Nursing and Midwifery Council

Major Modification Report for pre-registration nursing qualifications:

Pre-registration nursing - Adult
Pre-registration nursing - Child
Pre-registration nursing - Mental Health

University of Suffolk

May 2026

QA Link reference number: 030325103338-M

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Key institutional and programme details

AEI Institution Identifier [UKPRN]	10014001
Address of main programme delivery	School of Health Sciences and Society Waterfront Building Neptune Quay Ipswich IP4 1QJ England
Satellite site details	Existing satellite sites: The Place 37-39 Market Place Great Yarmouth NR30 1LX 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	Desk-based, May 2026
Visitor team	Registrant Visitor: Mrs Louise Corless

Name of current programmes under scrutiny					
NMC programme title	**AEI programme title(s) (in full)**	**Academic level(s)**	**Apprentice-ship**	**Full-time**	**Part-time**
Pre-registration nursing - Adult	BSc (Hons) Adult Nursing	England, Wales, Northern Ireland ☒ Level 6		☒	☐
Pre-registration nursing - Adult	MSc Adult Nursing (pre-registration)	England, Wales, Northern Ireland ☒ Level 7		☒	☐
Pre-registration nursing - Adult	BSc (Hons) Adult Nursing [degree apprenticeship]	England, Wales, Northern Ireland ☒ Level 6	☒	☒	☐

Pre-registration nursing - Child	BSc (Hons) Children's Nursing	England, Wales, Northern Ireland ☒ Level 6		☒	☐
Pre-registration nursing - Child	BSc (Hons) Children's Nursing [Degree Apprenticeship]	England, Wales, Northern Ireland ☒ Level 6	☒	☒	☐
Pre-registration nursing - Mental Health	BSc (Hons) Mental Health Nursing	England, Wales, Northern Ireland ☒ Level 6		☒	☐
Pre-registration nursing - Mental Health	BSc (Hons) Mental Health Nursing [degree apprenticeship]	England, Wales, Northern Ireland ☒ Level 6	☒	☒	☐

Titles of amended and/or additional programme(s) following modification
There have been no amendments or additions to programme titles.

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 (SPRNP) (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.

This desk-based review took place in May 2026.

Context

This quality assurance activity considered a major modification to the University of Suffolk's (UoS) pre-registration nursing programmes. The modification was undertaken to support the institution-wide transition from a 20/40-credit academic framework to a 30-credit block structure. As a result, programme structures, module learning outcomes, module content and assessment strategies were reviewed and revised across the programmes in scope.

The modification applies to the BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing and BSc (Hons) Mental Health Nursing programmes, together with the associated three-year degree apprenticeship routes and the MSc Adult Nursing programme. While programme structures and assessments have been revised, the overall balance and total volume of theory and practice learning remain unchanged and continue to meet NMC Standards. The

modified curriculum will apply to future cohorts entering the programmes following implementation of the approved changes.

There was extensive stakeholder engagement throughout the curriculum review and redesign process. Students, PLPs, EPs, PSCs, academic staff and external stakeholders contributed to the development of the proposed modifications through curriculum development events, consultation activities, governance forums and programme review processes.

Student feedback informed key aspects of the revised curriculum structure, including the assessment design and programme organisation. PLPs and EPs contributed to discussions regarding curriculum content, practice learning arrangements, programme delivery and workforce requirements through established partnership forums and consultation activities.

PSCs were actively involved through the PSC voice group and wider curriculum development activities. PSCs have contributed to curriculum design, programme evaluation, recruitment processes and the development of learning and assessment activities. PSCs are also expected to continue their involvement in programme delivery, evaluation and ongoing quality assurance activities.

Stakeholder involvement extended beyond consultation and is embedded within the ongoing delivery, monitoring, evaluation and enhancement of the programmes through established governance and partnership arrangements.

As this was a desk-based review, the visitor did not meet with any stakeholder groups.

The **final recommendation** made by the visitor to the NMC, following consideration of the UoS 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 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	**BSc (Hons) Nursing** The BSc (Hons) Nursing programmes are three years in length, and the programme structure is common across the BSc (Hons) Adult Nursing, BSc (Hons) Children's Nursing and BSc (Hons) Mental Health Nursing routes. The programme consists of 360 credits, 120 credits at each of Levels 4, 5 and 6. The programme consists of 4,687.5 hours - 2,362.5 theory hours and 2,325 practice learning hours. Each academic year comprises: – three 30-credit theory modules (90 credits) – one 30-credit practice learning module (30 credits). Each 30-credit theory module equates to 262.5 hours of student taught study, which includes tutor-led learning, guided learning activities, engagement with online learning, independent study (reading and research), and assessment preparation. Theory modules are delivered using UoS's block and blend approach, with students studying one theory module at a time followed by a dedicated assessment week: – Year 1 consists of 1,462.5 hours, comprising 22 weeks of theory (787.5 hours) and 18 weeks of practice learning (675 hours) – Year 2 consists of 1,575 hours, comprising 21 weeks of theory (787.5 hours) and 21 weeks of practice learning (787.5 hours) – Year 3 consists of 1,650 hours, comprising 19 weeks of theory (787.5 hours) and 23 weeks of practice learning (862.5 hours) theory hours). Year 1 provides a shared professional foundation across all three nursing fields. The curriculum focuses on professional values, communication, anatomy and physiology, health promotion, evidence-based practice and essential nursing practice. Students undertake shared learning experiences with peers from adult, children's and mental health nursing, supporting the development of a common professional identity and understanding of holistic care across the lifespan. Research literacy, literature searching and critical appraisal skills are introduced at this stage and developed throughout the programme. Year 2 focuses primarily on field-specific learning and the development of professional identity within adult, children's or mental health nursing. The curriculum supports the development of clinical reasoning, assessment, decision making, partnership working and evidence-informed care within increasingly complex practice contexts. Field-specific learning enables students to deepen specialist knowledge and skills relevant to their chosen field of practice.

	Year 3 prepares students for autonomous practice and transition to professional registration. Students complete a 30-credit major project/dissertation theory module. The curriculum focuses on leadership, care coordination, management of complex care, quality improvement, evidence-based practice and preparation for registration. The programme adopts a hybrid delivery model in Part 3, combining shared learning opportunities with field-specific learning to support readiness for contemporary nursing practice. **MSc Nursing** The MSc Adult Nursing (Pre-registration) is a two-year programme leading to eligibility for registration as an adult nurse. The programme is delivered over three eight-month parts (Parts 1, 2 and 3) and comprises 180 Level 7 credits. All modules are mandatory and students must successfully complete both the academic and practice learning components of the programme to be eligible for professional registration. To meet NMC requirements for registration, students complete: – 2,320 theory hours – 2,325 practice learning hours. The curriculum comprises: – six 30-credit theory modules (180 credits), each comprising a minimum of 356 hours of study, delivered over eight weeks, providing 2,136 theory hours at approximately 44.5 hours for each contact week – An additional 44 hours of theory associated with programme induction – Approximately 140 hours of theory delivered within the three practice learning modules – three practice learning modules, one in each Part of the programme (1,575 total practice learning hours, at 37.5 hours for each contact week). Each 30-credit module, including taught study, engagement with online learning activities, independent study, reading, research and assessment preparation. Year 1, Part 1 consists of: 18 weeks of theory (712 theory hours) – 12 weeks of practice learning (450 practice learning hours). Year 1, Part 2 consists of: – 10 weeks of theory (445 theory hours) – six weeks of practice learning (225 practice learning hours). Year 2, Part 2 consists of: eight weeks of theory (311 theory hours) – six weeks of practice learning (225 practice learning hours). Year 2, Part 3 consists of: 16 weeks of theory (712 theory hours) 18 weeks of practice learning (675 practice learning hours). In addition to this there are 140 theory hours embedded across the three practice learning modules. Together, this equates to 2,320 theory hours. The programme provides 1,575 practice learning hours.

The programme recognises students' prior healthcare experience, with 750 hours contributing towards the required 2,325 practice learning hours. This is mapped to the programme's outcomes and the Standards of proficiency for registered nurses (SoPRN) (NMC 2018, updated 2024).

Part 1 of the programme establishes the foundations of professional nursing practice by introducing students to the professional, legal and ethical principles that underpin nursing care, alongside the scientific knowledge required to understand human health and illness. During this stage, students develop essential nursing skills and begin to apply theoretical knowledge within practice settings. The curriculum places particular emphasis on professional values, person-centred care, effective communication, evidence-informed practice and the development of fundamental clinical competencies, providing a strong basis for safe and effective nursing practice.

Part 2 of the programme builds on these foundations by developing students' knowledge and skills in relation to patient assessment, care planning, medicines management and the care of individuals experiencing acute health deterioration. As students' progress, they are encouraged to integrate theory and practice to support increasingly complex clinical decision making. This stage of the curriculum promotes the development of clinical reasoning, critical thinking, comprehensive assessment skills and greater professional autonomy, enabling students to respond effectively to the changing needs of patients across a range of healthcare settings.

Part 3 of the programme prepares students for registration and autonomous professional practice through an emphasis on leadership, care coordination, evidence-based practice and the management of complex care needs. Students further develop their ability to evaluate and apply research evidence, contribute to quality improvement initiatives and coordinate care across multidisciplinary teams. The inclusion of an independent dissertation project also enables students to demonstrate advanced academic and analytical skills. This stage supports the transition from student nurse to registered practitioner, equipping graduates with the knowledge, skills and professional confidence required to deliver high quality nursing care in complex healthcare environments.

The programme is delivered through active blended learning approaches including lectures, seminars, workshops, scenario-based learning, simulation activities, online learning and independent study. Students are supported to develop advanced critical thinking, research literacy and evidence-based decision making skills throughout the programme, culminating in the completion of a dissertation in Part 3.

BSc (Hons) Nursing Degree Apprenticeship

The structure of the BSc (Hons) Nursing Degree Apprenticeship programme is common across the adult nursing, children's nursing and mental health nursing routes, with field-specific learning and practice experiences incorporated throughout the programme. The programme is delivered over three years and comprises 360 academic credits, with 120 credits studied at each of Levels 4, 5 and 6.

The apprenticeship programme mirrors the structure, curriculum, learning outcomes and practice learning requirements of the BSc (Hons)

	Nursing programme. Students complete the same theory modules, practice learning modules and assessments, and are required to achieve the same academic and professional standards to meet the requirements of the SPRNP in addition to the registered nurse degree apprenticeship (RNDA) standard. While students remain employed by their host organisation throughout the programme, they undertake the programme as supernumerary learners during both theory and practice learning. Students are released from their substantive employment duties and follow the same academic calendar, practice learning structure and annual leave arrangements as students enrolled on the BSc (Hons) Nursing programme. During the programme, students are not expected to undertake additional employment responsibilities beyond those required to achieve the apprenticeship and programme learning outcomes. The curriculum comprises a total of 4,687.5 hours, which includes 2362.5 theory hours and 2,325 practice learning hours, and is structured to ensure students progressively develop the knowledge, skills, values and behaviours required for registration as a nurse: – Year 1 consists of 1,462.5 hours, comprising 22 weeks of theory (787.5 hours) and 18 weeks of practice learning (675 hours) – Year 2 consists of 1,575 hours, comprising 21 weeks of theory (787.5 hours) and 21 weeks of practice learning (787.5 hours) – Year 3 consists of 1,650 hours, comprising 19 weeks of theory (787.5 hours) and 23 weeks of practice learning (862.5 hours) theory hours). Each part comprises three 30-credit theory modules and one 30-credit practice module. Academic modules are delivered using a block and blend approach, enabling students to focus on one area of study at a time while integrating learning from theory and practice. Learning activities include lectures, seminars, workshops, simulation, guided online learning, independent study and work-based learning activities. The curriculum follows the same developmental structure as the BSc (Hons) Nursing programme. Part 1 provides a shared professional foundation across all fields of nursing practice. Part 2 focuses on the development of field-specific knowledge, clinical reasoning and professional identity. Part 3 prepares students for autonomous practice through leadership, management of complex care, quality improvement and completion of a dissertation or major project. As with the BSc (Hons) Nursing programme, professional values, communication, evidence-based practice, leadership, patient safety, equality, diversity and inclusion, interprofessional learning and reflective practice are integrated throughout the curriculum and revisited with increasing complexity across all three parts of the programme.
Overview of practice learning requirements	**BSc (Hons) Nursing** Students undertake three practice learning experiences within each academic year, enabling exposure to a range of practice environments and PSC groups. Practice learning experiences are designed to support progressive achievement of programme outcomes and the SoPRN through increasing levels of complexity, responsibility and autonomy across Parts 1, 2 and 3. Students will experience a range of learning environments appropriate to their field of nursing practice. These may include acute hospital services, community nursing services, primary care settings, mental health

	services, children's services, rehabilitation services, residential and nursing care services, specialist healthcare services, and private, independent and voluntary organisations (PIVOs). Practice learning experiences are planned to enable students to develop and demonstrate proficiency in caring for people with diverse physical, mental health and social care needs and to support achievement of programme and professional requirements. The programme incorporates simulated practice learning (SPL) and has approval for up to 600 hours of SPL within the curriculum. SPL is used to support the integration of theory and practice and provides opportunities for students to develop and demonstrate clinical skills, communication, decision-making, leadership, teamwork and patient safety within a safe and supportive learning environment. These SPL experiences are delivered in dedicated simulation facilities, including ward and community environments, and support students to develop confidence and preparedness for practice learning. SPL activities are delivered in mixed-field groups and provide opportunities for students to engage in shared learning and interprofessional approaches to care. The programme consists of a total of 2,325 practice learning hours delivered across 62 weeks. Within Part 1, students across all fields undertake 675 practice learning hours across 18 weeks, comprising: – four weeks of SPL, delivered as two, two-week blocks prior to commencing their first practice learning experience (150 SPL hours) – two, seven-week practice learning blocks with 37.5-hours per week (525 practice learning hours). Within Part 2, students across all fields undertake 787.5 practice learning hours across 21 weeks, comprising three, seven-week practice learning blocks with 37.5 contact hours per week (787.5 practice learning hours). Within Part 3, students across all fields undertake 862.5 practice learning hours across 23 weeks, comprising: - two, seven-week practice learning blocks with 37.5 contact hours per week (525 practice learning hours) - one, nine-week practice learning block with 37.5 contact hours per week (337.5 practice learning hours). Practice learning is scaffolded across the three parts of the programme. Part 1 focuses on guided participation and the development of fundamental communication, professional and clinical skills. Part 2 supports increasing participation in care delivery, clinical reasoning and decision-making. Part 3 prepares students for autonomous practice through the development of leadership, care co-ordination, prioritisation and management of complex care needs. The integration of practice learning, SPL and theory enables students to progressively develop the knowledge, skills, values and behaviours required for registration as a nurse within their chosen field of practice. Students have supernumerary status throughout practice learning and are supported by practice supervisors (PSs), practice assessors (PAs) and academic assessors (AAs) in accordance with the SSSA. Additional support is available through practice education teams and university link lecturers. **MSc Nursing**

	Practice learning is integrated throughout all three parts of the programme and enables students to achieve the SoPRN. Students achieve 2,325 practice learning hours by completion of the programme. The programme recognises 750 hours of prior practice experience, with the remaining 1,575 practice learning hours achieved through practice learning experiences and simulated practice learning activities undertaken during the programme. Practice learning is assessed through a dedicated practice module within each Part of the programme: practice modules are assessed using a PAD and must be successfully completed to enable progression and eligibility for registration. Students undertake two practice learning experiences within each Part of the programme (three per year), providing exposure to a broad range of healthcare settings and PSC needs. Across the programme, students therefore undertake six practice learning experiences. Part 1 comprises two, six-week practice learning blocks with 37.5 contact hours per week (450 hours) Part 2 comprises two, six-week practice learning blocks with 37.5 contact hours per week (450 hours) Part 3 comprises one, six-week practice learning block with 37.5 contact hours per week (225 hours): - one, 11-week practice learning block with 37.5 contact hours per week (412.5 hours) - one practice learning week (37.5 hours). There is no SPL as part of the MSc programme. Practice learning experiences are designed to enable students to achieve NMC proficiencies through progressive development of knowledge, skills, confidence and autonomy. Students may experience placements across a range of settings including acute hospital services, community nursing services, primary care services, rehabilitation services, care homes and residential care settings, specialist healthcare services, and PIVOs. Practice learning experiences are organised in partnership with PLPs and are aligned to the UoS work-based and placement learning framework. Students have supernumerary status throughout practice learning and are supported by PSs, PAs and AAs in accordance with the SSSA. Additional support is available through practice education teams and university link lecturers. **BSc (Hons) Nursing Degree Apprenticeship** Students undertake three practice learning experiences within each academic year, enabling exposure to a range of practice environments and PSC groups. Practice learning experiences are designed to support progressive achievement of programme outcomes and the SoPRN through increasing levels of complexity, responsibility and autonomy across Parts 1, 2 and 3. The practice learning component of the apprenticeship programme mirrors that of the BSc (Hons) Nursing programme. Students complete the same practice learning experiences, practice learning hours, practice assessment processes and proficiencies as students on the BSc (Hons)

	Nursing programme, ensuring equivalent achievement of programme and professional outcomes. Students will experience a range of learning environments appropriate to their field of nursing practice. These may include acute hospital services, community nursing services, primary care settings, mental health services, children's services, rehabilitation services, residential and nursing care services, specialist healthcare services, and PIVOs. Practice learning experiences are planned to enable students to develop and demonstrate proficiency in caring for people with diverse physical, mental health and social care needs and to support achievement of programme and professional requirements. The programme incorporates SPL and has approval for up to 600 hours of SPL within the curriculum. SPL supports the integration of theory and practice and provides opportunities for students to develop and demonstrate clinical skills, communication, decision-making, leadership, teamwork and patient safety within a safe and supportive learning environment. SPL experiences are delivered in dedicated simulation facilities, including ward and community environments, and support students to develop confidence and preparedness for practice learning. SPL activities are delivered in mixed-field groups and provide opportunities for students to engage in shared learning and interprofessional approaches to care. The programme consists of a total of 2,325 practice learning hours delivered across 62 weeks. Within Part 1, students across all fields undertake 675 practice learning hours across 18 weeks, comprising: – four weeks of SPL, delivered as two, two-week blocks prior to commencing their first practice learning experience (150 SPL hours) – two, seven-week practice learning blocks at 37.5 hours per week (525 practice learning hours). Within Part 2, students across all fields undertake 787.5 practice learning hours across 21 weeks, comprising: – three seven-week practice learning blocks at 37.5 hours per week (787.5 practice learning hours). Within Part 3, students across all fields undertake 862.5 practice learning hours across 23 weeks, comprising: – two seven-week practice learning blocks at 37.5 hours per week (525 practice learning hours) – one nine-week practice learning block at 37.5 hours per week (337.5 practice learning hours). Practice learning is scaffolded across the three parts of the programme. Part 1 focuses on guided participation and the development of fundamental communication, professional and clinical skills. Part 2 supports increasing participation in care delivery, clinical reasoning and decision-making. Part 3 prepares students for autonomous practice through the development of leadership, care co-ordination, prioritisation and management of complex care needs. The integration of practice learning, SPL and theory enables students to progressively develop the knowledge, skills, values and behaviours required for registration as a nurse within their chosen field of practice.

	Although students remain employed by their host organisation throughout the programme, they hold supernumerary status for all practice learning experiences. During periods of practice learning they are released from their substantive employment duties and are not included in workforce numbers required for the delivery of safe and effective care. Students undertake the same practice learning experiences and practice learning hours and are assessed using the same PAD and assessment processes as students on the BSc (Hons) Nursing programme. Students are supported throughout practice learning by PSs, PAs and AAs in accordance with the SSSA. Additional support is available through practice education teams and university link lecturers. In addition, students participate in regular tripartite review meetings with their employer and the UoS to monitor academic progress, practice learning, off-the-job training requirements and overall progression through the apprenticeship.

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

Evidence from programme documentation, definitive course records, admissions and employer guidance, and admissions and interview processes provide assurance that applicants are subject to a structured and consistent selection process that confirms they meet the academic and professional requirements for entry and are suitable for their intended field of nursing practice. The evidence demonstrates that field-specific applications are considered alongside personal statements, references and interview outcomes to determine suitability for adult, children's and mental health nursing pathways.

The admissions process incorporates values-based recruitment approaches that assess applicants' alignment with the professional values and behaviours expected within the Code (NMC, 2018). Interview materials demonstrate a focus on professionalism, compassion, communication, teamwork and reflective capacity, providing assurance that applicants are able to demonstrate values consistent with the Code and the potential to develop the professional behaviours required throughout the programme.

Programme and admissions documentation confirms that applicants are required to meet defined academic entry requirements, including qualifications in mathematics and English, providing an appropriate foundation for the development of numeracy and literacy skills necessary to achieve programme outcomes. English language proficiency requirements are clearly articulated across programme routes, with definitive course records and the UoS admissions framework setting out requirements for applicants, including those where English is not their first language. The evidence also demonstrates that applicants possess the baseline digital and technological capabilities required to engage with programme systems and learning activities, supporting the development of digital literacy throughout the programme.

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

Programme, practice learning and governance documentation confirm that students' health and character are assessed prior to entry, monitored throughout the programme and confirmed at the point of supporting declaration for entry to the NMC register. Course and employer documentation consistently identify satisfactory occupational health (OH)

clearance and enhanced Disclosure and Barring Service (DBS) checks as requirements for admission and participation in practice learning experiences.

The evidence demonstrates that DBS and OH requirements are managed through established institutional processes, with clear arrangements for verification, monitoring and escalation where concerns arise across all programmes. Students are required to obtain and maintain the necessary clearances before undertaking practice learning experiences, and any disclosures or concerns are managed through defined safeguarding and fitness to practise (FtP) procedures. Programme and practice learning documentation clearly outlines students' responsibilities in relation to maintaining their health and character throughout the programme.

Ongoing assurance is provided through annual health and character declarations, attendance and engagement monitoring, and FtP processes, which support the identification and management of issues that may affect safe and effective practice. Governance arrangements demonstrate appropriate oversight through programme and institutional structures, with themes, trends and risks relating to professional suitability and practice learning environments monitored through established reporting mechanisms. The requirement for a final declaration of health and character prior to programme completion provides further assurance that students continue to meet the expectations for entry to the professional register.

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

The documentation reviewed demonstrates that students across all programmes are informed of their responsibility to declare immediately any police charges, cautions, convictions, conditional discharges, or findings relating to impaired FtP at key stages throughout the programme. Information provided during induction, within programme documentation and through dedicated practice learning administration resources clearly outlines these requirements and students' ongoing professional responsibilities.

Assurance is provided through the annual declaration process, which requires all students to confirm their health and character status and disclose any relevant changes. The evidence demonstrates that this requirement is reinforced through re-enrolment processes, virtual learning environment (VLE) resources and targeted communications, ensuring students are regularly reminded of their obligations throughout the programme. Additional arrangements are in place for students returning from a break in study, further supporting continued compliance with health and character requirements.

The evidence also confirms that disclosures are managed through established institutional procedures, with clear routes for referral, investigation and decision making through FtP, safeguarding and related governance processes. Operational monitoring undertaken by the designated practice learning administration team provides further assurance that declarations, disclosures and associated requirements are reviewed promptly and managed appropriately, supporting fair, lawful and consistent decision making.

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

Assessment and registration processes demonstrate clear arrangements for supporting declarations of health and character to be made for students completing pre-registration nursing programmes. Following confirmation of programme completion through Assessment Board processes, the registered nurse responsible for directing the programme, or their designated registered nurse substitute, is able to provide the supporting declaration of health and character required by the NMC prior to registration. Programme completion is formally verified through assessment board processes, ensuring that all academic and practice learning requirements have been successfully achieved before students are confirmed as eligible for registration.

The documentation reviewed provides assurance that designated registrants responsible for making supporting declarations have access to the information required to confirm students' health and character status, including confirmation that programme, practice learning and professional requirements have been satisfactorily completed. Established administrative processes support the transfer and verification of completion data, ensuring that supporting declarations are made by authorised registered nurses with appropriate responsibility and accountability in accordance with NMC requirements.

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

UoS's recognition of prior learning (RPL) arrangements permit recognition of up to 50% of programme credit across the pre-registration nursing programmes, in accordance with institutional regulations and NMC standards. Applications are assessed through a formal mapping process against programme outcomes and the SoPRN, with consideration given to academic credit, professional learning and preparedness for progression, with clear oversight from the external examiner (EE).

For BSc (Hons) pre-registration nursing programmes, up to 50% of programme credit may be recognised through RPL. Practice learning may also be recognised where equivalent practice learning experiences, achievement and hours can be evidenced and mapped to programme outcomes. For MSc pre-registration nursing programmes, up to 750 hours of practice learning may be recognised where equivalence is demonstrated. RNDA applicants are additionally subject to an initial skills analysis, with RPL considered in line with apprenticeship funding requirements and occupational competence expectations.

RPL decisions are made on an individual basis and include consideration of the level, volume, currency and relevance of prior learning. Practice learning is reviewed alongside academic achievement, drawing on evidence from previous AEIs and employers where appropriate. Credit is awarded for whole modules only; partial module achievement is not recognised. Where there are gaps in learning or practice experience are identified, these are addresses through the RPL process, to ensure programme and professional requirements are met prior to entry to the programme. UoS does not currently operate formal articulation agreements for entry to the pre-registration nursing programmes.

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

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

Programme documentation demonstrates a structured and progressive approach to supporting the development of numeracy, literacy, and digital and technological literacy throughout the programmes. These skills are embedded within learning, teaching and assessment strategies, enabling students to develop and apply them in ways that support achievement of programme outcomes and preparation for professional practice.

Numeracy development is supported through the use of an online medicines' calculation platform, simulated learning activities and practice learning experiences, providing students with repeated opportunities to apply calculation skills within authentic clinical contexts. Literacy development is promoted through a range of assessment methods requiring effective written and professional communication, alongside access to targeted academic support and study skills provision. The evidence also demonstrates that students are encouraged to identify and address their own learning needs through reflective and developmental activities.

Digital and technological literacy is developed through sustained engagement with a range of digital platforms, learning technologies and systems relevant to contemporary nursing practice. Students utilise the VLE, simulation technologies, electronic patient record systems and academic integrity software as part of their learning experience. The planned development of a dedicated learning hub further strengthens the support available to students by providing tailored resources and self-assessment opportunities aligned to individual learning needs.

The visitor concludes 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

Programme governance, stakeholder engagement and quality assurance arrangements demonstrate alignment with the SFNME. The evidence reviewed confirms that programme development, delivery and evaluation are informed through established partnership arrangements involving PLPs, EPs, students and PSCs. Governance structures provide clear oversight of programme quality, risk, educational standards and continuous enhancement, supporting a learning culture that is safe, effective, inclusive and evidence informed.

The evidence demonstrates robust arrangements for the monitoring and evaluation of practice learning environments through established quality assurance processes, partnership forums, audit activity and student feedback mechanisms. Clear processes are in place to approve, monitor and review practice learning environments, with identified risks and concerns managed through defined escalation and governance routes. The documentation also provides assurance that PSs, PAs and AAs are appropriately prepared and supported through structured guidance, training resources and ongoing partnership arrangements with PLPs and EPs.

PSCs are meaningfully involved in programme recruitment, design, delivery and evaluation through established governance arrangements that support sustained engagement rather than one-off consultation activities. The evidence demonstrates that their contribution has informed curriculum development and assessment activity and is embedded within ongoing programme enhancement processes.

The visitor identified a well-established approach to collaboration that extends beyond consultation to active involvement in programme development, delivery, evaluation and quality assurance. This creates a strong foundation for curriculum responsiveness, stakeholder influence and continuous enhancement, supporting the delivery of a programme that remains closely aligned to professional, service and population needs. This results in **good practice (GP1)**, highlighting the sustained and meaningful involvement of practice learning partners and PSCs across all stages of the programme lifecycle.

The documentation also demonstrates opportunities for students to learn with, from, and about other professions through shared learning activities, simulation and multidisciplinary practice learning experiences. To further strengthen the visibility and consistency of these opportunities across all fields and programme routes, the visitor made **recommendation (R1)**, to enhance the visibility of interprofessional learning across the programme. A programme-level mapping exercise would provide a clearer overview of where these opportunities are incorporated, support evaluation of their effectiveness and strengthen evidence of their systematic integration throughout the curriculum.

2.2 comply with the NMC Standards for student supervision and assessment.	Met

Not in scope in relation to this major modification.

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

The programme learning outcome mapping documentation for all programmes demonstrates clear alignment between programme outcomes and the SoPRN. The evidence reviewed confirms that programme learning outcomes have been systematically mapped to the proficiencies for the BSc, MSc and RNDA programmes, providing assurance that the requirements of the SoPRN are reflected across each programmes route and field of nursing practice.

The mapping demonstrates that students across the adult, children's and mental health fields of nursing are provided with appropriate opportunities to develop and demonstrate the knowledge, skills and professional behaviours required to meet the SoPRN and achieve their intended field of practice. The documentation also demonstrates alignment between theory and practice learning assessments, providing assurance that the proficiencies are addressed and assessed across both academic and practice learning components of the programmes.

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

Programme documentation demonstrates a deliberate and coherent approach to ensuring students are exposed to the breadth of nursing practice across the pre-registration nursing programmes. Within the BSc (Hons) and RNDA programmes, shared learning opportunities are embedded throughout the delivery model, enabling students from different fields of nursing to learn with, from, and about one another. This approach supports students' understanding of the diverse needs of people across the lifespan and within a range of health and care contexts, while also fostering an appreciation of the contribution of different nursing fields to person-centred care. The MSc Nursing (Adult) programme prepares students for registration in the adult field. Opportunities for students to gain insight into the other fields of nursing practice are provided through curriculum content, practice learning experiences and learning activities that explore the needs of people requiring care across different ages, settings and care contexts. Field-specific learning develops proficiency in adult nursing while promoting an understanding of holistic, integrated and person-centred care informed by the wider context of nursing practice.

The evidence reviewed confirms that students on the BSc (Hons) and RNDA programmes participate in shared learning activities alongside field-specific teaching, ensuring that cross-field learning is balanced with the development of the knowledge, skills and professional identity associated with their chosen field of practice.

As learning disabilities nursing is not offered as a standalone programme route, it is intentionally integrated throughout theory and practice learning across all programmes. Through engagement with curriculum content and practice learning experiences, students develop an understanding of the needs of people with learning disabilities and are supported to recognise and respond to the needs of individuals with learning disabilities and other diverse populations, promoting inclusive, equitable and person-centred nursing practice.

On the BSc (Hons) programme, SPL activities further strengthen exposure across the four fields by enabling students to engage with scenarios and case studies reflecting adult, mental health, learning disabilities and children's nursing practice.

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

Not in scope in relation to this major modification.

2.6 set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	Met

The programme documentation demonstrates that the general and professional content required to achieve the SoPRN is comprehensively integrated across theory and practice learning across all programmes. The evidence reviewed confirms that programme content has been systematically mapped to the proficiencies and programme outcomes, ensuring students are provided with appropriate opportunities to develop and demonstrate the required knowledge, skills and professional behaviours.

Course documentation, practice learning documentation and mapping records provide assurance that professional requirements are embedded throughout the student journey and assessed across academic and practice learning components. The alignment between programme outcomes and practice assessment processes supports the coherent development of proficiency and readiness for registration.

For the RNDA programmes, the mapping documentation further demonstrates alignment between programme content and the relevant knowledge, skills and behaviours, providing assurance that professional, academic and apprenticeship requirements are integrated within programme delivery and assessment.

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

Field-specific mapping documentation demonstrates that programme content is appropriately designed to meet the programme outcomes relevant to each approved field of nursing practice. The evidence reviewed confirms that theoretical content across the BSc (Hons), RNDA and MSc Adult Nursing programmes has been systematically mapped to programme outcomes, providing assurance that students are supported to develop the knowledge, skills and professional behaviours required within their chosen field of practice.

The mapping documentation demonstrates clear alignment between curriculum content, programme outcomes and the relevant field of nursing, ensuring that field-specific learning is progressively developed throughout each programme. For the BSc (Hons) and RNDA programmes, this includes field-specific outcomes for adult, children's and mental health nursing, while the MSc programme is specifically mapped to the outcomes required for adult nursing practice. This approach ensures that students develop the proficiencies and professional identity associated with their selected field.

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

Module specifications, programme mapping documentation and practice learning documentation demonstrate that field-specific content relating to the law, safeguarding, consent, pharmacology, medicines administration and medicines optimisation is incorporated throughout all programmes. The evidence reviewed confirms that these areas are explicitly addressed within both theory and practice learning and are aligned to programme outcomes and professional requirements.

Students are introduced to the legal, ethical and professional principles underpinning nursing practice early in the programme, with learning subsequently developed through field-specific

content and assessments relevant to adult, children's and mental health nursing. The curriculum structure enables students to apply and extend this knowledge within increasingly complex and field-relevant contexts as they progress through the programme.

Practice learning documentation provides further assurance that students are required to demonstrate proficiency in medicines' management and related professional responsibilities throughout practice learning. The combined approach of theoretical study, field-specific learning and practice assessment ensures that students develop the knowledge, skills and professional judgement required for safe and effective practice within their chosen field of nursing.

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

Programme documentation confirms that each pre-registration nursing programme provides an equal balance of 50% theory and 50% practice learning. The BSc (Hons) Nursing and RNDA programmes each comprise a minimum of 4,600 hours, with 2,300 theory hours and 2,300 practice learning hours. The MSc Nursing (Adult) programme achieves the required balance through RPL, which contributes up to 750 practice learning hours, with the remaining theory and practice hours completed within the programme to ensure students meet the NMC requirements and programme outcomes.

Curriculum planners and programme structures demonstrate a coherent approach to the sequencing of theory and practice learning, with dedicated theory and practice learning blocks enabling students to integrate and apply learning progressively throughout the programme.

Module specifications and programme documentation provide assurance that a range of learning and teaching strategies are employed to support achievement of programme outcomes and meet diverse learning needs. These include interactive teaching approaches, field-specific learning activities, simulation activities, SPL (on the BSc (Hons) and RNDA programmes), practice learning experiences, collaborative learning and digitally enabled learning.

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

The curricula demonstrate the effective and proportionate use of technology and simulation to support learning, supervision and assessment. The evidence reviewed confirms that simulation opportunities and technology-enhanced approaches are integrated throughout the programme and are used purposefully to support the development, and application of knowledge, skills and professional behaviours. These approaches complement other learning and teaching strategies and contribute to a varied and authentic learning experience.

The programmes incorporate simulation and technology across both theory and practice learning components, enabling students to engage with learning activities that reflect contemporary healthcare practice. Simulation opportunities are embedded throughout the curriculum and are used to support the application of knowledge, clinical decision making, communication and professional judgement within safe and supported learning environments, and are embedded cross the BSc (Hons), RNDA and MSc Adult Nursing programmes. In addition, planned SPL within the BSc (Hons) and RNDA programmes remain within the 600-hour allocation and is informed by evaluation data demonstrating positive impacts on student confidence and preparedness for practice. Students engage with

a range of digital systems and technologies that support clinical, professional and academic development, including the electronic PAD, digital learning platforms, medicines' calculation resources, simulated patient record systems and immersive simulation technologies. The evidence also demonstrates that technology is used to support the monitoring of practice learning, assessment of proficiency and student engagement throughout the programme.

The involvement of PSCs in the design and delivery of simulation activities further enhances the authenticity of learning experiences and supports the development of person-centred care.

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

The programmes are not delivered in Wales, and therefore this standard is not applicable for this 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

Programme documentation confirms that the pre-registration nursing programmes meet the minimum programme length and hour requirements specified within the standards. The evidence reviewed demonstrates that the programmes comprise a minimum of 4,600 hours and are structured to meet the equivalent of three academic years of full-time study. For the MSc Nursing (Adult) programme, RPL is used to contribute towards the required programme hours, with the remaining hours completed through the programme. Curriculum planners, module specifications and programme documentation provide assurance that theory and practice learning are organised to achieve the required programme length and hours across all routes in scope. The documentation also clearly communicates these requirements to students, supporting understanding of programme structure, progression and completion requirements.

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.	Met

The programmes do not lead to registration in two fields of nursing practice, and therefore this standard is out of scope for this modification.

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.	Met

The programmes do not lead to nursing registration and registration in another profession, and therefore this standard is out of scope for this modification.

The visitor concludes 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.	Met

Practice learning documentation, programme mapping and partnership arrangements with PLPs and EPs demonstrate that students are provided with practice learning opportunities that support achievement of the SoPRN and the delivery of safe and effective care to diverse populations. The evidence reviewed confirms that practice learning experiences are designed to provide exposure to a broad range of health and care settings, enabling students to develop proficiency across the lifespan and in relation to complex physical, mental health, cognitive and developmental needs.

Students undertake practice learning experiences across a range of environments, including acute, community and specialist services, with allocation processes supporting breadth and diversity of experience. The evidence demonstrates that students are encouraged to engage with PSCs whose needs extend beyond their chosen field of practice, ensuring exposure to adult, children's, mental health and learning disability nursing perspectives. Practice learning documentation supports this approach by requiring students to evidence learning and achievement across a range of care needs and professional contexts.

Partnership arrangements with PLPs and EPs support ongoing oversight of the availability, quality and diversity of practice learning opportunities.

3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	Met

Practice learning documentation and programme information demonstrate that students experience a sufficient variety of practice learning opportunities to meet the holistic needs of people across the lifespan. The evidence reviewed confirms that students access a diverse range of practice learning environments, including acute, community and specialist services, enabling exposure to individuals with differing physical, mental health, developmental and social care needs.

The range of practice learning experiences available through established partnerships with PLPs and EPs supports students to develop an understanding of holistic, person-centred care across a variety of settings and population groups. Practice learning documentation is aligned to the SoPRN and requires students to demonstrate achievement of proficiencies relevant to caring for people of all ages with diverse and often complex needs.

The documentation also provides assurance that the quality and suitability of practice learning environments are subject to ongoing monitoring and review through established quality assurance and partnership arrangements with PLPs and EPs. Student feedback, educational audit processes and governance mechanisms support the continuous evaluation of practice learning experiences and help ensure that students have access to appropriate opportunities to meet programme outcomes and professional standards.

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

Programme documentation, including curriculum mapping, module specifications, practice learning documentation including the PAD, confirms that communication and relationship management skills (Annexe A) and nursing procedures (Annexe B) are integrated throughout all programmes and mapped to the SoPRN. Students are provided with practice learning opportunities across a range of practice learning environments appropriate to their selected field of nursing practice, enabling them to develop, demonstrate and be assessed against the required proficiencies. The PAD and the ongoing achievement record (OAR) evidence progression and achievement of these skills across Parts 1, 2 and 3 of the programmes.

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

Programme documentation and curriculum planning documentation confirm that students complete no fewer than 2,300 practice learning hours. The evidence reviewed demonstrates that practice learning is structured across all programme routes and meets the minimum NMC requirement. Students on the BSc (Hons) and RNDA programmes complete 2,325 practice learning hours. For the MSc Nursing (Adult) programme, RPL contributes 750 practice learning hours, with students completing a further 1,575 practice learning hours within the programme, resulting in a total of 2,325 practice learning hours.

The BSc (Hons) and RNDA programmes incorporate 150 hours of SPL within the overall practice learning allocation. SPL has been implemented incrementally and informed by evaluation, student feedback and engagement with practice learning partners. It is designed to complement placement learning through authentic, contextualised scenarios that reflect contemporary nursing practice and enable students to demonstrate proficiencies in a safe and supported environment. SPL is delivered in accordance with the SSSA, with appropriate PSs, PAs and AAs undertaking their respective roles within the simulated learning environment. Learning undertaken during SPL contributes to students' practice learning hours and supports assessment against the SoPRN, while remaining within the maximum 600 permitted SPL hours.

Across all programme routes, simulation is used to enhance learning by providing structured exposure to complex and multidimensional nursing scenarios that students may not encounter during practice learning experiences. These activities support the development of clinical reasoning, communication, decision making and person-centred care. Within the MSc Nursing (Adult) programme, simulation is used as a developmental learning strategy to support achievement of programme outcomes but does not contribute towards practice learning hours or assessment against the SoPRN.

Practice learning hours are recorded and monitored through established electronic systems and are subject to oversight through practice assessment processes, academic review and assessment board arrangements.

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

Programme documentation, student support arrangements and practice learning allocation processes demonstrate that students' individual needs and personal circumstances are considered when allocating practice learning experiences. The evidence reviewed confirms that students across all programmes are supported through a range of institutional mechanisms, including personal academic support, student services, occupational health processes and reasonable adjustment arrangements, enabling individual needs to be identified and addressed throughout the programme.

Students with identified support needs are provided with formal reasonable adjustment agreements that include recommendations relevant to practice learning. The evidence demonstrates that students are encouraged to discuss their individual needs with PSs and PAs at the commencement of each practice learning experience to support the implementation of appropriate adjustments and learning opportunities. Practice learning documentation and practice learning preparation materials further support consideration of individual learning needs within practice learning environments.

Practice learning allocation processes provide assurance that personal circumstances are considered wherever possible, including factors such as travel, accessibility and location. Students are provided with clear information regarding allocation principles, support available and the process for requesting a change to a practice learning experience where exceptional circumstances arise. These arrangements apply across all programme routes, including the RNDA programme. Governance and partnership arrangements with PLPs and EPs provide additional oversight of issues affecting the student experience, supporting the identification and resolution of concerns relating to practice learning access and support.

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

Programme documentation and practice learning guidance demonstrate that students are required to experience the range of hours expected of registered nurses throughout the programmes. The evidence reviewed confirms that students are informed of expectations relating to practice learning attendance, shift patterns and completion of required practice learning hours through programme documentation, induction activities and practice learning guidance.

Practice learning experiences are structured to provide exposure to a variety of working patterns appropriate to the field of practice, including participation in 24-hour care environments where these are available. Students are also allocated to a range of practice learning environments, supporting exposure to different models of care and service delivery across the programme.

The evidence demonstrates that practice learning hours and attendance are recorded and monitored through established processes, with oversight provided through attendance monitoring, practice assessment arrangements and AA review. AAs review student progression and achievement within practice learning, including completion of required hours and engagement with practice learning experiences.

3.7 ensure that students are supernumerary.	Met

Programme documentation and practice learning governance arrangements demonstrate that students are afforded supernumerary status throughout all practice learning experiences, including those undertaking the RNDA programmes. The evidence reviewed confirms that students are informed of their supernumerary status through programme documentation and are supported through established practice learning, supervision and

assessment arrangements designed to maximise learning opportunities and achievement of programme outcomes.

The evidence provides assurance that practice learning environments are subject to ongoing monitoring through educational audit activity, student feedback mechanisms, link lecturer engagement and PLP and EP governance processes. These arrangements support the identification and management of concerns that may affect the quality of practice learning experiences, including circumstances where supernumerary status may be compromised. Established escalation and quality assurance processes enable concerns to be reviewed jointly by UoS and PLPs/EPs, with appropriate action taken to protect student learning and public safety.

While mechanisms for raising concerns are available through practice learning guidance, student support processes and governance arrangements, the visitor concluded that greater clarity within clear, student-facing documentation across all programmes would strengthen the information available regarding the actions to take should supernumerary status not be maintained. The visitor therefore made **recommendation (R2)** to enhance student-facing guidance relating to the escalation of concerns where supernumerary status is compromised. A clearly defined escalation pathway would strengthen transparency, support timely reporting and provide additional assurance that students understand how to access support and escalate concerns within practice learning environments.

The visitor concludes 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

Not in scope in relation to this major modification.

4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	Met

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

Programme documentation confirms that responsibility for directing the pre-registration nursing programmes is assigned to a named registered nurse. The evidence reviewed demonstrates that this responsibility is clearly identified within programme documentation, providing transparency regarding leadership and accountability for programme delivery.

The documentation, supported by staff information reviewed by the visitor, provides assurance that the individual responsible for directing the programme is a registered nurse and that appropriate arrangements are in place to ensure the NMC is informed of the designated programme lead. This supports compliance with regulatory requirements relating to programme oversight and governance.

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

Assessment, academic support and practice assessment arrangements demonstrate that students are provided with constructive feedback throughout the programmes to support their development. The evidence reviewed confirms that feedback is embedded within both theory and practice learning and is designed to promote reflection, progression and achievement of programme outcomes.

Module specifications and assessment processes provide students with opportunities to receive formative feedback prior to summative assessment, enabling them to act on developmental guidance and strengthen subsequent performance. The curriculum structure supports timely feedback within individual modules, while UoS assessment and quality assurance processes provide assurance that assessment and feedback practices are robust, consistent and appropriately governed.

Practice assessment documentation demonstrates that students receive regular feedback on their knowledge, skills, professional values and performance within practice learning experiences. Feedback is provided through ongoing supervision, formal assessment points and specific practice-based activities, supporting students to monitor their progress and identify areas for further development. Opportunities for PSCs to contribute feedback further enhance students' understanding of the impact of their practice.

Personal academic support arrangements provide an additional mechanism through which students can reflect on feedback received across the programme, review their progress and

identify developmental needs. These arrangements support a holistic approach to student development and facilitate timely access to academic and wider support services where required across all programmes.

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

Programme mapping documentation demonstrates that the SoPRN are comprehensively integrated throughout the curriculum and aligned to programme outcomes. The evidence reviewed confirms that theoretical and practice learning components are systematically mapped to the proficiencies, ensuring students are provided with appropriate opportunities to develop and demonstrate the knowledge, skills and professional behaviours required for registration.

The documentation provides assurance that achievement of the proficiencies is assessed through both academic and practice-based assessment strategies. Programme outcomes, practice assessment requirements and field-specific learning are aligned to support progressive development and demonstration of proficiency throughout all the programmes.

Field-specific mapping for adult, children's and mental health nursing further demonstrates how programme outcomes are achieved within each area of practice. The evidence confirms that students must successfully achieve all required proficiencies and programme outcomes in both theory and practice learning before completing the programme and becoming eligible for entry to the professional register.

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

Module specifications and programme documentation demonstrate that all programmes include a health numeracy assessment related to nursing proficiencies and the calculation of medicines that must be passed at 100%. The evidence reviewed confirms that successful completion of this assessment is a requirement across all programmes.

The assessment is embedded within field-specific modules and is designed to support the development and assessment of medicines' management and numeracy skills relevant to nursing practice. While the assessment is situated at different academic levels across the programmes, the evidence demonstrates that this reflects curriculum structure and field-specific contextualisation rather than differing expectations of competence. In children's nursing, for example, the assessment is positioned later in the programme to align with the increasing complexity of medicines' calculations required within the field.

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

Programme documentation, module specifications and practice learning documentation demonstrate that communication and relationship management skills and nursing procedures are embedded throughout the curricula. The evidence reviewed confirms that students are provided with opportunities to develop, practise and demonstrate these skills across both theory and practice learning, within the context of their chosen field of nursing practice.

Communication and relationship management skills are integrated throughout shared and field-specific learning activities, supporting students to develop effective therapeutic relationships, person-centred communication and collaborative working with people, families, carers and multidisciplinary teams. The curricula also provide opportunities for students to develop these skills through simulation, practice learning experiences and assessment activities that reflect contemporary nursing practice.

The PAD demonstrates clear alignment with the communication and relationship management skills and nursing procedures identified within the SoPRN. Students are required to evidence achievement of these skills through practice assessment, episodes of care and feedback from PSs, PAs and PSCs. Assessment processes within both theory and practice learning provide assurance that students must demonstrate competence in these areas before progression and programme completion. The combination of curriculum content, practice learning opportunities and assessment requirements ensures that students are able to meet all communication and relationship management skills and nursing procedures relevant to their field of nursing practice across all programmes.

4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse.	Met

Assessment strategies, programme documentation and practice assessment processes demonstrate that students are assessed to confirm proficiency in preparation for professional practice as a registered nurse. The evidence reviewed confirms that assessment is undertaken across both theory and practice learning and is aligned to programme outcomes, the SoPRN and the requirements for registration.

The curricula incorporate a range of authentic assessment methods designed to evaluate the knowledge, skills, professional behaviours and decision-making required for contemporary nursing practice. Assessment approaches include practical assessments, examinations, presentations, written assignments and practice-based assessments, providing students with multiple opportunities to demonstrate achievement of programme outcomes in contexts relevant to professional practice.

The regional PAD provides assurance that achievement of the SoPRN is assessed systematically throughout the programme. Students are required to demonstrate proficiency within practice learning experiences through ongoing assessment, achievement records and confirmation of progression across each part of the programme by the PA in collaboration with the AA. UoS assessment policies, moderation processes and assessment board arrangements provide further assurance that decisions relating to student achievement and progression are robust, consistent and appropriately governed.

4.9 ensure that there is equal weighting in the assessment of theory and practice.	Met

Assessment regulations, programme assessment arrangements and institutional frameworks demonstrate that theory and practice are afforded equal weighting within the programmes. The evidence reviewed confirms that successful achievement in both theory and practice is required for progression and programme completion, and that performance in one domain cannot compensate for failure in the other.

Practice learning is assessed through designated practice modules and achievement of the SoPRN, all of which must be successfully completed. The evidence demonstrates that practice assessment carries equal significance in progression and award decisions, with

failure to achieve practice requirements preventing progression irrespective of academic performance.

Theory and practice outcomes are considered through the same formal assessment and governance processes, including assessment boards, moderation arrangements and external examiner oversight. These arrangements provide assurance that theory and practice are given equal academic and professional importance in determining student achievement, progression and readiness for registration.

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

Practice learning documentation demonstrates that all proficiencies and skills required within the SoPRN are recorded and monitored through the OAR. The evidence reviewed confirms that the OAR and the PAD provide a structured mechanism for documenting student progression, achievement of proficiencies and development of professional skills throughout the programme.

The documentation demonstrates clear alignment between practice assessment requirements and the SoPRN, enabling students to evidence achievement across all required areas of proficiency. Records are reviewed at key progression points and provide a comprehensive account of student achievement across practice learning experiences.

The OAR also supports programme governance and progression decisions by providing verified evidence of proficiency attainment. These arrangements provide assurance that achievement of the required proficiencies and skills is systematically recorded, monitored and confirmed throughout the programme and at the point of programme completion.

The visitor concludes 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

Programme documentation confirms that the minimum award leading to registration is a bachelor's degree. The evidence reviewed demonstrates that the BSc (Hons) and RNDA programmes are delivered at bachelor's degree level, and the MSc programme is delivered at master's level. There are no exit awards on any of the programmes which confer eligibility for registration with the NMC.

The documentation also confirms that the programmes are structured to meet the requirements for pre-registration nursing education, including achievement of the relevant standards and completion of the required theory and practice learning hours. These arrangements provide assurance that the minimum award requirement for entry to the professional register is met across all programme routes in scope.

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

Programme documentation and student information processes demonstrate that students are informed of the requirement to register their qualification with the NMC within five years of receiving their award. The evidence reviewed confirms that this information is communicated through multiple routes, including programme documentation, programme completion processes and practice learning administration resources.

Students are notified of the requirement both during the programme and prior to completion, ensuring they are aware of the timescales associated with professional registration and the implications of failing to register within the specified period. The evidence also demonstrates that this information is communicated consistently across programme routes, including the RNDA.

The visitor concludes that the AEI has met Standard 5: Qualification to be awarded.

Conditions and recommendations

Conditions

No conditions have been set.

Recommendations for enhancement

Recommendations				
No.	**Recommendation details**	**Specific standard(s)**	**NMC**	**AEI**
R1	UoS should enhance the visibility and ongoing evaluation of interprofessional education and interprofessional learning within pre-registration nursing through the development of a programme-level mapping document, providing clear evidence of learning opportunities across the curriculum and supporting continuous quality enhancement.	SPRNP Standard 2.1	☒	
R2	UoS should enhance the visibility of existing processes for raising concerns where supernumerary status is not maintained through the development of a clear student-facing escalation pathway. This would support timely escalation, strengthen transparency and complement existing governance and quality assurance arrangements.	SPRNP Standard 3.7	☒	

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

No areas for future monitoring have been identified.

NMC statements of good practice

NMC statements of good practice		
No.	**Good practice details**	**Specific standard**
GP1	There is a well-established approach to partnership working that extends across PLPs, EPs, and PSCs. The breadth and depth of stakeholder involvement in programme development, delivery, evaluation and quality assurance provides a strong foundation for curriculum responsiveness and continuous enhancement. This collaborative approach gives a high degree of confidence in the integrity of the awards and demonstrates a sustained commitment to partnership working in support of high quality nursing education.	SPRNP Standard 2.1 (SFNME Requirements 1.12 and 5.5)

The **final recommendation** made by the visitor 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)	☒	☐
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: Updated agreements with PLPs and EPs were not requested as part of this major modification review as no new practice learning partners or employer partners were being introduced through the proposed changes. Existing partnership arrangements remain in place and are unaffected by the modification. To provide assurance regarding partnership governance and responsibilities, the University of Suffolk submitted exemplar standard placement agreements, which demonstrate the overarching arrangements supporting practice learning, including the respective responsibilities of the UoS and PLPs/EPs. External examiner appointments and arrangements were not requested as part of this major modification review. Existing external examiner arrangements remain in place and		

are not affected by the proposed curriculum modifications. The relevant standards relating to external examiner appointment and oversight were not within the scope of this quality assurance activity and therefore this evidence was not required to inform the visitor's assessment of the proposed changes.
List additional evidence that was reviewed: Standard Placement Agreement Education Partnership Forum PROG Terms of reference Practice Education Forum
Additional comments: Partnership governance arrangements, including relevant partnership forums and quality assurance processes, were considered through the evidence submitted in support of the standards under review.

During the event, the visitor 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: This was a desk-based activity, therefore required analysis of narrative and documentation only.		
Additional comments: N/A		

FINAL REPORT			
	Name	**Position**	**Date**
Author	Mrs Louise Corless	Registrant Visitor	30.06.2026
QAA Officer	Claire Langman	QAA Officer	30.06.2026

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