Met
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Not in scope in relation to this major modification.

Standard 5: Qualification to be awarded was not in scope for this major modification and therefore remains unchanged.

Conditions and recommendations

Conditions

No conditions have been set.

Recommendations for enhancement

Recommendations				
No.	Recommendation details	Specific standard(s)	NMC	AEI
R1	To review and amend SOLPAD and any associated guidance and documentation to ensure there is consistency in language and terminology.			<input checked="" type="checkbox"/>
R2	Look to enhance the use of Level 4 inclusivity in assessment.			<input checked="" type="checkbox"/>
R3	Look to enhance supporting information for apprentices to support consistency with university-wide information for apprentices.			<input checked="" type="checkbox"/>

The AEI is not required to address recommendations for programme enhancement prior to NMC approval being granted; however, all AEIs are required to consider the visitors' recommendations and be prepared to provide evidence that demonstrates this consideration, upon request.

Areas for future monitoring

Areas for future monitoring			
No.	Details of areas which will require future monitoring	Specific standard(s)	NMC only/ joint
AFM1	SOLPAD - small issues with terminology were identified during the review of SOLPAD as noted in the AEI recommendation above. This did not impact on the ability to ensure all proficiencies are recorded effectively at this time. However, the visitor team felt that the ability to review and update this document as required may become an issue in future.	4.10	<input checked="" type="checkbox"/>

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

The modified programme is recommended 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.

Evidence list

The following documentation or narrative was provided by the AEI is evidence for scrutiny by the visitor team:

Key Documentation	Yes	No
Appropriate AEI policies, procedures and guidance (for example, EDI strategy; RPL policy/procedure; raising and escalating concerns processes; fitness to practise policy; whistleblowing etc)	<input checked="" type="checkbox"/>	
Programme proposal overview document, including rationale and co-production	<input checked="" type="checkbox"/>	
Curricula vitae (CVs) for relevant staff to confirm NMC registration where required and to demonstrate adequate resources for safe and effective programme delivery	<input checked="" type="checkbox"/>	
Agreements with PLPs and EPs that they will support the programme and support supernumerary status for students in accordance with requirements of programme standards	<input checked="" type="checkbox"/>	
Evidence of PSC involvement in programme design, delivery and evaluation	<input checked="" type="checkbox"/>	
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	
Programme specification(s)	<input checked="" type="checkbox"/>	
Programme planner (indicating where theory and practice hours are achieved)	<input checked="" type="checkbox"/>	
Programme handbook(s)	<input checked="" type="checkbox"/>	
Module descriptors	<input checked="" type="checkbox"/>	
Mapping of programme learning outcomes against module learning outcomes	<input checked="" type="checkbox"/>	
Mapping against Part 3: Standards for pre-registration nursing programmes	<input checked="" type="checkbox"/>	
Mapping of programme outcomes against NMC Standards of proficiency	<input checked="" type="checkbox"/>	
Student-facing supporting documentation/VLE site	<input checked="" type="checkbox"/>	
Practice learning environment information for students	<input checked="" type="checkbox"/>	
Practice learning allocation information	<input checked="" type="checkbox"/>	
Practice assessment documentation (PAD)	<input checked="" type="checkbox"/>	
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	
Practice learning handbook/information for practice supervisors and practice assessors specific to the programme	<input checked="" type="checkbox"/>	
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	
If you stated No, above, please provide the reason and mitigation: N/A		
List additional evidence that was reviewed: N/A		
Additional comments: N/A		

During the event, the visitor/s engaged with the following:

	Yes	No
Senior managers of the AEI with responsibility for resources for the programme	<input checked="" type="checkbox"/>	
Senior managers from associated PLPs and EPs with responsibility for resources for the practice learning experiences within the programme	<input checked="" type="checkbox"/>	
Programme delivery team	<input checked="" type="checkbox"/>	
Academic assessors	<input checked="" type="checkbox"/>	
Practice staff representatives (practice leads/practice supervisors/practice assessors)	<input checked="" type="checkbox"/>	
Representatives for PSCs	<input checked="" type="checkbox"/>	
Student representatives	<input checked="" type="checkbox"/>	
Additional comments: N/A		

FINAL REPORT			
	Name	Position	Date
Authors	Dr Timothy Goodchild Mr David Garcia	Registrant Visitors	18/05/2026
	Mrs Karen Chetwynd	Lay Visitor	
QAA Officer	Mrs Sarah Mullins	QAA Officer	18/05/2026

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