



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration nurse qualification leading to:

**Nursing (Adult)
Nursing (Mental Health)**

University of Portsmouth

February 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	School of Dental, Health and Care Professionals University of Portsmouth St Michael's Building White Swan Road Portsmouth PO1 2DT
AEI Institution Identifier [UKPRN]	10007155
Name and location of programme delivery partner(s) if not the AEI noted above	Not applicable
Name of employer partners for apprenticeships	Portsmouth Hospitals NHS Trust and Hampshire and Isle of Wight Healthcare Foundation NHS Trust (formerly Solent NHS Trust and Southern Health NHS Trust) as employer partners
Approval type	Major modification

Name of programme					
NMC programme title	AEI programme title (in full)	Academic level(s)	Apprentice -ship	Full-time	Part-time
Pre-registration nursing - Adult	BN (Hons) Nursing (Adult) Degree Apprenticeship BN (Hons) Nursing (Adult) Degree Apprenticeship (Extended)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing - Adult	M Nursing (Adult) Degree Apprenticeship.	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	BN (Hons) Nursing (Mental Health) Degree Apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	BN (Hons) Nursing (Mental Health) Degree Apprenticeship (Extended)				
Pre-registration nursing - Mental Health	M Nursing (Mental Health) Degree Apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposed programme start date	September 2025				
Standard(s) under assessment	<input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes				
Date of visit	13 February 2025				
Visitor team	Registrant Visitors: Prof Euan Hails Prof Elizabeth Barley Lay Visitor: Mrs Laura Witt				

Executive summary

Quality Assurance Reviews (QARs) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programme. Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews.

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) programme approval panel. All evidence submitted by the AEI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and their carers, employers, practice learning partners, the programme team and senior managers.

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

The conjoint visit with the AEI approval panel took place onsite on 13 February 2025.

Context for the review

The University of Portsmouth (Portsmouth) is proposing a major modification for the introduction of a degree apprenticeship pathway in order to address workforce challenges for the employer partner organisations, widening participation and diversifying opportunities for local people to become a registered nurse. The introduction of the degree apprenticeship route will complement the existing pre-registration Bachelor of Nursing (BN) adult and mental health fields and also add a Master of Nursing (MN) degree apprenticeship for the adult and mental health fields of nursing.

The BN courses will be offered full or part-time, over three or four years to allow different attendance models. Some employers prefer the part-time (four year) route to release students for a set amount of time per week, alternatively the full-time (three year) course is more flexible for the employer and addresses the need for nurses to enter the workforce quickly. The course duration will be the employer's choice. The MN courses are full-time as employers prefer students to graduate more quickly.

The degree apprenticeship pathway will involve new modules that align to work-based learning and take into account the needs of the employer. Due to the different pedagogical approach to learning for degree apprenticeship programmes, the modules within the degree apprenticeship pathway will be different to the current direct entry course, and therefore the module learning outcomes will also be different. While modalities for assessment are similar across the programme, due to the work-based nature of a degree apprenticeship, assessments between the direct entry and degree apprenticeship pathways will be different.

The term 'student' within this report means any student studying on a university course, including apprenticeship courses, and therefore includes the terms 'learner' or 'apprentice' unless expressly stated otherwise.

The **final recommendation** made by the visitor team to the NMC is as follows:

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

The detailed findings of the NMC visitor team's review are explained in more detail in the following sections.

Conditions and recommendations

Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only/ Joint	AEI/EI only
	None			

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard	NMC only	AEI only
R1	Monitor through the annual self-report that all relevant documentation is updated to reflect current terminology and language of NMC standards.	Standard 1	NMC	
R2	Monitor through the annual self-report that hard copies of the student handbook are provided to apprentices during their induction to the programme.	Standard 1	NMC	
R3	Monitor through the annual self-report that written guidance for degree apprenticeship applicants confirms the maximum percentage of theory and practice elements of the programme that may be granted through the recognition of prior learning.	Standard 1.5 and 1.6	NMC	
R4	To develop a clear framework of the University's and the employer's responsibilities in terms of study skills for students, including preparation through induction, to support learning in higher education.			AEI
R5	To produce an operational handbook for employers to outline the employer's role and responsibilities in the apprentice learning journey contextualised to the delivery of nursing programmes.			AEI
R6	To ensure ongoing engagement with employers in relation to curriculum design and development to address local needs around skills development.			AEI

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

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/ Joint
	None		

Explanation of findings for Part 3

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
1.1	<p>Confirm on entry to the programme that students:</p> <p>1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>1.1.2 demonstrate values in accordance with the Code</p> <p>1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>1.1.5 can demonstrate proficiency in English language</p> <p>1.1.6 have capability in literacy to meet programme outcomes</p> <p>1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision making guidance. This includes satisfactory occupational health assessment and criminal record checks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute is able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50% of the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	For NMC registered nurses, permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	programme outcomes that may be more than 50% of the programme.				
1.7	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recognition of prior learning metrics

For BN apprentice applicants the maximum amount of 50% of the programme can be subject to RPL was confirmed by the programme team and senior managers; however, this is not clearly stated within the documentation.

As part of the admissions process, MN Degree Apprenticeship applicants may submit a portfolio of evidence to Portsmouth to demonstrate that they have obtained the required 650 hours of prior theory learning experience and 800 hours of prior practice learning experience.

Findings

1. The visitor team considered a range of evidence including: an explanation of the programme modification proposed; Admissions Policy; Fitness to Study Policy; Fitness to Practice Policy; course specification; curriculum mapping; course portfolio template; admissions flowchart; course interview form; minutes of meetings; standard operating procedure for RPL processes and Apprenticeship Policy Framework; and skills radar matrix for the nursing adult and mental health fields degree apprenticeship. The team also met with stakeholders including senior management, the programme team, students, people who use services and carers (PSCs), and employer and practice learning partners.
2. In considering Standard 1.1, the visitor team reviewed the documentary evidence which outlines clear processes for selection and admission to the programmes. There are appropriate entry requirements and plans to immediately address any skills gaps on entry through the provision of a study skills module and comprehensive study skills support. The admissions flowchart outlines the stages in the admissions process, from advertisement through to onboarding. The flowchart indicates that the interview process provides applicants with an opportunity to demonstrate values in accordance with the Code. The interview form supports the review of applicant suitability against its entry criteria; the values and capabilities as it includes a range of questions, including scenario-based questions, that provide applicants with suitable opportunity to demonstrate how their values align with the Code; and contains helpful guidance for interviewers, including additional prompt questions. A skills matrix is completed after successful interview but before an offer is made and serves to confirm that the learning is new and therefore apprenticeship funding rules are met. It is further used throughout the programme to support progression.
3. Based on the information made available, the visitor team considers that Portsmouth has in place the appropriate arrangements for the selection and admission of apprentices; however, the team makes **recommendation (R1)** that all relevant documentation is updated to reflect the terminology and language of the 2023 NMC standards.
4. The entry criteria for the BN programme will enable those with professional experience in health and care settings without formal Level 3 qualifications to pursue

a degree apprenticeship. During the visit meetings, both the programme team and employer partners confirmed that discussions at the interview stage included the identification of learning needs and indicated that apprentices were supported by study skills courses both prior to and at the start of the course. The programme team advised that a course handbook is being drafted which will consolidate existing information in various locations into a single format for apprentices. The visitor team made **recommendation (R2)** that hard copies of the student handbook are provided to apprentices during their induction to the programme.

5. In considering Standards 1.2 to 1.4, the visitor team noted that there are clear and multiple processes in place to ensure students' health and character are checked, as well as occupational health assessment and criminal record checks to enable safe and effective practice on entering the programme. For apprentices, occupational health assessment and criminal record checks are completed by the employer partner and are shared with Portsmouth as part of the admissions process. 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 at the point of entry to the programme, as this requirement is included in the Training Plan signed by the apprentice. Students confirmed during the visit meeting their understanding of the process to declare any new criminal convictions or other fitness to practise issues on an annual basis as part of the registration process. The School of Dental, Health and Care Professions (DHCP), Portsmouth revalidation process document also confirms that it is a requirement for all nurses employed in academic roles by the University to maintain their registration and to inform the University that this is complete. The University's HR team has a process in place to ensure that for posts where professional registration is required, registrations due to expire in the subsequent two months are flagged in a monthly report and checks are conducted to ensure that re-registration has occurred.
6. In considering Standard 1.5, the visitor team reviewed the policy and processes for the recognition of prior learning (RPL) capable of being mapped to the standards of proficiency for registered nurses. RPL policy, process document and form confirm that there are resources in place to individually support applicants to claim RPL, and to explain the 50% limits for both the theory and practice elements. While DHCP retains control of RPL approvals and is therefore able to impose the 50% maximum threshold, it is unclear where BN apprenticeship applicants are informed about how their course differs from the University's main policy (the process for MN applicants provides more detail for those courses). The programme team stated that this information will be included on the course website when it goes live. However, the visitor team agreed that it would be beneficial for DHCP to develop clear written guidance for applicants explaining the process in more detail. Therefore, the team made **recommendation (R3)** that Portsmouth through the annual self-report provide written guidance for degree apprenticeship applicants which confirms the maximum percentage of theory and practice elements of the programme that may be granted through RPL.
7. In considering Standard 1.6, the visitor team reviewed the RPL process for MN courses which makes it clear that module exemptions are unlikely due to the accelerated nature and level of the course; however, it does permit RPL applications to be made and considered with the approval of the employer and within apprenticeship funding rules, which state that there must be 12 months of content remaining. Portsmouth's RPL processes allow for registered nurses to apply for up to two-thirds of the credit for a course to be gained in this way, and for exceptions to be made for a higher amount for individual courses. RPL claims are assessed on a

case-by-case basis unless a standard exemption applies as outlined in the RPL policy.

8. In considering Standard 1.7, the visitor team considered the support provided to students in relation to literacy, numeracy and digital and technological literacy that is embedded throughout the curricula of the degree apprenticeship courses. The course portfolio template includes a section devoted to the applicant's digital skills to enable them to demonstrate their capability for digital and technological literacy upon application. Apprentices will have access to safeMedicate throughout the course, and the Future Nurse Curriculum provided by safeMedicate will be utilised to support apprentices to develop their contextual numeracy, digital and technological skills. During the visit, the programme team described the support services provided through learning support tutors, personal tutors and the apprenticeship team at Portsmouth. Employers also described the study skills and services that they have in place to support literacy, numeracy and the development of academic skills. Formative assessment is used throughout the programme and provides opportunities for students to gain feedback and for staff to identify any emerging learning needs. Students were very enthusiastic about the learning support provided by Portsmouth and confirmed that this was provided flexibly, with responses to emails and remote requests for support being provided quickly.
9. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Portsmouth has in place the appropriate arrangements for selection, admission and progression to enable the NMC Standards 1.1 to 1.7 inclusive to be met.

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	State routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Ensure that field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12	Ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.14	Ensure programmes leading to nursing registration and registration in another profession are of suitable length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

BN (Hons) Nursing (Adult) Degree Apprenticeship is 2,471 hours of theory and 2,470 hours of practice.

BN (Hons) Nursing (Mental Health) Degree Apprenticeship is 2,471 hours of theory and 2,470 hours of practice

BN (Hons) Nursing (Adult) Degree Apprenticeship (Extended) is 2,471 hours of theory and 2,400 hours of practice

BN (Hons) Nursing (Mental Health) Degree Apprenticeship (Extended) is 2,471 hours theory and 2,300 hours of practice.

M Nursing (Adult) Degree Apprenticeship and M Nursing (Mental Health) Degree Apprenticeship are 2,308 hours of theory and 2,375 hours of practice.

Portsmouth is approved for 600 hours of simulated practice learning.

Findings

10. The visitor team considered a range of evidence in relation to the curriculum including the Pan London Practice Assessment Document Project – Mapping of Standards of proficiency for registered nurses, course specifications, curriculum mapping and mapping of theory and practice hours for the programmes offered as direct entry and apprenticeship. The team also met with key stakeholders including senior management representatives, the programme team, students, PSCs, and employer and practice learning partners.
11. Standards 2.11, 2.13 and 2.14 are not within scope for this proposed modification.
12. In considering Standard 2.1, the visitor team reviewed the Pan London Practice Assessment Document Project – Mapping of Standards of proficiency for registered nurses which demonstrates the mapping of the curriculum to the standards framework for nursing and midwifery education. Minutes of the Stakeholders in the Nursing Degree Apprenticeship Course Development group and Practice Partners group demonstrates that the modified programmes were developed in response to and co-produced with stakeholders. There is also evidence demonstrating a range of stakeholder consultations, workshops and curriculum planning meetings were held.
13. In considering Standard 2.2, the visitor team confirmed compliance with the standards for student supervision and assessment. This is evidenced in the roles and responsibilities in the practice assessment document, DHCP placement information and process, and nursing placement roles and responsibilities. DHCP Placement Handbook for Students, a placement information and processes booklet, is provided to students which details the nature and requirements of placements as well as student and placement safety and quality of learning safety. Roles and responsibilities in practice assessment clearly and comprehensively describes, in line with the standard, the roles and responsibilities of apprentices, personal tutors, practice supervisors, practice assessors, academic assessors and learning environment leads for each learning environment. Operational oversight of clinical

practice learning is conducted by a Practice Partners Group which meets every six weeks. Terms of reference for this group state the responsibilities such as responding to issues that impact on the student learning experience, student wellbeing and success, ensuring contemporary practice and practice learning partners (PLPs) inform curriculum development and review, and active engagement between Portsmouth and PLPs. Nursing Placement Roles and Responsibilities details how placements will be set up and managed and details the roles and responsibilities of nursing placement leads, the faculty placements office and academic assessors and personal tutors.

14. In considering Standard 2.3 and 2.4, the visitor team confirmed that the learning outcomes for the programme have clearly been designed to reflect the NMC standards of proficiency for registered nurses and the four fields of nursing practice. This is evidenced in the comprehensive mapping to the standards of proficiency for registered nurses and apprenticeship knowledge, skill and behaviours. Module learning outcomes have been mapped to course learning outcomes for each year level and field of nursing, as evidenced by the module specifications and course structures demonstrating that the programme is designed and will provide exposure across all four fields of nursing practice.
15. In considering Standard 2.5, the visitor team acknowledges that the thorough mapping of learning outcomes to standards and course structures, module specifications and curriculum outlines demonstrate opportunities for learning that will allow for students on completion of the course to meet the requisite standards and have the required apprenticeship core attributes to be able to register as a nurse in either the mental health or adult field of practice. The curriculum mapping submitted as evidence indicates that students will have exposure to PSCs from all four field populations, including those living with learning disabilities.
16. In considering Standard 2.6, the visitor team reviewed the course structure, curriculum mapping and module specifications and Pan London Practice Assessment Document all of which confirm that the standards of proficiency for registered nurses have been mapped to the learning outcomes for each module for the apprenticeship courses. Each standard is addressed by more than one module and during each year of the course, which demonstrates a thorough approach to ensuring the standards are met as students progress in their learning and experience. While some modules are taught inter-professionally, these are supplemented by profession and field-specific discussions and seminars.
17. In considering Standard 2.7, the visitor team evaluated the module descriptors and additional evidence requested which outlines the field-specific content (adult, mental health) necessary to meet the programme outcomes at bachelor's and master's levels.
18. In considering Standard 2.8, the visitor team reviewed the topics of law, safeguarding, consent and pharmacology which are included in at least one module for each year of each course. Law, safeguarding, consent and pharmacology are included in both taught and practice-based learning modules, which will allow learners to understand the theory and its application to practice. The narrative states that interprofessional core lecture style teaching will be 'complemented with profession and field specific seminars and discussion groups'. A profession and field-specific teaching plan was submitted as evidence to support the narrative. These key topics are covered in both shared learning (between adult and mental health) or interdisciplinary (with paramedics and/or diagnostic radiographers) modules as well as field-specific modules, which will allow students to learn both general principles

and principles relating to their planned field of registration. Mapping of theory and practice hours with modules demonstrates the range of learning and teaching strategies including lectures, seminars, group work, online activity, simulation and work-based learning.

19. Hours will be recorded in the Pan London Practice Assessment Document and logged centrally by the Faculty of Science Placement Office. As Apprenticeships, these courses include work-based learning, which is recorded separately from NMC required practice hours within the year plan for each course.
20. In considering Standard 2.10, the visitor team reviewed the module specifications and mapping of theory and practice, which demonstrates that simulation is only provided to BN students as MN students have existing practice learning before admission. At the visit, it was confirmed that BN students receive up to 35 hours of simulated practice learning per year and that does contribute to practice learning hours, as it will be contextualised, and comply with SSSA. Overall, evidence has been provided that students will be supported proportionally across the curriculum through the use of technology, and in the case of BN students, simulation in supervision, learning and assessment.
21. In considering Standard 2.12, the visitor team confirmed that the minimum number of 4,600 hours of theory and practice for the BN students is met. The BN (Hons) Nursing (Adult/Mental Health) Degree Apprenticeship course is offered over three years full-time with exit awards of Certificate of Higher Education in Health and Care Studies at Level 4, Diploma of Higher Education in Health and Care Studies at Level 5 and BSc in Health and Care Studies at Level 6 for those students who do not meet the practice learning, supervision and assessment for nursing standards. The BN will also be offered on a part-time basis over four years. The MN (Adult/Mental Health) Degree Apprenticeship is offered on a full-time basis over two years. For entry to the MN course, students have to demonstrate that they have already completed an equivalent of one year's study consisting of 800 hours of practice learning and 650 hours of theory learning. The validity of the evidence submitted by the student in the form of a portfolio is checked by the course team, a representative of the employer organisation and a representative of PSCs.
22. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Portsmouth has in place the appropriate arrangements for the curriculum to enable the NMC Curriculum Standards 2.1 to 2.10 and 2.12 to be met.

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	Provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care to a diverse range of people across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in Standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure students experience the range of hours expected of registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Ensure that students are supernumerary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice learning requirements and simulated learning hours

Portsmouth is approved to deliver up to 600 hours of simulated practice learning in the undergraduate BN (Hons) Nursing (Adult) and (Mental Health) Degree Apprenticeship courses.

Simulated practice learning will not be allocated in the postgraduate courses due to the practice learning hours brought into the programme on admission to the course.

Findings

23. The team considered a range of evidence linked to the proposed modification including placement information, Pan London Practice Assessment Document, Admissions portfolio template, DHCP placement information and processes, nursing placement roles and responsibilities. The team also met with key stakeholders, including senior management representatives, the programme team, students, PSCs, and representatives from practice learning and employer partners.

24. In considering Standard 3.1, 3.2 and 3.3, the visitor team confirmed that the BN and MN DA programme has been designed in discussion with employers and demonstrates the placement opportunities outside of their employed placement.

Each apprentice will have a bespoke placement plan, ensuring that they have the opportunity to experience nursing across all four fields of nursing practice and across the life span. There is also recognition from employers that all placements (contractual or supernumerary) will offer opportunities for development as a registered nurse. The course specification and BN Hons and MN Direct Entry and Degree Apprenticeship curriculum spreadsheets map the practice learning opportunities to the standards of proficiency for registered nurses across the four fields of nursing and life span.

25. In considering Standard 3.4, 3.6 and 3.7, the visitor team reviewed the May 2024 report submitted by Portsmouth to NMC evaluating simulated practice-based learning in pre-registration nursing as well as year plans for BN and MN programmes which indicate that up to 600 hours of simulated practice learning will be utilised in the undergraduate nursing courses. However, simulated practice learning will not be allocated in the postgraduate courses due to the practice learning hours brought into the programme on admission to the course. Course handbooks and the Faculty of Science Placement Handbook for students demonstrate that students work in collaboration with practice supervisors and practice assessors to determine hours to be worked and these are recorded in the Pan London Practice Assessment Document and Ongoing Assessment Record. Time sheets from the students reflect the variety of hours completed. In preparation for practice placement, students are given information on all expectations associated with placement learning including the need to start and finish a shift on time, and this forms part of the professional values assessment within the PAD. This information is also located in the course handbooks, as well as in the Faculty of Science Placement Handbook for students. Students on the degree apprenticeship courses are allocated to supernumerary placements in agreement with practice learning partners. Supernumerary placements will be organised by Portsmouth using the placement management system (ARC). Where an apprentice may need to access an organisation other than the employing organisation to ensure a variety of placement settings to meet the NMC standards, honorary contracts will be organised by the Faculty Placement Office. The employer agreement and apprentice training plans signed in agreement with Portsmouth outline the supernumerary status of the student.
26. In considering Standard 3.5, an occupational health assessment is carried out on all students and, where adjustments are required, these may be shared with placement partners to ensure that any adjustments are reasonable and can be accommodated. Practice learning partners are made aware of relevant circumstances relating to individual circumstances to determine whether reasonable adjustments can be made. If the placement cannot make the adjustments, an alternative is considered to ensure that all students are presented with equal opportunities in practice areas. Since DA students are employees and will have undergone occupational health assessment, the employer will already have an appreciation of any individual needs and personal circumstances that may have an impact on the DA student's ability to undertake specific placement, achieve the outcomes and make progress. Communication in relation to any reasonable adjustment will occur at the tripartite meetings between student, employer and Portsmouth.
27. Based on the information made available, the visitor team considers that Portsmouth has in place the appropriate arrangements for practice learning to enable the NMC Standards 3.1 to 3.7 to be met.

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Ensure that there is equal weighting in the assessment of theory and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10	Ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in standards of proficiency for registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

28. The visitor team considered a range of evidence for this standard including: course specification; Pan London Practice Assessment Document Ongoing Record of Achievement; and curriculum mapping documents; and met with PSCs, practice supervisors and practice assessors, students and the programme team.
29. In considering Standards 4.1 and 4.2, the visitor team reviewed the course specifications and curriculum mapping documents per course which demonstrate the mapping of the curriculum through the learning outcomes and assessment methods to the standards framework for nursing and midwifery education and standards for student supervision and assessment. The course specifications also map the standards for nursing and midwifery education and student supervision and assessment with the knowledge, skills and behaviours required for apprenticeships.

The Portsmouth academic regulations include a section on marking and feedback which outlines the roles and responsibilities for staff to provide feedback on all assessed work. Students confirmed they are asked for feedback via a module end feedback form which asks if students feel prepared to move to the next level and what could be improved. Students also appreciate receiving feedback on their progress and guidance to improve.

30. In considering Standards 4.3 and 4.4, the visitor team reviewed the programme lead job description, academic staff profiles, HR policy for the employment of registered staff, and the school revalidation process for registered nurses that is evidence of a comprehensive set of policy and processes ensuring that NMC is informed of the name of the registered nurse responsible for directing the education programme.
31. In considering Standards 4.5 and 4.10, the visitor team confirmed that the programme outcomes meet the standards of proficiency for registered nurses for the adult and mental health fields of nursing evidenced in the module specification and supplementary information. Students record all proficiencies in the Pan London Practice Assessment Document ongoing record of achievement. Demonstrated proficiencies and skills are recorded in this document.
32. In considering Standard 4.6, the visitor team considered the module specification and supplementary information which outlines the module and learning outcome and the assessment mapping documents indicate the assessment length and weighting. The assessment mapping documents confirmed that the health numeracy assessment related to nursing proficiencies and calculation of medicines is a 60-minute exam with a 100% pass score.
33. In considering Standard 4.7, the visitor team reviewed the Pan London Practice Assessment Document which ensures students meet all required communication, relationship management skills, and nursing procedures specific to adult and mental health fields of nursing. These are monitored by the programme team and practice assessor.
34. In relation to Standard 4.8, the visitor team considered a range of evidence including the module specification and supplementary information, and the assessment mapping documents outline the assessment across the course, with a variety of assessment types that are relevant to nursing practice. Both formative and summative assessments must be passed for progression to nurse registration. Assessments include both taught content and practice assessments through the Practice Assessment Document which are evaluated collaboratively by the academic assessor and practice assessor. There are no optional modules or allowances. Final grades and degree classifications are confirmed at the Board of Examiners and undergo external review.
35. Based on the evidence available for Standard 4.9, the visitor team considered that the programme ensures equal emphasis on both theory and practice assessments. The Practice Assessment Document evaluates student performance in clinical practice, and students must complete this successfully before progressing to the next stage. Simulation is used for clinical skills development, not as a substitute for actual practice placements. The module specifications feature a variety of inclusive and diverse assessments, such as portfolio, drug calculations, formal exam, and clinical skills, enabling students to demonstrate a range of abilities beyond theoretical nursing concepts. Therefore, the visitor team considers that Standard 4: Supervision and assessment is met.

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	Ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

36. In considering Standard 5.1, the visitor team reviewed the course specification documents which confirm that the BN (Hons) Nursing (Adult/Mental Health) Degree Apprenticeship is a full-time course over three years, comprising 13 modules ranging from 20, 40 and 60 credits. In each year students study modules of 120 credits, totalling 360 credits by the end of year three. The BN will also be offered on a part-time basis over four years.
37. The following exit awards are available for students who do not meet the proficiencies for registration for the BN (Hons) Nursing Degree Apprenticeship - Certificate in Higher Education in Health and Care Studies or Diploma in Higher Education in Health and Care Studies and BSc in Health and Care Studies.
38. The MN Adult/Mental Health) Degree Apprenticeship is offered full-time over two years, comprising eight modules ranging from 15, 30 and 45 credits. In each year level students study modules of 90 credits totalling 180 credits by the end of year two.
39. The following exit awards are available for students who do not meet the proficiencies for registration for the MN Adult/Mental Health Nursing Degree Apprenticeship - Postgraduate Certificate Health and Care Studies or Postgraduate Diploma Health and Care Studies.
40. Students must complete the designated number of theory and practice hours for the courses being no less than 2,300 hours of theory and 2,300 hours of practice.
41. In relation to Standard 5.2, the visitor team reviewed the course documentation and met with the programme team and employer partners. Portsmouth confirmed on several occasions during the visit that it would produce a hard copy handbook for nursing apprentices to be distributed during induction. This handbook would include key information, including in relation to registration with the NMC. As noted at Standard 1, the team made a **recommendation (R2)** that hard copies of the student handbook are provided to apprentices during their induction to the programme.
42. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that Portsmouth has in place the appropriate arrangements for the award of qualification for students and learners to enable the NMC Standards 5.1 and 5.2 to continue to be met.

QAA2901 – R14847 – April 25

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