



Nursing and Midwifery Council

Major Modification Report for pre-registration nursing qualifications:

Pre-registration nursing - Adult

University of Chichester

April 2026

QA Link reference number: 220825123235-M

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Key institutional and programme details

AEI Institution Identifier [UKPRN]	10007137
Address of main programme delivery	College Lane Chichester PO19 6PE England
Satellite site details	N/A
Partnership site details	N/A
Endorsement details	N/A
Name of new employer partners for apprenticeships	Bognor Regis War Memorial Hospital Care For Veterans Central Surrey Health Harry Sotnick House Holy Cross Hospital Nuffield Health Chichester Hospital Nuffield Health Haywards Heath Hospital Portsmouth Hospitals University NHS Trust Royal Surrey County Hospital Royal West Sussex NHS Trust Surrey Heartlands Health & Care Partnership Sussex Community Health Sussex Community NHS Foundation Trust Sussex Partnership NHS Foundation Trust Western Sussex Hospitals NHS Foundation Trust
Event type	Major modification
Proposed programme start date	7 September 2026
Date of activity	16 April 2026
Visitor team	Registrant Visitor: Ms Jill Ann Barnes Lay Visitor: Dr Caroline Thomas

Name of current programme 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 ☒ Level 6		☒	☐

Titles of additional programme following modification					
NMC programme title	New AEI programme title(s) (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	Registered Nurse Degree Apprenticeship (Adult) (RNDA)	England, Wales, Northern Ireland ☒ Level 6	☒	☒	☐

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 University of Chichester's approval panel took place onsite on 16 April 2026.

Context

The University of Chichester (UoC) is seeking approval for a major modification to its pre-registration nursing provision to introduce the Registered Nurse Degree Apprenticeship (RNDA) route in the adult field of nursing. The development of this apprenticeship pathway has been undertaken with the active support of existing PLPs.

Concurrently, the pre-registration adult nursing programme is undergoing a periodic review and revalidation at UoC. Modifications include changes to the learning outcomes, assessment strategy and student practice learning experiences including the introduction of practice learning pathways. Changes have been made to assessments to include authentic assessment methods, to enhance digital capabilities and in response to sector approaches

to the management of artificial intelligence (AI). Current year 1 students will transition into year 2 of the modified BSc (Hons) adult nursing programme. Year 2 and year 3 students on the current BSc (Hons) adult programme will continue this programme.

The proposal for a four-year RNDA adult route will utilise delivery with the BSc (Hons) adult nursing programme. The minimum duration of the apprenticeship is based on the apprentices working hours a week, including any off-the-job training throughout theory blocks during the year. The RNDA takes a minimum of 3.5 years to complete. Applicants can utilise recognition of prior learning (RPL) of the nursing associate programme allowing the student to join the RNDA at Level 5 up to a maximum 50 % of the programme.

Programme design has been informed by consultation with a wide range of stakeholders, including PLPs, in close collaboration with the nursing programme team. Engagement has also included PSCs as well as students from the existing nursing programmes at UoC.

The visitor team met with a range of university senior staff, the programme team and practice assessors (PAs) and practice supervisors (PSs) from PLPs and EPs, students from existing nursing programmes and PSC representatives. No stakeholder groups were absent from the onsite visit.

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

Overview of course structure and curriculum	The BSc (Hons) adult nursing programme is delivered over a 3-year period and is structured to ensure an equal balance between theoretical and practice-based learning. The programme comprises a total of 360 credits as 2,400 theory hours and 2,427.5 practice learning hours of which 290 hours are simulated practice learning (SPL). The BSc (Hons) adult nursing programme comprises the following structure: • Year 1 (Level 4) includes 4 modules comprising 80 credits and 1 practice module consisting of 40 credits. • Year 2 (Level 5) includes 4 modules comprising 80 credits and 1 practice module consisting of 40 credits. • Year 3 (Level 6) includes 2 modules comprising 40 credits, 1 module comprising 40 credits and 1 practice module consisting of 40 credits. The RNDA programme comprises the following structures. For 37.5 hours per week contracted or direct entry students, the RNDA programme is 3.5 years in duration and comprises a total 360 credits as 2,412 theory hours and 2,347.5 hours practice learning inclusive of 60 hours of SPL: Year 1 (Level 4) is delivered over 19 months and includes 4 modules comprising 80 credits or 1,260 hours theory and 1 practice module consisting of 40 credits or 750 practice learning hours. • Year 1 (Level 4) is delivered over 19 months and includes 4 modules comprising 80 credits or 1,260 hours theory and 1 practice module consisting of 40 credits or 750 practice learning hours. • Year 2 (Level 5) includes 5 core modules comprising 100 credits or 602 hours theory and 1 practice module consisting of 40 credits or 855 practice learning hours inclusive of 30 hours SPL. • Year 3 (Level 6) includes 3 20-credit modules or 550 hours theory and 1 practice module consisting of 40 credits or 742.5 practice learning hours including 30 hours of SPL. For 37.5 hours per week contracted students with RPL, the RNDA route comprises a total of 240 credits as 1,152 theory hours and 1,297.5 practice learning hours consisting of 60 hours of SPL: • Year 1 (Level 5) includes 4 core modules comprising 80 credits or 602 theory hours and 1 practice module consisting of 40 credits or 555 practice learning hours inclusive of 30 hours SPL. • Year 2 (Level 6) includes 2 20-credit modules, 1 40-credit module of theory or 550 theory hours and 1 practice module consisting of 40 credits or 742.5 practice learning hours including 30 hours of SPL.
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	For 30 hours per week contracted students with RPL, the RNDA route is 4 years' duration and comprises a total of 240 credits as 1,230 theory hours and 1,200 practice learning hours consisting of 60 hours SPL: • Year 1 (Level 5) includes 4 core modules comprising 80 credits or 602 theory hours and 1 practice module consisting of 40 credits or 630 practice learning hours inclusive of 30 hours SPL. • Year 2 (Level 6) includes 2 20-credit modules, 1 40-credit module of theory or 628 theory hours and 1 practice module consisting of 40 credits or 570 practice learning hours including 30 hours of SPL. For both the BSc (Hons) and RNDA programmes each academic year is organised to provide an integrated pattern of on campus and practice learning, utilising lectures, blended learning, practice, and workshop sessions. The spiral curriculum for both programmes is designed in 3 stages: self in nursing, nursing in a team and nursing in a system. For RNDA students an integrated end-point assessment (EPA) is undertaken at the end of the programme. This is a zero-credit module assessed against the required standard for professional practice.
Overview of practice learning requirements	The programme handbooks provide a structured practice learning schedule throughout the duration of the programmes. The BSc (Hons) adult nursing programme comprises a total of 2,427.5 practice learning hours of which 290 are SPL hours. The BSc (Hons) programme comprises the following structure: • Year 1 (Level 4) includes 1 practice module consisting of 40 credits or 697.5 hours. • Year 2 (Level 5) includes 1 practice module consisting of 40 credits or 917 hours. • Year 3 (Level 6) includes 1 practice module consisting of 40 credits or 813 hours. The RNDA programme comprises the following structures: For 37.5 hours per week contracted or direct entry students, the RNDA programme comprises 2,347.5 practice learning hours of which 60 hours are SPL hours: • Year 1 (Level 4) includes 1 practice module consisting of 40 credits or 750 practice learning hours. • Year 2 (Level 5) includes 1 practice module consisting of 40 credits or 855 practice learning hours inclusive of 30 hours SPL. • Year 3 (Level 6) includes 1 practice module consisting of 40 credits or 742.5 practice learning hours including 30 hours of SPL. For 37.5 hours per week contracted students with RPL, the RNDA route comprises 1,297.5 practice learning hours consisting of 60 hours of SPL: • Year 1 (Level 5) includes 1 practice module consisting of 40 credits or 555 practice learning hours inclusive of 30 hours SPL. • Year 2 (Level 6) includes 1 practice module consisting of 40 credits or 742.5 hours of practice learning including 30 hours of SPL. For 30 hours per week contracted students with RPL, the RNDA route comprises 1,200 practice learning hours consisting of 60 hours SPL: • Year 1 (Level 5) includes 1 practice module consisting of 40 credits or 630 practice learning hours including 30 hours SPL.

	• Year 2 (Level 6) includes 1 practice module consisting of 40 credits or 570 practice learning hours including 30 hours of SPL. For RNDA students practice learning is divided into 3 years (parts). Students have 2 practice learning opportunities in each part of the programme with each opportunity varying in length between 8-12 weeks based on the apprentice's contracted hours. SPL is embedded within the preparation for practice modules and sessions are verified by the module leader and the electronic Student Attendance Management system (SAM) and monitored through the electronic practice assessment document (ePAD).
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1: Selection, admission, and progression

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

1.1 confirm on entry to the programme that students: 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 1.1.2 demonstrate values in accordance with the Code 1.1.3 have capability to learn behaviours in accordance with the Code 1.1.4 have capability to develop numeracy skills required to meet programme outcomes 1.1.5 can demonstrate proficiency in English language 1.1.6 have capability in literacy to meet programme outcomes 1.1.7 have capability for digital and technological literacy to meet programme outcomes	Met
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The visitor team reviewed the BSc (Hons) and RNDA programme descriptors and handbook, admissions policy, interview guidance, multiple mini-interviews (MMI) scoring and numeracy tool. These documents clearly articulate the programme's entry requirements and confirm that the values-based selection process is in accordance with the Code (NMC 2015, updated 2018), undertaken collaboratively by the programme team and PLPs and EPs, providing applicants with the opportunity to demonstrate their understanding of the adult nurse role and their suitability for the programme. RNDA applicants are selected by their employer based on their eligibility and suitability for the programme. They are then asked to provide a personal statement and provide evidence to meet the entry requirements the same as BSc (Hons) applicants. If they meet these requirements, they are invited to an interview.

The interview questions address values, bias, and inclusion, as well as understanding of the profession, and the applicant must select from the topics of empathy, professionalism, respect for autonomy, altruism, accountability, and curiosity and explain how it connects to their motivation and decision to pursue a career in nursing.

Applicants are confirmed as having the capability to develop numeracy skills required to meet programme outcomes through meeting the following entry criteria - GCSE Mathematics (4 or above) or Functional Skills Level 2 Maths (Pass). An optional numeracy assessment at point of entry to the programme is available if an applicant identifies that this is an area in which they need support.

Applicants' personal statements are reviewed to determine that a clear understanding of adult nursing is demonstrated, and this is explored at interview through a multiple mini-interview approach. There are five pre-recorded questions, and these are allocated to markers to score the applicant using a standardised rubric to score each criterion. The PSCs met at the visit confirmed their active involvement in the assessment of the applicant responses to the interview questions.

Applicants demonstrate proficiency in English language through meeting entry criteria - GCSE English language (4 or above) or Functional Skills Level 2 English (Pass) programme descriptor entry requirements. In addition, proficiency in English language is also assessed by review of the applicants' personal statement and oral presentation of answers to the interview questions.

Applicants who have English as a second language are required to demonstrate a recognised test score (IELTS) grade 7.0 in listening, reading, and speaking and at least 6.5 in writing with an overall score of 7.0.

Interview markers are registered nurses working with PSCs who are able to make informed decisions as to whether the applicant demonstrates values in accordance with the Code. PSCs complete an induction and equality, diversity, and inclusivity training prior to becoming an interviewer.

Digital and technological literacy is assessed based on the applicant's capability to navigate and upload their application to a UoC portal and complete an online asynchronous interview form.

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.	Met
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The visitor team reviewed the programme and practice learning handbooks, programme descriptors, Fitness to Practise (FtP) policy and academic regulations. This documentation confirms that all applicants are required to have an enhanced disclosure and barring service (DBS) clearance prior to programme commencement and occupational health (OH) clearance; for apprentices this is confirmed by their employer, alongside completion of a self-declaration of health and character as a condition of enrolment. Applicants are required to disclose any cautions or convictions at application and are required to undertake a self-declaration at the end of each part of the programme. Confirmation of the declaration is recorded by the academic assessor (AA) in the ePAD.

During the visit, the programme team, PLPs and EPs confirmed the process for applicants to declare any previous cautions or convictions.

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	Met
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The visitor team reviewed UoC's academic regulations, FtP policy and student programme handbooks which evidenced that students are clearly informed of their obligation to immediately declare police charges, cautions, convictions or conditional discharges, or determinations that may affect their FtP and are reminded that they must remain in good standing with the Code, FtP, and professional statutory body regulatory requirements, commensurate with their level of study.

Apprentices are required to be supported by their employer to complete a new enhanced DBS disclosure and will have internally facilitated OH, in which employers will inform UoC if they are 'fit to practise' prior to beginning the programme.

Students are required to undertake a self-declaration during the programme. Confirmation of the declaration is recorded by the AA in the ePAD.

Any concerns relating to FtP or fitness to study are managed through established governance processes, including a faculty suitability panel which meets regularly to review cases, with escalation to the Head of Department when necessary.

During the visit, students confirmed that they were aware of the need to inform UoC immediately if they receive any caution or conviction and they explained they would do this using the online portal (ChiView system). At the visit, the programme team, PLPs and EPs confirmed and exemplified that robust processes within the FtP policy are in place with PLPs and EPs to investigate and manage any declarations or failures to make declarations relating to police charges, cautions, convictions, or conditional discharges. The programme team provided further assurance that all individual cases are dealt with promptly, fairly, and lawfully to ensure public protection.

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.	Met
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The visitor team reviewed documentation relating to staff registration and CVs. The evidence confirms that those responsible for directing the programmes and providing supporting declarations of health and character are registered nurses.

The senior lecturer job profile reflects the programme's requirement for an appropriately qualified and experienced staff member to lead and deliver an NMC programme.

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.	Met
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The visitor team reviewed UoC's admissions policy, school of nursing RPL application process, registered nurse degree RPL for nursing associates and exemplar of RPL process for entry to BSc (Hons). These documents provide evidence of a clear and rigorous RPL application process. UoC's admissions policy states that up to a maximum of 50% of NMC-approved programmes may be approved via RPL. Applications for credit must be made prior to admission to the programme of study. Prior learning must be of sufficient complexity and contemporary relevance, normally achieved within the last five years, to meet the learning outcomes of the programme.

The RPL process for applicants entering the RNDA programme allows previously achieved and verified practice learning hours to be acknowledged where these hours were gained through protected learning time or supernumerary learning and overseen by appropriately prepared PSs and PAs. Verification must be consistent with the expectations set out in the SSSA. Applicants must also provide robust evidence of their prior supervised practice learning. Practice learning hours must be authenticated through timesheet verification recorded within a PAD or ePAD. This approach ensures well documented and appropriately supervised practice learning experience contributes to RPL decisions.

To facilitate RPL applications, BSc (Hons) and RNDA programme learning outcomes are mapped to the Standards of proficiency for registered nurses (SoPRN). All RPL applicants complete the school RPL documentation, which is reviewed by the academic admissions tutor, external examiner and then ratified by an examination board. RPL is considered on an individual basis. The school RPL tariff table and module mapping clearly lists the total credits, practice and theory hours that may be granted.

Registered nursing associates are permitted to use RPL 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 to join the programme at Level 5. The maximum RPL permitted is 120 credits at level 4 and 60 credits at level 5.

UoC identified gaps in the mapping of their nursing associate programme to the RNDA and therefore they have created a compulsory zero credit module that addresses the gaps in the content, which includes genomics and neighbourhood nursing. This module is completed as part of the RPL process and must be completed prior to admission to the RNDA programme.

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.
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Met

In considering Standard 1.6, the visitor team reviewed the admissions policy, programme handbook, the exemplar of RPL process for entry to BSc (Hons), and programme mapping and confirmed that the documentation provides evidence of a clear and transparent application process of RPL. For registered nurses, UoC has robust procedures in place to permit RPL that is capable of being mapped to the SoPRN and programme outcomes that may be more than 50% of the programme.

UoC policy states RPL cannot be granted for more than 240 credits of a bachelor's degree (360 credits) programme. The programme descriptors reiterate the RPL requirements and external examiners review all claims prior to confirmation at the board of examiners.

Applicants must provide robust evidence of their prior supervised practice learning. Practice learning hours must be authenticated and verified within an ePAD by a PA and PS. This approach ensures that only well documented and appropriately supervised practice learning and experience contributes to RPL decisions, supporting learners with relevant prior practice while maintaining regulatory compliance and the integrity of the programmes.

1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, and digital and technological literacy to meet programme outcomes.
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Met

The visitor team reviewed the programme and module specifications, and the practice learning handbooks. These documents demonstrate that the programme is appropriately designed 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 BSc (Hons) and RNDA thematic mapping has explicit examples as to how students are supported to develop digital and technological literacy to meet programme outcomes.

Literacy and digital and technological literacy skills are progressively built into a variety of module assessments, for example medicines management skills which assess numeracy and digital skills. Simulation and blended learning opportunities within the curriculum entail the use of IT programmes and platforms that promote digital capability.

Achievement of literacy skills will be met through the range of formative and summative assessments which include professional conversations, presentation, written case studies, and portfolios.

The varied formative and summative assessments detailed in the module descriptors plus the achievement of several proficiencies and the communication skills identified within the ePAD help develop further the student's literacy skills.

Students met at the visit confirmed that they have ample opportunities to develop their abilities in numeracy, literacy, and digital and technological literacy to meet programme

outcomes. They stated that they feel well supported by the programme team and practice staff in developing their capabilities and make effective use of UoC learning support services when required.

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 programme specifications, module specifications, and associated programme mapping documentation and confirmed that the programmes are aligned with the Standards framework for nursing and midwifery education (SFNME). The documentation demonstrates that all programme modules have been systematically mapped against SoPRN, as well as the knowledge, skills, and behaviours (KSBs) outlined within the degree apprenticeship standards.

The visitor team met with the programme team, representatives of PSCs, PLPs and EPs, and students who confirmed that there has been widespread consultation in the development of the modified BSc (Hons) and RNDA programmes. The students gave the visitors examples of the ways they had been involved in the programme modification and development and could see that their feedback had been implemented. The students who will be transitioning onto the modified BSc (Hons) nursing adult programme said that modifications are reflective of current practice with emphasis on health and community care. Students enrolled in year 1 of the BSc (Hons) nursing programme will transition into year 2 of the modified BSc (Hons) programme. Year 2 and 3 students on the current BSc (Hons) adult programme will continue with this programme.

During the visit, the programme team and senior university staff provided assurance that there are sufficient resources and full-time qualified staff who can deliver both programmes. The RNDA would initially recruit approximately 10-20 students so that expansion of the programme could be managed.

PSC involvement in the programmes is overseen by the service user and engagement committee, known as the Chichester Education Advisory Group. The PSCs told the visitors about their active involvement in all aspects of the student's journey, including recruitment, teaching and involvement in the simulation suite and Objective Structured Clinical Examinations (OSCEs). They described feeling valued and part of the team.

The PLPs and EPs met during the visit spoke highly of the close working relationship they have with the programme team and commented on how responsive the team is to feedback.

2.2 comply with the NMC Standards for student supervision and assessment.	Met
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The visitor team reviewed the programme descriptors, programme and practice learning handbooks and confirmed that the programmes meet the requirements of SSSA.

The UoC practice learning unit oversees practice learning, policy production and the training of AAs, PSs, and PAs. Operational processes are detailed in the Supporting Learners in Practice Policy, and the operational guidance on supporting students in practice learning. The practice learning unit also has developed processes and oversight of reasonable adjustments in practice learning settings. The programme team, PLPs and EPs described the content of the practice preparation modules and updating of PSs and PAs including supporting students requiring reasonable adjustments and how to raise concerns and use of action plans if required. During the visit, students confirmed to the

visitors about their experiences of having allocated PSs and PAs for practice learning and SPL.

The practice learning handbooks show the practice learning journey that students will experience which includes practice learning in a variety of settings including community, primary care, and intermediate care settings. The handbooks inform students of their supernumerary status during practice learning experiences, the need to declare health and character and the number of hours and patterns of practice learning. For the RNDA programme the documentation includes a comprehensive practice learning plan that clearly delineates 'on-the-job' and 'off-the-job' learning hours for apprentices.

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 visitor team reviewed the mapping documentation for the BSc (Hons) and RNDA and programme and module descriptors which are mapped to SoPRN and confirms that the programme learning outcomes reflect all four fields of nursing. The curriculum re-design incorporates shared learning opportunities for BSc (Hons) and RNDA students, with field-specific elements introduced progressively to ensure both breadth and depth of knowledge and skills. The student-facing documentation makes clear to students the practice learning experiences expected over the course of the programme, and this is further assured in the programme and module specifications which detail the information relevant to the four fields of nursing practice.

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 programme and module specifications offered in the BSc (Hons) and RNDA which provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing. The use of case studies, which are based around the four fields of practice and visiting lecturers who have a background in other fields, plus opportunities during SPL, enable students to gain knowledge of all four fields of practice.

During the visit, the students informed the visitors about the different lectures they had reflecting the three other fields of practice, namely mental health, learning disabilities and child, and the contribution of PSCs to their programme. They also told the panel about training which is linked to learning disability care and the dementia care learning they study.

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 programme and module descriptors outline the route both programmes follow to enable students to apply to enter the register as an adult nurse on successful completion of all elements of their programme. These documents detail the exemptions from UoC regulations for taught programmes and state that all modules must be passed, and no compensation or substitution is permitted. Students are assessed in practice and theory to confirm they fulfil the requirements to apply to register.

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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The visitor team reviewed programme and module descriptors, programme handbooks, and programme mapping documents and the ePAD. This documentary evidence outlines the general and professional content for each module which has been mapped to the SoPRN. The programme structures, outcomes, content, delivery and assessments prepare students and apprentices for registration.

The programme and module specifications demonstrate that student learning is scaffolded through mandatory modules delivered across all fields of practice, alongside field-specific modules. This integrated approach ensures both shared foundational knowledge and the development of discipline-specific knowledge.

Assessment through the ePAD and academic review processes ensures that all proficiencies are achieved, confirming that students are prepared for safe, effective, and accountable practice.

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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The mapping of programme learning outcomes document clearly indicates and aligns the content necessary to meet the learning outcomes and occupational duties of an apprenticeship for the adult field of nursing practice. This is further supported by the programme and module descriptors which state clear aims and assessment, and details what students need to achieve to meet the programme learning outcomes. The module content has been reviewed by PSCs, PLPs, EPs and the external examiner. The content of the modules for both programmes covers both generic themes and application to the adult field of practice.

The PLPs and EPs the visitors met confirmed that the programmes meet the needs of employers and will meet needs of local workforce requirements as requested by PLPs and EPs.

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.	Met
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The visitor team reviewed the module descriptors and programme mapping and confirmed that the curriculum integrates field-specific teaching on law, safeguarding, consent, pharmacology, and medicines management.

Specific skills to be learnt in practice are specified in practice learning handbooks and documented in the ePAD.

During the visit, the programme team explained that simulated activities, SPL, and practice learning are used effectively to reinforce safe medicines administration across a range of care settings.

2.9 ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	Met
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The programme and module descriptors state the hours students are required to achieve in theory and practice. The BSc (Hons) programme totals 2,400 hours of theory and 2,427.5 hours of practice learning of which 290 are SPL hours.

The RNDA programme comprises for:

- 37.5 hours per week contracted or direct entry students, 2,412 theory hours and 2,347.5 hours practice learning of which 60 hours are SPL.
- 37.5 hours per week contracted students with RPL, the RNDA route comprises 1,152 theory hours and 1,297.5 practice learning hours consisting of 60 hours of SPL.
- 30 hours per week contracted students with RPL, the RNDA route comprises a total of 1,230 theory hours and 1,200 practice learning hours consisting of 60 hours SPL.

The theory to practice ratio demonstrates a reasonable balance of 50% theory and 50% practice learning.

There is a range of learning and teaching strategies described within the programme and module descriptors including, for example, lectures, tutorials, simulation-based learning, and inquiry-based learning all of which the visitors confirmed are appropriate to delivery of programme learning outcomes.

2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.
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Met

Within the programme and module descriptors, a range of learning and teaching activities is listed which include the use of technology and simulation. These activities are balanced proportionately with the use of a formal teaching approach in lectures and tutorials.

Students also access e-learning modules, for example national e-Learning modules, and use a software package for medicines management during the programme. Details of the range of technology used by students during the programmes is illustrated in the nursing information technology ecosystem document.

The school simulation principles define Simulation-Based Education (SBE) and SPL. The visitor team confirmed this principle demonstrates UoC's understanding of these concepts and integration into theory and practice learning. The simulation principles corroborate that SPL forms part of students' assessed practice hours and must comply with the SSSA.

The BSc (Hons) programme incorporates 290 hours of SPL.

The RNDA programme comprises the following SPL hours:

- 37.5 hours per week contracted or direct entry students participate in 60 hours.
- 37.5 hours per week contracted students with RPL, student experience 60 hours.
- 30 hours per week contracted students with RPL engage with 60 hours.

In practice, students informed the visitors that they have practised skills such as cannulation and that two to three tutors (PSs) are present during SPL. Student groups are small, so they receive effective instruction and feedback.

2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.

NA

Not in scope in relation to this major modification.

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

The BSc (Hons) programme and module descriptors state that this programme is full-time for 3 years with a minimum of 4,600 hours of learning. The BSc (Hons) has a total of 4,827.5 hours.

The RNDA programme is of 3.5 to 4 years' duration depending on the route and comprises the following total hours for:

- 37.5 hours per week contracted or direct entry students, the RNDA programme is 4 years in duration and a total of 4,759.5 hours.
- 37.5 hours per week contracted students with RPL is 3.5 years duration and a total of 2,449.5 hours.
- 30 hours per week contracted students with RPL the route comprises a total 2,430 hours.

The structure provides an equitable balance of theoretical study and practice learning.

At the end of the programmes the AA has responsibility to confirm each student has achieved the required hours in accordance with NMC standards.

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.

NA

Not in scope in relation to this major modification.

2.14 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.

NA

Not in scope in relation to this major modification.

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

3: Practice learning

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

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.	Subject to condition
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The visitor team reviewed the practice education handbooks which identify a range of practice learning experiences that students will undertake and reflective of the four fields of practice by use of a hub and spoke model. The proficiencies are supervised and assessed in practice by PSs and PAs as detailed in the ePAD.

The student practice learning handbooks detail the example practice learning pathways, and the types of practice learning students can expect to experience to meet the programme learning outcomes. There are clear procedures for students to escalate concerns or raise complaints, and contact details for support relating to practice are detailed in practice learning handbooks. Information is also included on raising and escalating concerns and gaining feedback on practice learning in the supporting students in practice policy. The students met during the visit confirmed that they knew how to raise and escalate concerns and felt well supported by the programme team, who would act on any concerns in a timely manner.

At the visit PLPs and EPs informed the panel of the difficulties ensuring exposure due to capacity in practice learning environments for RNDA practice learning for all four fields of practice. The main challenge to resources was supervising apprentices in child nursing as these experiences were prioritised for children's nursing students from other AELs. Therefore, a **condition (C1)** was established for UoC to provide an action plan to assure that pre-registration nursing students and apprentices will have experience in practice learning reflecting the four fields of nursing and across the lifespan.

The students met during the visit confirmed that there were some limited opportunities in the practice learning environments to allow students to develop and meet the proficiencies required across the four fields of nursing, in particular children's nursing, to enable them to meet the standards. The programme team and PLPs and EPs met by the visitor team spoke of the difficulties in ensuring cross-field exposure.

3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	Subject to condition
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The practice learning opportunities identified in the practice education handbooks describe that students will have experience of a variety of practice areas to meet the holistic needs of people across the lifespan. Examples stated experiences in the community, primary care and emergency care units and out-patients departments which offer the opportunity to care for people of all ages.

The practice learning administrator checks that each student's practice learning aligns with the learner's pathway to retain a range of practice experiences. For apprentices, the modules and their content indicate that they are designed to enable students to gain the required KSBs across the programme to meet the holistic needs of people of all ages.

The practice learning handbooks detail the practice learning journey for students and use of the hub-and-spoke experiences to gain exposure to other fields of practice. The visitor team saw examples of opportunities with a mental health liaison nurse, experiences in

supported living with clients who have a learning disability, and experience in recovery care for children.

During the visit, the students informed the visitors about a variety of practice learning they have had; however, PLPs and EPs advised the panel of the difficulties securing a range of practice learning particularly outside of the students' field of practice. PLPs and EPs expressed concern about students having sufficient access to children's practice learning experiences and advised that further planning meetings are required to resolve this in the long term.

UoC in conjunction with PLPs and EPs was unable to provide the panel with assurance that students will experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages and **condition (C1)** was set for UoC to provide an action plan to assure that pre-registration nursing students and apprentices will have experience in practice reflecting the four fields of nursing and across the lifespan.

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.	Met
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The visitor team reviewed the practice education handbooks which identify a range of practice learning the students will undertake providing opportunity to meet the communication and relationship management skills and nursing procedural skills, as set out in SoPRN, within their adult field of nursing practice.

The SPL hours in the BSc (Hons) course document identify which nursing procedure skills and communication and relationship management skills are supported via opportunities within SPL. Examples of SPL activities include vital signs, infection control, wound care, fundamentals of nutrition, hydration, and elimination, understanding the complexities of mental ill health, and developing cultural competence.

The ePAD and programme mapping documentation set out where communication, relationship and management skills and nursing procedures are delivered and assessed on the pre-registration nursing programmes. The ePAD enables students to gain feedback from PAs, PSs, AAs, and PSCs in each part of the student's programme.

3.4 provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	Met
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The visitor team reviewed the programme and module descriptors detailing the number of practice hours for both programmes. There is a variation between the total number of hours in practice between the programmes. The BSc (Hons) totals 2,427.5 practice hours of which 290 are SPL hours and the RNDA route has 2,347.5 practice hours of which 60 hours are SPL hours, the RNDA route with RPL has 1,297.5 practice learning hours consisting of 60 hours SPL and the RNDA route for 30 hours contracted students has 1,200 hours of practice learning consisting of 60 hours SPL.

The programme team has developed guidance for SPL detailed in the simulation for education principles and practice learning operational plan. This guidance outlines the processes to be followed for SPL sessions which include ensuring PSs and PAs support the student learning in accordance with the SSSA.

UoC's rationale for the difference in SPL hours for apprentices compared to the BSc (Hons) direct entry programme students was based on students studying the RNDA

already have experience as a healthcare support worker or as a nursing associate and therefore need less rehearsal of clinical nursing procedural skills as compared to students who are studying the BSc (Hons) programme who may have had no or limited previous experience in healthcare.

All SPL is supported by designated PSs, PAs, and AAs, as outlined in the practice education handbook and ePAD. During the visit, the programme team confirmed that staff undertaking the PS role within SPL do not act as AAs.

The attendance policy clearly delineates the responsibilities of students and the mechanisms for monitoring practice hours, supported by systems for recording and tracking hours, which are overseen by the AA during each stage of students' learning. Practice learning hours are recorded within the ePAD, and periods of absence are reported to the EP. Representatives from PLPs and EPs confirmed effective and collaborative relationships with the UoC programme team.

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 school has two main processes in place to consider students' individual needs and personal circumstances when allocating their practice learning. These are the reasonable adjustments in work experience and student additional requirements agreement. The process of creating the reasonable adjustments and agreements is outlined in the practice learning handbooks and the disclosure of disability to the university and reasonable adjustments procedures. These processes are coordinated between the student and UoC disability and dyslexia services.

Prior to the student's first practice learning, and with the student's consent, relevant details of the student's requirements are emailed to the practice learning administrator and relevant details shared with the practice learning lead so reasonable adjustments can be discussed and made as detailed in the guidance for Supporting Learners in Practice Policy. During orientation to each practice learning there is an expectation that the student will discuss their reasonable adjustments with their PS and PA and record this in the ePAD.

During the visit, the students informed the panel about the positive experiences they had regarding the support offered in relation to reasonable adjustments required.

The PSs and PAs met during the visit explained the process they follow to support a student requiring reasonable adjustments and that guidance in relation to this is part of their PS and PA training.

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

Met

The visitor team reviewed student handbooks and the UoC programme website which details the requirement for students to undertake practice learning across a 7-day 24-hour period. Students informed the visitors during the visit that the range of practice learning was reflective of a range of hours.

Students are responsible for recording the range of practice hours in the ePAD, which are monitored by the UoC practice learning unit.

3.7 ensure that students are supernumerary.

Met

The supernumerary status of the student in practice learning is clearly communicated to both students, PLPs and EPs via the ePAD, and the preparation sessions for students, PSs, and PAs and in the Supporting Learners in Practice Policy and the practice learning handbooks. Practice learning agreements between PLPs, EPs and UoC stipulates the requirement to maintain supernumerary status for student nurses.

For apprentices, they will be supernumerary while on practice learning. Apprentices complete directed learning activities (individual and/or group including interprofessional learning with learners on other health and social care programmes), further reading and access online resources to support a blended learning approach to the development of an appropriate knowledge and skills base required to meet programme outcomes and professional standards.

The programme team informed the visitors of regular meetings held with PLPs and EPs where supernumerary status is discussed. The programme team further stated that apprenticeship students while being supernumerary will be identifiable by the wearing of a student nurse uniform. The programme team explained that the PLPs and EPs are made aware of the projected student numbers requiring practice learning and they allocate accordingly to ensure supernumerary status and availability of PAs and PSs.

Supernumerary is monitored through placement evaluations, external examiner review, annual monitoring which includes triangulation with external agency reports and continued collaborative working with PLPs and EPs and the UoC practice learning lead. There are regular formal meetings with PLPs and the UoC practice learning lead.

The PLPs and EPs informed the visitor team that information regarding supernumerary status is included as part of their practice preparation programme. Practice education facilitators (PEFs) visit each student during their practice learning and check that they are supernumerary and are receiving the support required from their PS and PA.

During the visit, the students informed the visitor team that their PSs and PAs ensure they are supernumerary and this is supported by the programme team. Students also shared that they were advocates for their supernumerary status in practice learning and built their confidence in communication and relationship management skills, enabling them to be sufficiently assertive in achieving this as they progressed through their learning journey. They articulated to the visitors that they can report any concerns to the programme team who would resolve any issues in a timely manner.

The visitors conclude that the AEI needs to meet condition (C1) in order to provide assurance that Standard 3: Practice learning has been met.
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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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The visitor team reviewed the learning, teaching and assessment framework for regulated courses, programme and module descriptors, terms of reference for the Placement Learning Group, practice learning handbook, audit tools, and mapping documents. These references confirm that support, supervision, learning, and assessment opportunities comply with the SFNME.

Students are allocated a personal tutor for the duration of their programme. There is further support from across UoC for pastoral student support and with study skills development required for assessment.

Several modules have formative assessments which include PSC feedback, and summative assessments are reviewed by PSCs to ensure that if a student completes an assessment the KSBs gained will ensure they are capable of providing safe, effective, and kind care that improves health and wellbeing.

The educational governance and quality of the programmes is overseen by the Placement Learning Group, which provides school-wide strategic oversight, coordination, and governance of all learning activities. Supporting Learners in Practice Policy outlines the roles and responsibilities of AAs, PSs and PAs supporting students in practice learning and covers several policies relating to supporting the health, safety, and welfare of students in practice. This policy outlines the preparation of PSs, PAs, and AAs to facilitate and assess student learning. The policy also details processes to follow to raise concerns relating to practice, reporting concerns, and the process of FtP if there are significant concerns about the student. Audit tools record and monitor the currency of training for PSs, PAs, and AAs. Student programme handbooks for the RNDA and BSc (Hons) clearly communicate how students should expect to be supervised in practice.

During the visit, PSCs informed the visitors that they are involved in student assessments, for example OSCEs, and provide verbal feedback on simulated learning when engaged in these activities. They are prepared for this by the programme team. This was confirmed by students who welcomed the feedback from PSCs.

Students informed the visitors that they were encouraged to be proactive in gaining supervision and feedback in practice learning and felt PSs and PAs supported them well in their learning.

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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The visitor team reviewed the ePAD, Supporting Learners in Practice Policy, practice learning handbook, Education Audit Policy, and programme descriptors.

The Education Audit Policy details the process for the approval of practice learning environments. The educational audit cycle ensures that each practice learning environment has the capacity, facilities, and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes. The number and training needs of AAs, PSs and

PAs are audited by UoC. The roles and responsibilities of the AA, PA and PS are stated in a variety of practice learning and student-facing documents.

The programme descriptors provide detail of the practice hours to be achieved over the three years, and the programme handbooks detail the learning and assessment approaches that students will undertake during practice learning and the support available to them. A range of modules empower students to be proactive and take responsibility for their learning in practice through development of personal development plans and learning needs analysis for apprentices.

The exemption from academic regulations in the programme descriptors sets out what is permitted in terms of student progression on the programme and what reassessment opportunities are provided. There is no compensation in assessments across theory or practice learning to ensure compliance with SSSA.

Supervision is provided using a coaching model in a range of settings and assurance of supervision qualifications occurs via UoC audits, the PA audit project and verification of PA training completed on the ePAD. All staff who are engaged in supporting SPL activity undertake their PS training which is monitored by the school, and AA updates occur regularly.

The Supporting Learners in Practice Policy provides comprehensive details as to the preparation of PSs, PAs, and AAs to facilitate and assess students, the support available for students including designated staff, and clear procedures for communication between students and staff.

Students have a module in each part of the programme focusing on becoming a professional nurse, addressing themes of the NMC Code. Compassionate leadership and resilience are themes within the programmes. Students are also assessed within each practice learning in the development of their professional values as detailed in the ePAD.

The student handbooks outline how students are supervised and assessed in practice and the roles of the PS, PA, and AA. These handbooks detail how the students will be supported in their learning and assessment in teaching and learning across the programme. They also signpost students to the further support available from across the University for pastoral student support and with study skills development, including numeracy.

The students met during the visit felt well supported in practice, and PSs and PAs were aware of how to escalate any concerns about students in practice and produce action plans to enable students to make progress or to address any concerns.

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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The visitor team reviewed staff CVs, programme handbooks, and audit tools. This evidence confirms that UoC identifies the registered nurse responsible for directing each programme. The information is shared with the students in the programme handbooks. The named registered nurse for each programme informs the NMC of their role through the annual self-reporting process. The visitors are satisfied that the CVs of the individuals demonstrated they have the qualifications and experience required to direct the educational programmes.

During the visit, the programme team and senior university staff provided assurance that there were sufficient qualified full-time staff to deliver the RNDA and BSc (Hons) as the student numbers increase for each programme.

4.4 provide students with constructive feedback throughout the programme to support their development.

Met

The visitor team reviewed the learning, teaching, and assessment framework, ePAD, practice learning handbook, programme handbooks which indicate that UoC in conjunction with PLPs and EPs provide students with constructive feedback throughout the programme to support their development.

Students receive feedback in theory and practice modules through the assessments that form part of the spiral curriculum for both programmes. Programme and module descriptors identify in each module the planned formative assessments, which provides feedback for the students to prepare for their summative assessments. The learning, teaching, and assessment framework for regulated courses describes the process to ensure students receive detailed feedback throughout the programmes.

In practice, feedback from PSs, PAs, and AAs is recorded in the ePAD. Regular tripartite reviews inform the planning of students next steps in their learning journey. PSCs can contribute to student feedback on the quality of care provided in the ePAD.

The RNDA programme handbook indicates that apprentices have regular progress meetings with the employer and either their personal tutor, AA, or a member of the apprenticeship team. The final progress review at the end of Part 3 is known as the gateway progress review. Apprentices are informed that they should complete this final progress review and evidence the completion and passing to progress to the EPA.

During the visit, the PSCs informed the panel that they provide feedback to the students during simulation activities and skills sessions. Students also informed the visitors that they welcomed the feedback provided by PSCs during simulated learning. Students find both the academic feedback from module tutors and feedback from PSs and PAs helpful in enabling their progress.

During the visit, students reported that they receive multiple opportunities for feedback, describing it as constructive and supportive of their learning and development. They also confirmed that UoC academic staff are responsive to the feedback they provide and that formal mechanisms such as committees, module evaluations, and practice evaluations enable them to contribute meaningfully to programme enhancement.

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

The visitor team reviewed the programme and module handbooks and descriptors, programme mapping documents, and ePAD and ongoing record of achievement. This evidence demonstrates that systems and processes are in place to ensure that students meet the SoPRN throughout the programme.

Each module descriptor in both programmes states which proficiencies are addressed specifically by that module. The practice learning module descriptors also detail what elements of the ePAD the student will be assessed in and need to achieve.

The KSBs for the RNDA are detailed in the student programme handbooks. The RNDA programme modules are also mapped to the apprenticeship standards, which is made transparent in the RNDA student programme handbook.

Existing students met by the team during the visit stated that they had the opportunities needed within the curriculum and the experiences required in practice learning to meet their programme outcomes for the adult field of nursing so that they would be able to apply for registration upon programme completion. This was confirmed by the PLPs and EPs at 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 reviewed programme documentation relating to health numeracy and medicines management, including module specifications and programme mapping documents. This evidence confirms that the programme includes a health numeracy assessment related to the SoPRN and the calculation of medicines, which must be passed with a score of 100%. The digital platform is embedded across the programme with opportunities for formative development of numeracy skills throughout the programmes culminating in a summative assessment that requires students to achieve a mark of 100% in order to successfully complete the programme. The visitors found that this approach enables students to progressively develop competence in medicines management and numeracy in preparation for safe practice. In addition, medicines management is assessed within practice learning environments through the ePAD, with increasing complexity across the programmes.

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 practice learning handbooks, ePAD and programme mapping documents and simulated learning principles demonstrate that students have numerous opportunities to meet all communication and relationship management skills and adult nursing procedures.

The programme and module content outlines the communication and relationship management skills and nursing procedures to be taught. These are practised through simulation-based education across the academic year, and students have sufficient opportunities to achieve the Annexe A and Annexe B skills and procedures. Students' achievement of the skills at each programme level are supervised and assessed by the PA and recorded in the ePAD. The completion of the ePAD and student progression is monitored by the AA.

The students met during the visit felt confident in developing their communication and relationship management skills and had sessions devoted to the development of these early in their programmes to prepare them for practice. PSCs confirmed that these were practised during the scenarios, students encountered with them during simulated learning and that the programme was designed to emphasise the learning of such skills.

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 curriculum mapping documents, programme, and module descriptors, ePAD and ongoing record of achievement with all clearly identifying where each of the proficiencies are assessed in theory and in practice.

UoC and PAs assess students to confirm proficiency in preparation for professional practice as a registered nurse. The programme and module descriptors indicate that a variety of assessment approaches are used across the modules in each programme.

The proficiencies achieved in practice learning are recorded and assessed in the ePAD. AAs monitor the completion of the ePAD and sign off the achievement of students' skills and proficiencies.

At the visit the programme team, PLPs and EPs informed the visitors of the detail of the training they provide to PSs and PAs, the register they maintain and the regular updating they provide. This is delivered mainly by the PLPs and EPs; however, the programme team delivers this training and updating for the voluntary and private sector and for AAs.

Students met at the visit confirmed that they feel well supported in practice and are able to meet the learning outcomes required at each stage of their programme.

4.9 ensure that there is equal weighting in the assessment of theory and practice	Met
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Programme and module descriptors and the ePAD demonstrate an equal weighting in the assessment of theory and practice.

The learning hours are documented for each programme, and a variety of assessments are outlined in the programme and module descriptors as well as the ePAD.

The visitor team reviewed all of the assessments which provide assurance that there is an equal weighting of the assessment of theory and practice. There is also linkage between the theoretical assessments and the areas of assessment within the ePAD; for example, the professional discussion assessment in one of the Level 6 modules which assesses students' clinical judgment, reasoning, and ability to communicate decisions clearly and professionally, reflecting Level 6 practice and readiness for registered nursing responsibilities which maps well with proficiencies being assessed in practice.

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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The visitor team reviewed programme documentation relating to practice assessment and student progression, including the ePAD and the ongoing record of achievement. The evidence confirms that all proficiencies and skills set out in the SoPRN are recorded and tracked throughout the programme. The ePAD is used to document student achievement in practice across the programme, with clearly defined proficiency themes aligned to NMC requirements. The ongoing record of achievement provides an additional record of student progression and confirms achievement of proficiencies and programme outcomes. The visitors found that the ePAD and ongoing record of achievement are used systematically to record and verify student performance, with contributions from PSs, PAs, and AAs.

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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The BSc (Hons) programme and module descriptors and the RNDA programme and module descriptors provide documentary evidence that the award for both programmes is that of a bachelor's degree.

There are no exit awards that meet NMC registration.

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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The visitor team reviewed the BSc (Hons) and RNDA student handbooks confirming students are notified 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 are told that they will have to undertake additional education and training or gain such experience as specified in the NMC standards.

The visitors conclude that the AEI has met Standard 5: Qualification to be awarded.

Conditions and recommendations

Conditions

Following the quality assurance process, the visitors have identified a condition.

The condition must be met in full before the programme can be recommended to the NMC for final approval.

The agreed deadline for the completion of these conditions, to align with the intended delivery date, is 14 May 2026.

Conditions				
No.	Condition details	Specific standard(s) not met	NMC	AEI
C1	University of Chichester to provide an action plan to assure that pre-registration nursing students and apprentices will have experience in practice reflecting the four fields of nursing and across the lifespan.	3.1 and 3.2	☒	
Response to condition: UoC provided an action plan which includes reference to BSc (Hons) nursing (adult) and RNDA students. The action plan also includes detail of how UoC will monitor, evaluate, and assure the quality of practice learning experiences. Having reviewed the AEI's response, the visitor team now considers that for this condition, the requirements of the condition have been met and Standards 3.1 and 3.2 are now met.				

Recommendations for enhancement

No recommendations for enhancement were identified.

Areas for future monitoring

No areas for future monitoring were identified.

The **final recommendation** made by the visitor team to the NMC, following consideration of UoC'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 as 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)	☒	
Programme proposal overview document, including rationale and co-production	☒	
Curricula vitae (CVs) for relevant staff to confirm NMC registration where required and to demonstrate adequate resources for safe and effective programme delivery	☒	
Agreements with PLPs and EPs that they will support the programme and support supernumerary status for students in accordance with requirements of programme standards	☒	
Evidence of PSC involvement in programme design, delivery, and evaluation	☒	
External examiner appointments and arrangements	☒	
Programme specification(s)	☒	
Programme planner (indicating where theory and practice hours are achieved)	☒	
Programme handbook(s)	☒	
Module descriptors	☒	
Mapping of programme learning outcomes against module learning outcomes	☒	
Mapping against Part 3: Standards for pre-registration nursing programmes	☒	
Mapping of programme outcomes against NMC Standards of proficiency	☒	
Student-facing supporting documentation/VLE site	☒	
Practice learning environment information for students	☒	
Practice learning allocation information	☒	
Practice assessment documentation (PAD)	☒	
Ongoing record of achievement (ORA)	☒	
Practice learning handbook/information for practice supervisors and practice assessors specific to the programme	☒	
Academic assessor focused information specific to the programme	☒	
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	☒	
Senior managers from associated PLPs and EPs with responsibility for resources for the practice learning experiences within the programme	☒	
Programme delivery team	☒	
Academic assessors	☒	
Practice staff representatives (practice leads/practice supervisors/practice assessors)	☒	
Representatives for PSCs	☒	
Student representatives	☒	
If you stated No, above, please provide the reason and mitigation: N/A		
Additional comments: N/A		

FINAL REPORT			
	Name	Position	Date
Author/s	Ms Jill Barnes	Registrant Visitor	11/05/26
	Dr Caroline Thomas	Lay Visitor	
QAA Officer	Jo Miller	QAA Officer	22/05/2026

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