



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration nurse qualification leading to:

Pre-registration nursing - Adult

Pre-registration nursing - Learning Disabilities

Pre-registration nursing - Mental Health

Pre-registration nursing - Child

Dual Award - Pre-registration nursing - Adult/Mental Health

Dual Award - Pre-registration nursing - Mental Health/Learning Disabilities

Dual Award - Pre-registration nursing - Mental Health/Child

University of West London

May 2025

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Key institutional and programme details

| | |
|---|---|
| Name and location of Approved Education Institution (AEI) | University of West London St Mary's Road London W5 5RF |
| AEI/EI Institution Identifier | 10006566 |
| Name and location of new programme delivery partner(s) if not the AEI/EI noted above | N/A |
| Name of new employer partners for apprenticeships | There are no new employer partners |
| Approval type | Major modification |

| Name of programme | | | | | |
|--|---|---|-------------------------------------|-------------------------------------|--------------------------|
| NMC programme title | AEI/EI programme title(s) (in full) | Academic level(s) | Apprenticeship | Full-time | Part-time |
| Pre-registration nursing - Adult | BSc (Hons) Adult Nursing | England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pre-registration nursing - Adult | Nurse Degree Apprenticeship, BSc (Hons) Adult Nursing | England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pre-registration nursing - Child | BSc (Hons) Children's Nursing | England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pre-registration nursing - Child | Nurse Degree Apprenticeship, BSc (Hons) Children's Nursing | England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pre-registration nursing - Learning Disabilities | BSc (Hons) Learning Disabilities Nursing | England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pre-registration nursing - Learning Disabilities | Nurse Degree Apprenticeship, BSc (Hons) Learning Disabilities Nursing | England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pre-registration nursing - Mental Health | BSc (Hons) Mental Health Nursing | England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|--|---|---|-------------------------------------|-------------------------------------|--------------------------|
| Pre-registration nursing - Mental Health | Nurse Degree Apprenticeship, BSc (Hons) Mental Health Nursing | England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Dual Award - Pre-registration nursing - Adult/Mental Health | MSci Adult and Mental Health Nursing (Dual Field) | England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Dual Award - Pre-registration nursing - Mental Health/Learning Disabilities | MSci Learning Disabilities and Mental Health Nursing (Dual Field) | England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Dual Award - Pre-registration nursing - Mental Health/Child | MSci Children's and Mental Health Nursing (Dual Field) | England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Interim awards available

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

| | |
|--------------------------------------|--|
| Proposed programme start date | 22 September 2025 |
| Standard(s) under assessment | <input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes <p>Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.</p> |
| Date of visit | Onsite visit 7 May 2025 |
| Visitor team | Registrant Visitors: Mr Andrew Bland Ms Justine Barksby Lay Visitor: Mr Syed Mohyuddin |

Executive summary

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

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

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

For programme approvals all standards within Part 3: Standards for pre-registration nursing are reported upon. For major modifications only those Part 3 standards impacted by the modification are reported upon. The visitor team confirms with the AEI/EI which Part 3 standards are in scope for a major modification.

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

The conjoint visit with the University of West London's approval panel took place on 7 May 2025.

Context for the review

This major modification review was undertaken to consider proposed changes to the pre-registration BSc (Hons) Nursing (Adult, Children's, Mental Health and Learning Disabilities), Nurse Degree Apprenticeship BSc (Hons) Nursing (Adult, Children's, Mental Health and Learning Disabilities) and the MSci Nursing (Dual Field) at the University of West London (UWL). The review was undertaken to ensure that UWL's nursing provision remains aligned to the Nursing and Midwifery Council (NMC) Standards, while reflecting national policy priorities, such as the NHS Long Term Workforce Plan, and institutional developments, including revised academic regulations and commitments to sustainable education.

The proposed changes are part of a strategic curriculum refresh of programmes that have been running since 2019 with only minor internal modifications. Informed by consultation with students, staff, practice learning partners (PLPs), employer partners (EPs), and external subject matter experts, the revised programmes aim to enhance accessibility, improve assessment distribution and enhance progression, strengthen field-specific identity, and embed sustainable education goals into module learning outcomes in line with UWL's institutional key performance indicators. Overall course learning outcomes remain unchanged.

The proposed modifications include a revised structure of theory and practice blocks to enhance integration of learning and support guided reflection. Year 1 placements will be delivered in two shorter blocks, followed by a period of theory to consolidate learning. In alignment with revised academic regulations, 40-credit modules will be replaced with two 20-

credit modules to reduce the assessment burden for students by staggering assessments and improve how each module is managed by staff and students. The assessment strategy has also been reviewed to improve accessibility and support UWL's widening participation agenda. Field-specific content has been strengthened to enhance professional identity, and the programme title will revert from BNursing (Hons) to BSc (Hons) Nursing. The development of the proposed modifications has been informed by extensive co-production with key stakeholders. Students were actively involved through surveys, focus groups, and curriculum design workshops, providing direct feedback on workload, assessment patterns, placement sequencing, and field identity. PLPs, including both senior leaders and front-line delivery staff, contributed through formal curriculum consultation meetings and partnership forums, influencing the restructuring of placement models and assessment strategies. EPs were engaged to ensure alignment with workforce expectations. People who use services and carers (PSCs) were consulted via UWL's established service user group, contributing insights into the development of values-based learning outcomes and patient-facing skills. External academic experts were also consulted to review proposals for compliance with national frameworks and evolving regulatory expectations. Many of these stakeholders are involved not only in the consultation phase but also in the ongoing delivery, review, and governance of the programmes, ensuring continued responsiveness to sector needs and learner experience.

During the visit to UWL, the visitor team met with a wide range of stakeholder groups involved in the delivery, support, and governance of the pre-registration nursing programmes. Meetings were held with senior academic staff, including the Head of Pre-Registration Nursing, academic leads, course and module leaders, and representatives from the academic registry. The visitor team also met with practice assessors (PAs), practice supervisors (PSs), and academic assessors (AAs) from across UWL's PLP network, including both NHS and non-NHS providers. EPs involved in apprenticeship delivery were also present. The student voice was strongly represented through discussions with current students across all fields and academic years, including those enrolled on the MSci and BNursing routes, as well as apprentices from the apprenticeship pathways. The visitor team additionally engaged with recent alumni and representatives from the UWL service user group, offering insight from PSCs. Key support and governance staff, including the Head of Practice Education who manages the practice education support unit (PESU), also contributed to the visit. No significant stakeholder absences were noted.

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

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

The findings of the visitor team's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

Conditions and recommendations

The **provisional judgement** of the visitor team following the visit and prior to the consideration of UWL's response to any conditions was as follows:

Programme is recommended to the NMC for approval after conditions are met to ensure the programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Conditions

| Conditions | | | | |
|------------|--|------------------------------|-----------------|-------------|
| No. | Condition details | Specific standard(s) not met | NMC only/ Joint | AEI/EI only |
| C1 | Provide a full breakdown of programme hours on the MSci by module to demonstrate compliance with the NMC Standards, specifically in relation to the equal balance of theory and practice hours. This breakdown must clearly identify scheduled contact hours and guided independent study hours within each module and explain how these contribute to the overall programme total. | 2.1 and 2.9 | NMC only | |
| C2 | Provide a full breakdown of assessment on the MSci by module to demonstrate compliance with the NMC Standards, specifically in relation to the equal balance of assessment of theory and practice. This breakdown must clearly identify the summative assessment including weighting within each module. | 4.1 and 4.9 | NMC only | |
| C3 | Provide a full breakdown of programme hours on the BSc (Hons) by module to demonstrate compliance with the NMC Standards, specifically in relation to the equal balance of theory and practice hours. This breakdown must clearly identify scheduled contact hours and guided independent study hours within each module and explain how these contribute to the overall programme total. The breakdown must evidence a minimum of 4,600 programme hours, with no less than 2,300 hours allocated to each of theory and practice and demonstrate a balanced distribution between the two components. Where total programme hours exceed this minimum, the submission must provide a clear rationale and address any potential implications for student workload. | 2.1 and 2.9 | NMC only | |
| C4 | Provide a full breakdown of assessment on the BSc (Hons) by module to demonstrate | 4.1 and 4.9 | NMC only | |

| | | | | |
|--|--|--------------|--|--|
| | compliance with the NMC Standards, specifically in relation to the equal balance of assessment of theory and practice. This breakdown must clearly identify the summative assessment including weighting within each module. | | | |
| | Date for all conditions to be met to meet intended delivery date | 18 June 2025 | | |

All conditions must be met in order for a programme to be recommended to the NMC for final approval.

Recommendations for enhancement

| Recommendations | | | | |
|-----------------|--|----------------------|----------------|-------------|
| No. | Recommendation details | Specific standard(s) | NMC only/Joint | AEI/EI only |
| R1 | Develop the patient and service user group engagement at all stages of curriculum development, delivery, and evaluation. | 2.1 | NMC only | |
| R2 | Consider developing support mechanisms through structured and planned formative assessment opportunities in relation to Safe Medicate. | 4.6 | NMC only | |

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

Response to conditions

The visitor team reviewed in full the responses and evidence from the UWL to the conditions set. The findings of the visitor team with regard to responses to individual conditions are recorded below.

Response to NMC conditions

| Response to conditions | | |
|------------------------|---|--|
| No. | Condition details | Findings |
| C1 | Provide a full breakdown of programme hours on the MSci by module to demonstrate compliance with the NMC Standards, specifically in relation to the equal balance of theory and practice hours. This breakdown must clearly identify scheduled contact hours and guided independent study hours within each module and explain how these contribute to the overall programme total. | <p>The visitor team has reviewed the revised documentation submitted by UWL, including the updated course specification for the MSci Nursing (Dual Field) programme and the UWL Response to conditions.</p> <p>The evidence provides a clear module-by-module breakdown of theory hours, distinguishing between scheduled face-to-face contact hours (945 hours) and guided independent study hours (2,255 hours), giving a total of 3,200 theory hours across the four-year programme. Practice learning hours remain unchanged at 3,200, ensuring a 50:50 split between theory and practice, in line with NMC Standard 2.9.</p> <p>The submission explains that the original surplus of 1,200 theory hours arose from applying QAA notional learning hour guidance. UWL has addressed this by reducing guided independent study hours across modules, aligning the programme with NMC requirements while retaining academic integrity and ensuring an appropriate workload for students.</p> <p>The visitor team therefore considers that for Condition C1, UWL has fully addressed the requirements of the condition and Standards 2.1 and 2.9 are met.</p> |
| C2 | Provide a full breakdown of assessment on the MSci by module to demonstrate compliance with the NMC Standards, specifically in relation to the equal balance of assessment of theory and practice. This breakdown must clearly identify the summative assessment including weighting within each module. | <p>The visitor team has reviewed the updated documentation submitted by UWL, including the revised course specification for the MSci Nursing (Dual Field) programme and the UWL Response to conditions.</p> <p>The submission includes a detailed module-by-module breakdown of summative assessments for both theory and practice learning components, including credit values, assessment types, weightings, and associated theory and practice learning hours. This evidence demonstrates that theory and practice assessments are clearly defined, appropriately weighted, and aligned with the overall 50:50 balance of theory and practice learning hours across the four-year programme (3,200 hours theory/3,200 hours practice), as confirmed under Condition C1.</p> <p>UWL has outlined each theory module's summative assessment, which demonstrates consistent and robust academic assessment across all levels of study, while details of the practice learning modules and confirmation that assessment is based on successful completion of the electronic Practice Assessment</p> |

| | | |
|----|--|---|
| | | <p>Document (ePAD) and Ongoing Achievement Record (OAR), in line with NMC expectations is also confirmed.</p> <p>The visitor team therefore considers that for Condition C2, UWL has fully addressed the requirements of the condition and Standards 4.1 and 4.9 are met.</p> |
| C3 | Provide a full breakdown of programme hours on the BSc (Hons) by module to demonstrate compliance with the NMC Standards, specifically in relation to the equal balance of theory and practice hours. This breakdown must clearly identify scheduled contact hours and guided independent study hours within each module and explain how these contribute to the overall programme total. The breakdown must evidence a minimum of 4,600 programme hours, with no less than 2,300 hours allocated to each of theory and practice and demonstrate a balanced distribution between the two components. Where total programme hours exceed this minimum, the submission must provide a clear rationale and address any potential implications for student workload. | <p>The visitor team has reviewed the documentation submitted by UWL, including the updated course specifications for the BSc (Hons) Nursing programme and the UWL Response to conditions.</p> <p>The revised programme documentation provides a clear breakdown of theory hours across the three-year BSc (Hons) Nursing programme. These are categorised into 693 scheduled face-to-face contact hours and 1,667 guided independent study hours, totalling 2,360 theory hours, which slightly exceeds the NMC minimum requirement of 2,300 hours. The rationale for this surplus is well explained, it ensures parity with the 2,360 practice hours allocated across the programme, maintaining a 50:50 split and supporting stakeholder preference for balanced delivery.</p> <p>The response also clarifies a previous miscalculation of the surplus, explaining that internal figures for classroom booking had been misapplied in the earlier documentation. The revised calculation corrects this and aligns with NMC expectations.</p> <p>The practice learning hours remain unchanged at 2,360 hours and meet the minimum threshold. The programme totals 4,720 hours, maintaining the required equal distribution between theory and practice.</p> <p>The reduction in guided independent study hours has been achieved through a revised application of QAA notional learning hour guidance, supported by stakeholder consultation. The adjustment is consistent with QAA advice that PSRB-aligned curricula should consider learner workload and avoid overburdening students.</p> <p>The visitor team therefore considers that for Condition C3, UWL has fully addressed the requirements of the condition and Standards 2.1 and 2.9 are met.</p> |
| C4 | Provide a full breakdown of assessment on the BSc (Hons) by module to | The visitor team has reviewed the updated documentation submitted by UWL, including the |

| | |
|--|--|
| | <p>demonstrate compliance with the NMC Standards, specifically in relation to the equal balance of assessment of theory and practice. This breakdown must clearly identify the summative assessment including weighting within each module.</p> <p>course specifications for the BSc (Hons) Nursing and the UWL response to conditions.</p> <p>The documentation provides a comprehensive breakdown of summative assessments by module across all three years of the BSc (Hons) Nursing programme. Theory module assessments, including a range of assessment formats (presentations, written assignments, OSCEs, portfolios, viva examinations, and dissertations) and clearly specifies credit values, assessment weightings, and associated theory hours. All theory modules are appropriately aligned to support the intended learning outcomes and demonstrate robust assessment strategies.</p> <p>Practice learning is assessed through successful completion of the ePAD and OAR across all three years of the programme. These are assigned at 10 credits per year and total 2,360 practice hours.</p> <p>As confirmed under Condition C3, the programme ensures a 50:50 balance between theory (2,360 hours) and practice (2,360 hours), with equal curricular weighting. The evidence demonstrates that assessment of theory and practice is proportionately distributed and clearly documented in accordance with NMC standards.</p> <p>The visitor team therefore considers that for Condition C4, UWL has fully addressed the requirements of the condition and Standards 4.1 and 4.9 are met.</p> |
|--|--|

The visitor team considers that all conditions listed above have been satisfactorily addressed resulting in the team being able to confirm that all required NMC standards are met.

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

All conditions relating to this programme have been addressed and **the 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.

Explanation of findings for Part 3

1: Selection, admission and progression

| Approved education institutions, together with practice learning partners, must: | | Met | Not met | Met after conditions | Not applicable to this major modification |
|--|--|-------------------------------------|--------------------------|--------------------------|---|
| 1.1 | <p>Confirm on entry to the programme that students:</p> <p>1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>1.1.2 demonstrate values in accordance with the Code</p> <p>1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>1.1.5 can demonstrate proficiency in English language</p> <p>1.1.6 have capability in literacy to meet programme outcomes</p> <p>1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p> | <input 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 undergraduate routes, UWL permits recognition of prior learning (RPL) for up to 50% of the programme (180 credits), typically comprising 120 credits at Level 4 and 60 credits at Level 5. Students admitted on this basis are required to complete the remaining 180 credits within the programme, including 60 credits at Level 5 and 120 credits at Level 6, where the recognised prior learning is demonstrably mapped to the Standards of proficiency for registered nurses and the programme learning outcomes.

For all master's routes, UWL permits up to 3,800 hours of recognition of prior learning. This equates to 2,200 theory hours and 1,600 practice learning hours. Students complete 480 credits for the MSci route and complete 4,400 theory hours and 3,200 practice learning hours.

Applicants who are already registered nurses may be considered for RPL in excess of 50%, where detailed evidence is provided to show that prior learning fully maps to both the programme learning outcomes and the Standards of proficiency for registered nurses. These cases are reviewed individually by UWL and must include mapping across both academic and practice elements.

Findings

1. A range of evidence was submitted by UWL to demonstrate compliance with Part 3 Standards for pre-registration nursing, Standards 1.1 to 1.7, including course specifications, handbooks, module descriptors, course overviews, and staff CVs. During the onsite visit, meetings were held with senior management, the course team, students, and alumni to triangulate the evidence. Two additional evidence requests were made to clarify the approach to inclusive admissions and the recognition of prior learning (RPL) for NMC-registered nurses, including apprenticeship routes. It was evident from the documentation and discussions that UWL has taken a considered and strategic approach to admissions, student support, and academic progression. The visitor team found clear alignment with NMC expectations across all areas, including values-based recruitment, health and character declarations, literacy and numeracy development, and the provision for RPL. The approach reflects thoughtful curriculum design and robust infrastructure to ensure students are well-supported and regulatory requirements are met.
2. The proposed modifications to the UWL pre-registration nursing programmes impact Standards 1.1 through to 1.7 under Section 1: Selection, Admission and Progression. These modifications are part of a strategic curriculum review of the BNursing (Hons) (all fields) and MSci Nursing (Dual Field) programmes, which have been running since 2019 with only minor internal changes. Feedback from students, staff, EPs and PLPs has driven this review, with the intention of enhancing student progression, field-specific identity, and regulatory alignment. Adjustments have been made to RPL policies and clarification has been offered around apprenticeship pathways.

Curriculum updates also embed wellbeing, professional responsibility, and digital capabilities through revised module learning outcomes. A revised approach to assessment and student support further enhances the ability to monitor and uphold students' health and character throughout the programme. Overall, the modifications reflect UWL's commitment to delivering inclusive, high-quality nursing education in accordance with the NMC Standards, while also aligning with institutional KPIs and sustainable education priorities.

3. In considering Standard 1.1, the visitor team considered a range of evidence including the Admissions Policy and entry requirements, the Course Specifications for BSc (Hons) Nursing and MSci Nursing (Dual Field), the Inclusive Admissions Strategy, and the Student Support Mechanisms overview. The visitor team also met with senior management and the course team during the onsite visit. They confirmed that qualification requirements and a structured values-based interview process ensure applicants are suitable for their intended nursing field and demonstrate behaviours in accordance with the Code; moderation records demonstrate consistency, and all offers remain conditional on satisfactory occupational health and Disclosure and Barring Service (DBS) checks. In assessing Standard 1.2, the visitor team considered a range of evidence including the BSc (Hons) Nursing, Level 4 module descriptor NS40049X 'Understanding Health and Illness; (LO4 self-assessment of fitness to practise), the MSci Nursing, Level 7 module descriptor NS70136X 'Preparing for Registration with the NMC' (LO3 personal wellbeing and professional responsibility), the Course Handbooks for BSc (Hons) Nursing and MSci Nursing (Dual Field), and the course specifications for all routes. The visitor team met with senior management and the course team during the onsite visit. The course documentation confirms that on entry all students must complete occupational health screening and Enhanced DBS checks and that continuation is contingent on annual self-declarations of health and character, with additional checks triggered if concerns arise. Learning outcome mapping shows that the BSc (Hons) Nursing, Level 4 module descriptor NS40049X 'Understanding Health and Illness ensures first year students can critically reflect on their health status and professional responsibilities, while the MSci Nursing, Level 7 module descriptor NS70136X 'Preparing for Registration with the NMC' consolidates this at master's level, aligning with NMC health and character decision-making guidance; progression regulations state that a fitness to practise panel is convened for any declaration issues. Once on programme, students are required to make a self-declaration regarding their health and character annually via 'My Registry', prior to the start of the placement block for each part.
4. In considering Standard 1.3, the visitor team reviewed evidence which included the course specification for BSc (Hons) Nursing and MSci Nursing (Dual Field), referenced collectively as evidence. Both specifications state that, at enrolment and annually thereafter, students must sign a declaration confirming they will report without delay any police charge, caution, conviction, conditional discharge or fitness to practise finding by another body; the documents detail a clear process, online notification to the Head of School within 48 hours, triage by the Fitness to Practise Review Panel within five working days, and outcomes ranging from support plans to referral to a full panel, ensuring matters are addressed promptly, fairly and in accordance with data protection legislation. Students receive reinforced reminders during induction and before each placement block, and the Course Team confirmed during the onsite visit that compliance is monitored through the ARC system.
5. In considering Standard 1.4, the visitor team reviewed the qualifications and registration status of academic staff responsible for programme leadership and student oversight. The visitor team reviewed the CVs of academic staff, including the Programme Director and three designated deputies, alongside the course

specifications for BSc (Hons) Nursing and the MSci Nursing (Dual Field). The CVs confirm current NMC registration and extensive practice experience for all named staff, demonstrating that a registered nurse with appropriate authority is always available to sign supporting declarations of students' health and character on completion of the programme. The course specifications specify that award boards will not recommend conferral until a registered nurse signatory has completed this declaration, ensuring regulatory compliance.

6. In assessing Standard 1.5, the visitor team reviewed the Course Specification for BSc (Hons) Nursing and MSci Nursing (Dual Field) and met with senior management and the course team during the onsite visit. Recognition of prior learning (RPL) up to a maximum of 50% is available for the BSc (Hons) Nursing and MSci routes, in line with NMC standards. The visitor team is satisfied that this approach ensures RPL is considered where appropriate and aligns with the intent of the NMC standard.
7. In considering Standard 1.6, the visitor team reviewed the course specifications for BSc (Hons) Nursing and MSci Nursing (Dual Field) and met with senior management and the course team during the onsite visit. The visitor team explored whether the programme permits RPL exceeding 50% for individuals who are already NMC-registered nurses. The BSc (Hons) specifications confirm that such applicants may be considered for RPL in excess of 50%, where detailed mapping to both the programme learning outcomes and the Standards of proficiency for registered nurses is provided. These cases are reviewed on an individual basis by UWL and require mapping across both academic and practice elements. An additional evidence request was made following the initial documentary analysis to explore the rationale relating to the access to RPL mechanisms for candidates of the apprenticeship programmes. The visitor team sought clarification on whether the current framework supports applicants to access this route through a skills scan or similar. UWL clarified that such RPL is not currently supported for apprenticeship routes due to government funding regulations. Regulations do not permit apprenticeship levy funding to be used to achieve registration in a second field of nursing as the Institute for Apprenticeships and Technical Education class a Registered Nurse as a unique occupation regardless of field. Additionally, programme duration requirements, including the mandated one-year minimum duration (one year and one day), preclude implementation of high levels of RPL within the apprenticeship structure. This explanation was triangulated and confirmed during discussions with senior leaders and the course team. While the institutional approach to RPL within apprenticeship routes is shaped by external funding regulations, the visitor team was satisfied that UWL has demonstrated a clear understanding of NMC expectations and provided a transparent and reasonable rationale for its current position.
8. In assessing evidence for Standard 1.7, the visitor team reviewed the course handbooks for BSc (Hons) Nursing and MSci Nursing (Dual Field), the course overviews for all routes, and the course specifications. The visitor team also met with current students, which included alumni representation during the onsite visit. In considering Standard 1.7, the visitor team noted that in the BSc (Hons) Nursing programme, the Level 4 module 'Foundations of Evidence for Nursing Practice' (NS40051X) and the Level 5 module 'Translating Evidence into Nursing Practice' further develop research literacy and contextual application. In the MSci programme at Level 6, the module 'Collecting, Analysing and Reporting Data' (NS60210X) builds digital capability through data analysis using software, indicating an intentional progression in digital literacy. Across both BSc (Hons) and MSci pathways, the visitor team found that students are provided with consistent and scaffolded opportunities to develop their numeracy, literacy, and technological skills in alignment with programme outcomes. Feedback from students and alumni confirmed they felt well

supported in these areas.

9. Based on the information made available, the visitor team considers that the UWL has in place the appropriate arrangements for Standard 1: Selection, admission, and progression to enable the NMC standards to be met.

2: Curriculum

| Approved education institutions, together with practice learning partners, must: | | Met | Not met | Met after conditions | Not applicable to this major modification |
|--|---|-------------------------------------|--------------------------|-------------------------------------|---|
| 2.1 | Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Curriculum requirements

For the undergraduate routes, the programmes are delivered over three academic years and comprise a total of 5,681 programme hours. The theory-to-practice ratio for these routes is 3,321 theory hours to 2,360 practice learning hours.

For all master's routes leading to registration in two fields of nursing practice, the programmes are delivered over four academic years, comprising a total of 7,600 programme hours. The theory-to-practice ratio for these routes is 4,400 theory hours to 3,200 practice learning hours.

Findings

10. A broad range of evidence was submitted by UWL to demonstrate compliance with Part 3 Standards for pre-registration nursing, 2: Curriculum. This included course specifications, programme and module handbooks, course overviews, module planners, and curriculum mapping documents. The visitor team also reviewed simulation and placement planning documentation to assess how theory and practice learning are balanced and sequenced. During the visit, the visitor team held meetings with senior management, academic staff, and students to triangulate the evidence and test the effectiveness of curriculum delivery in practice. Additional lines of enquiry and evidence requests were issued to clarify the classification of simulated practice learning hours (SPL), the field-specific integration of legal and pharmacological content, and the balance of theory and practice in the MSci Nursing (Dual Field) route. It was evident from the documentation and discussion that UWL has undertaken a significant programme review to modernise and strengthen the curriculum, embed innovative teaching strategies, and align with the NMC Standards of proficiency for registered nurses (NMC, 2018) and NMC Standards framework for nursing and midwifery education (SFNME) (NMC, 2018 updated 2023). However, the visitor team was not assured of the equal balance of theory and practice in relation to the MSci Nursing (Dual Field) and its impact on the SFNME.
11. The proposed modifications to the UWL pre-registration nursing programmes impact Standards 2.1-2.10, as well as 2.12 and 2.13. These changes form part of a wider curriculum redevelopment of the BSc (Hons) Nursing (all fields) and MSci Nursing (Dual Field) programmes, designed to modernise delivery, strengthen field-specific learning, and ensure continued compliance with NMC requirements. Key areas addressed include the further embedding of field-specific content, additional enhancement of SPL and digital teaching tools, and clarification of programme structure and outcomes across single and dual field routes. Notably, the balance of theory and practice learning was a central focus of the review, with findings under Standard 2.9 identifying the need for additional assurance to the MSci programme in order to meet the required equal balance. Curriculum mapping and revised module outcomes also provide greater assurance of alignment with the Standards of proficiency and NMC expectations for supervision, assessment, and student support. Overall, these curriculum enhancements aim to improve coherence, ensure

appropriate progression, and foster readiness for professional registration across all routes and fields.

12. In assessing Standard 2.1, the visitor team reviewed a wide range of course documentation, including the course specifications for BSc (Hons) Nursing and MSci Nursing (Dual Field), the corresponding course handbooks, and the course overviews for all pathways. As an overarching requirement, Standard 2.1 is met through the collective assurance of compliance across the SFNME. While the documentary evidence demonstrated clear alignment in most areas, including programme governance, teaching, support structures, and placement design, following discussion at the onsite visit, the visitor team was not assured of compliance with the standards. A significant imbalance between theory and practice hours in the MSci Nursing (Dual Field) programme was identified. The MSci outlines 4,400 theory hours and 3,200 practice hours, resulting in a 1,200-hour deficit in practice learning. This same imbalance was also reflected in the BSc (Hons) Nursing 3-year programme which comprises 3,321 theory hours and 2,360 practice hours. This does not offer assurance that Part 3: Standard 2.9 can be met, and by extension, compromises compliance with SFNME Standard 5.1, Requirement 5.3, which requires that theory and practice learning be appropriately weighted. The visitor team determined based on the above that **condition (C1)** and **condition (C3)** (providing a breakdown of theory and practice hours) are required to be addressed.
13. In addition, the visitor team noted during the onsite visit discussions with the patient, carer, and service user (PCS) group that engagement was present but limited primarily to operational teaching activities and student-facing events. This falls short of the expectations set out in SFNME Requirement 1.12 and Requirement 5.5, which require that curricula be co-produced with stakeholders throughout their design, delivery, and evaluation. While some examples of involvement were presented, such as through teaching sessions and feedback forums, there was insufficient evidence of embedded, strategic engagement across all phases of curriculum development. Therefore, in order to support the ongoing development of the PCS group, the visitor team articulated **recommendation (R1)**.
14. In considering Standard 2.2, the visitor team reviewed the course specifications for BSc (Hons) Nursing and MSci Nursing (Dual Field), along with the full suite of course handbooks and course overviews. In considering this standard, the visitor team found clear evidence that UWL has established appropriate structures and processes in line with the NMC Standards for student supervision and assessment (SSSA) (NMC, 2018, updated 2023). All students are allocated a personal tutor, and during clinical placements are supported by a designated practice assessor (PA), practice supervisor (PS), and academic assessor (AA). The documentation confirms that PAs, PSs, and AAs are appropriately prepared for their roles, and training records are maintained. The Link Tutor model ensures regular engagement between the university EPs and PLPs, and apprenticeship students benefit from additional support through an Apprenticeship Support Link Tutor (ASLT), who liaises with both the student and their employer. Students are informed of the mechanisms for raising concerns in practice, with clear processes outlined in handbooks and discussed during induction. Information is aligned with university policies and local practice escalation pathways. Support for academic assessment is provided by module leaders and tutors, and the documentation reviewed outlines a range of academic and practice-based assessments appropriate to the level and field of study.
15. In evaluating the evidence provided for Standard 2.3, the visitor team reviewed the course specifications for BSc (Hons) Nursing and MSci Nursing (Dual Field), the associated course handbooks, and the course overviews. In considering this standard, the visitor team noted that the programme learning outcomes across all

routes and fields clearly map to the Standards of proficiency for registered nurses and provide appropriate differentiation across the four fields of practice: adult, mental health, learning disabilities, and children's nursing. Field-specific learning is embedded across mixed field and field-specific modules, and triangulation with module-level learning outcomes confirms that the required proficiencies are developed, assessed, and recorded through structured learning and assessment strategies. The design and content of the handbooks and course overviews reflect an intentional alignment with the NMC Standards of proficiency and enable field-specific identity to be developed progressively across the programme.

16. The visitor team reviewed the course specifications, course handbooks, and course overviews in order to assess Standard 2.4. In considering this standard, the visitor team initially could not identify explicit curriculum content demonstrating how students are exposed to the specific roles and responsibilities across all four fields of nursing practice: adult, mental health, learning disabilities, and children's nursing. While shared learning on broader subjects such as research and evidence-based practice was evident, it was unclear whether the programme actively supported students to engage with field-specific knowledge outside their own area. In response to a formal line of enquiry, UWL submitted further documentation clarifying how field exposure is embedded in both theoretical content and interprofessional learning activities. During the onsite visit, the visitor team explored with students and staff within the course team how this is delivered in practice, including how students develop understanding of the day-to-day realities and role-specific expectations of each field. Based on the triangulated evidence and discussions at the visit, the visitor team was assured that the programme design fosters appropriate exposure across the four fields and supports the development of a strong professional identity, in line with NMC requirements.
17. In considering Standard 2.5, the visitor team reviewed the course specifications and course handbooks, which clearly articulate the routes available within UWL's pre-registration nursing programmes. In considering this standard, the visitor team confirmed that the documentation accurately outlines the available pathways for students to register with the NMC in one or more of the four fields of nursing practice. These include the BSc (Hons) Nursing in Adult, Children's, Mental Health, and Learning Disabilities fields; the MSci Nursing (Dual Field) Award offering combinations which include Adult/Mental Health, Learning Disabilities and Mental Health and Children's and Mental Health; in addition to the Nurse Degree Apprenticeship routes across all four fields. The documentation provides clarity on award titles, field-specific learning trajectories, and the associated registration outcomes.
18. In assessing the evidence against Standard 2.6, the visitor team reviewed the course specifications and course handbooks across all routes, including Apprenticeship pathways. In considering this overarching standard, the visitor team initially noted that full assurance was dependent on triangulation with related standards, particularly those concerning curriculum structure, field-specific content, and learning outcomes (Standards 2.1, 2.3, and 2.4). However, at the onsite visit, following discussions with the course team, alongside further scrutiny of module descriptors and course documentation, the visitor team confirmed that the curriculum is appropriately designed to deliver the general and professional content necessary to meet the Standards of proficiency for registered nurses. The programme outcomes are clearly aligned with NMC expectations and are supported by a coherent progression structure that builds knowledge, skills, and professional behaviours across all levels of study.
19. In considering Standard 2.7, the visitor team reviewed the course specifications,

course handbooks, and supporting documentation such as course overview documents, placement planners, and field-specific mapping materials. In considering this standard, the visitor team sought assurance that the content of each programme pathway appropriately addresses the programme outcomes for adult, mental health, learning disabilities, and children's nursing. UWL's narrative confirmed that field-specific knowledge and skills are embedded throughout the curriculum, with theory and practice modules structured to integrate general proficiencies with distinct field content. Field-specific placements are mapped and sequenced to reinforce theoretical learning with direct experience in the respective practice areas. The use of the ePAD, alongside structured academic modules, enables students to progressively acquire and demonstrate the required field-specific proficiencies. The visitor team was satisfied that the curriculum maintains the integrity of each field and ensures that students are fully prepared for registration in their designated area of practice.

20. In evaluating Standard 2.8, the visitor team reviewed the course overviews, along with all associated course specifications and handbooks, and considered additional evidence provided in response to the line of enquiry following their initial findings. In considering this standard, the visitor team initially found clear references to field-specific teaching for safeguarding and consent. Legal content, however, appeared to be embedded within shared modules across fields, raising questions about whether the teaching provides sufficient field-specific contextualisation. Similarly, although pharmacology and medicines optimisation were identified within the curriculum and assessment structure, including through examinations and the use of an online learning and assessment platform, it was not initially clear whether this provision was tailored to the student's designated field of nursing practice. The visitor team therefore issued a further request for clarification. In response, the course team confirmed at the onsite visit that pharmacology teaching is aligned to field-specific scenarios and that OSCE assessments are explicitly differentiated by field. The online learning and assessment platform includes generic essentials relevant to all fields of nursing and field-specific assessments. UWL confirmed that pharmacology content is tailored by field within the course handbooks, and discussions with the course team at the visit reinforced that the platform is used both for generic and field-specific learning and assessment purpose. Legal teaching was clarified as being contextualised through case-based learning and field-specific seminars, though this was not always consistently explicit in module documentation. Based on the triangulated evidence and clarifications received during the conjoint approval, the visitor team was assured that sufficient field-specific content is included across all required areas to support student readiness for entry to the register.
21. In considering Standard 2.9, the visitor team reviewed the course overviews, along with all course specifications and handbooks, and considered further evidence submitted for clarification in response to an additional line of enquiry. Following discussions at the onsite visit, the visitor team identified that there was an imbalance between theory and practice hours in the BSc (Hons) Nursing programme. The programme comprises 3,321 theory hours and 2,360 practice hours, which results in an unequal balance of theory and practice across the programme. These pathways are supported by a varied range of learning strategies including lectures, seminars, tutorials, discussion groups, digital platforms, immersive theatre experiences, gamification, and creative tools such as colouring books. Documentation for the MSci Nursing (Dual Field) pathway shows 4,400 theory hours and 3,200 practice learning hours, resulting in a 1,200-hour imbalance of theory to practice. While UWL confirmed the inclusion of simulation as part of theory-based learning, the visitor team issued a request for clarification regarding the classification and location of these hours. Despite the broad and innovative range of teaching strategies

presented, the structural imbalance between theory and practice hours on both the BSc (Hons) and MSci routes means the visitor team determined the requirement to be addressed in **condition (C1)** and **condition (C3)**. The visitor team's position is that Part 3: Standard 2.9 cannot be assessed in isolation. It is intrinsically linked to Part 3: Standard 4.9 and 4.1 which in turn, is linked to Part 1 SFNME Standard 5.1, specifically Requirements 5.3 (curricula weigh theory and practice learning appropriately) and Requirement 5.15 (assessment of practice and theory is weighted appropriately). Without assurance of a balanced curriculum there can be no assurance that practice assessment carries equivalent summative weight. As such, the visitor team also deemed that **condition (C2)** and **condition (C4)** are also required to be satisfied.

22. In reviewing the evidence submitted to support Standard 2.10, the visitor team reviewed the course overviews, all associated course specifications, and handbooks. They also considered additional information submitted in response to an initial line of enquiry. In considering this standard, the visitor team confirmed that simulation and technology-enhanced learning are proportionately integrated across all years and fields of the nursing programmes. The documentation outlines a structured use of simulation that supports both generic and field-specific learning, including mock scenarios, digital learning platforms, and immersive activities. UWL's narrative references an 'investigate–apply–consolidate' model of learning; however, clarification was initially sought, regarding the 'investigate' phase. In its response, the course team described this as an exploratory, low stakes learning stage, designed to encourage curiosity and introduce key concepts prior to structured, classroom engagement, and consolidation activities. A further evidence request sought detail on how the effectiveness of technology and simulation is evaluated. UWL confirmed that simulation outcomes are monitored through student feedback, formative and summative assessments, and mapped progression against learning outcomes. For the adult field, simulation contributes to meeting the minimum threshold requirements, and UWL provided evidence of how this contribution is tracked through placement planners and assessment tools.
23. In considering Standard 2.12, the visitor team reviewed the course handbooks for BSc (Hons) Nursing, Nurse Degree Apprenticeship, MSci Nursing, and MSci Nursing (Sept 26 Start). In considering the evidence submitted against this standard, the visitor team confirmed that the BSc (Hons) Nursing programme meets the required minimum programme length of three academic years. However, the programme comprises a total of 5,681 hours, including 3,321 theory hours and 2,360 practice hours, which represents a notable increase above the 4,600-hour minimum and presents an imbalance between theory and practice learning. In addition, the MSci programme, which is four academic years in duration, currently comprises 4,400 theory hours and 3,200 practice hours. While this total exceeds the 4,600-hour minimum threshold, there is the noted imbalance in theory and practice provision, as identified under Standard 2.9. Despite this unequal presentation, the visitor team recognised that this a dual award and therefore may require an extended duration and volume of study and was therefore assured that the MSci programmes meet the required duration and cumulative hours to fulfil the minimum threshold requirements. However, although the BSc (Hons) programme met the minimum programme hours, the visitor team sought additional assurance, through **condition (C3)**, of a clear rationale for the significant increase in total hours on the BSc (Hons) pathway and consideration of the potential impact on student workload and experience.
24. In assessing Standard 2.13, the visitor team reviewed the MSci course handbooks, the course specification for MSci Nursing (Dual Field), and the module planner. In considering this evidence, the visitor team evaluated whether the MSci Nursing Dual

Field programme provides sufficient duration and scope to ensure proficiency in both fields of nursing practice. The programme offers combinations which include Adult/Mental Health, Learning Disabilities/Mental Health, and Child/Mental Health. The documentation confirms that the programme runs over four academic years, comprising a minimum of 4,400 theory hours and 3,200 practice hours, totalling 7,600 hours of learning. Although the theory-practice imbalance is noted under Standard 2.9, the total length and cumulative hours clearly reflect an extended and purposeful structure that supports the consolidation of both theoretical knowledge and proficiency across two fields of nursing practice.

25. Based on the information made available, the visitor team considers that UWL has in place the appropriate arrangements for Standard 2: Curriculum, to enable the NMC standards to be met subject to meeting **conditions C1, C2, C3 and C4**.

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

For undergraduate routes, the programme provides 2,360 practice learning hours, of which 280 hours are delivered through SPL.

For master's routes, the programme consists of 3,200 practice learning hours, of which 280 hours are delivered through SPL.

Findings

26. To inform judgements against Part 3 Standards for pre-registration nursing, 3: Practice learning, the visitor team reviewed a wide range of documentation submitted by UWL. This included course specifications, handbooks, course overviews, module planners, student support policies, placement mapping documentation, and the CNMH Attendance Policy. Evidence was provided for the BSc (Hons), MSci (Dual Field), Degree Apprenticeship, and Foundation Year routes. The review was supplemented by three lines of enquiry and multiple evidence requests, which sought further clarification on placement allocation processes, SPL hours, and the diversity of PLE. Triangulation was achieved during the visit through meetings with students, senior management, academic staff, and key representatives from EPs and PLPs including education leads and placement coordinators. The breadth and

responsiveness of UWL's evidence base, in conjunction with real-time feedback from stakeholders, enabled the panel to confirm regulatory alignment across key aspects of practice learning.

27. The proposed modifications to the pre-registration nursing provision at UWL required review of all Part 3 Standards under Practice learning, specifically 3.1 to 3.7. These relate to the structure, accessibility, and quality assurance of practice learning opportunities, with particular emphasis on exposure to a diverse range of settings, achievement of proficiencies, placement allocation processes, student hours, and supernumerary status. The curriculum changes include updated placement allocation planning, greater clarity on simulated practice, and refinements to support structures such as the Reasonable Adjustment Placement Passport (RAPP). Across both BSc (Hons) and MSci routes, the panel examined how UWL ensures students meet the holistic expectations of registered nurse practice through robust placement partnerships, mapping to the Standards of proficiency, and tracking of practice hours through the Time Management System (TMS). The evidence indicates a thoughtful and systematic approach to managing PLEs across multiple entry routes, aligned to the NMC standards.
28. In considering Standard 3.1, the visitor team reviewed the course specifications and overviews and evidence from Part 2 SSSA Standard 1.3, alongside updated documentation submitted prior to the visit in response to a formal line of enquiry. In considering the evidence, the visitor team sought clear assurance that students on all UWL pre-registration nursing programmes are provided with practice learning opportunities that enable them to meet the NMC Standards of proficiency and deliver safe, effective, and holistic care to a diverse range of individuals across the four fields of nursing. UWL, in partnership with EPs and PLPs, has co-produced a practice learning model supported by individualised placement plans, which are signed off by the Head of Practice. These plans ensure that all students experience a breadth of field-relevant placements tailored to their programme and field of nursing. Students are supported in practice by appropriately trained PSs, PAs, AAs, and Link Lecturers, as required by the NMC SSSA. The visitor team was assured that students also engage in simulation-based learning opportunities which supplement direct clinical practice and are aligned with required NMC proficiencies. Initial documentation referenced a structured 'hub and spoke' placement model and a variety of settings designed to expose students to a range of age groups, clinical conditions, and healthcare environments; however, specific mapping and signposting of these opportunities required further clarification. In response, UWL submitted detailed placement mapping and example student practice learning allocation journeys, demonstrating coverage across community, acute, and specialist services. During the onsite visit, the visitor team met with senior EPs, PLPs, PSs, PAs, and members of the clinical education teams, who confirmed the diversity, quality, and allocation processes of placement learning. Students also spoke confidently about their exposure to different care settings and populations, affirming the consistency of their experiences across the lifespan. Based on the triangulated evidence and visit discussions, the visitor team was assured that students are provided with sufficient and varied practice learning opportunities to meet this standard.
29. In assessing the evidence submitted in consideration of Standard 3.2, the visitor team reviewed the course specifications and placement-related documentation submitted as part of the modification, including updates following initial evidence requests. The visitor team sought assurance that UWL students are consistently provided with opportunities to experience the breadth of PLEs required to meet the holistic needs of people across the lifespan. The UWL narrative outlined a hub and

spoke placement model embedded across the BSc (Hons) and MSci programmes, designed in partnership with EPs and PLPs to ensure diversity in placement settings, exposure to different patient groups, and a deeper understanding of the care journey. Course planners and specifications confirmed the mapping of practice learning hours to NMC Standards of proficiency and noted simulation activities integrated within those hours. However, initial documentation lacked clear examples and consistent labelling of how placement allocations were structured to ensure coverage across the lifespan. In response, UWL submitted additional materials including field-specific student placement journeys, designed to illustrate the variety and scope of PLE. While some initial issues were noted, such as inconsistent use of colour keys and unclear placement site identifiers, the visitor team sought further assurance through a visit-based line of enquiry. During meetings with the course team and placement leads, it was confirmed that a dedicated placement team and course leaders oversee allocation processes to ensure alignment with NMC requirements. Triangulation with student and PLP feedback provided further confirmation that learners are exposed to a range of care environments and patient populations, including community, acute, and specialist placements across all fields. Based on the clarified and triangulated evidence, the visitor team was assured that students experience sufficient variety in practice to meet the holistic needs of people of all ages.

30. In assessing the evidence submitted against Standard 3.3, the visitor team reviewed the course specifications and course handbooks, including the Nurse Degree Apprenticeship. In considering this standard, the visitor team sought to confirm that PLEs enable students to develop and demonstrate the communication and relationship management skills, and nursing procedures, required within their selected field of nursing practice. The UWL narrative outlines that, as supernumerary members of the visitor team, students are supported to progress through structured stages of achievement in practice, as detailed in the ePAD. This structure allows students to move from guided participation to independent practice with minimal supervision. The ePAD includes the full range of proficiencies from the NMC Standards of proficiency for registered nurses, including both platforms and annexes, and confirms achievement through assessment by PAs. Evidence from course specifications and handbooks demonstrates that programme and module learning outcomes are mapped to the NMC Standards of proficiency, with clear integration of the required communication skills, relationship-building strategies, and technical procedures. The practice learning environment and documented PLE, as detailed in Standards 3.1 and 3.2, provide the necessary exposure for students to develop and apply these skills in field-relevant contexts. Final sign-off of the placement experience plan by the Head of Practice further supports oversight and quality assurance.
31. In considering Standard 3.4, the visitor team reviewed the course specifications, course handbooks, and the relevant module planners. In considering the standard, the visitor team sought assurance that each programme delivers a minimum of 2,300 hours of practice learning, with no more than 600 hours delivered through simulated practice. The BSc (Hons) Nursing programme allocates 2,360 hours of practice, and the MSci Nursing (Dual Field) programme allocates 3,200 practice hours. These totals clearly meet the minimum NMC requirement. However, initial documentation did not make clear how many of these hours were assigned specifically to SPL. As part of the documentary analysis, the visitor team issued a line of enquiry and evidence request seeking clarification and specific signposting. In response, the course team confirmed that each route includes 280 hours of SPL within the overall practice hours. These hours are designed to support the achievement of NMC proficiencies and may be supplemented with additional simulation on a case-by-case basis to support students requiring targeted development. Simulation sessions are tracked, structured, and facilitated in audited simulation environments, with

assessment conducted by trained PAs and PSs (who are not one and the same person), ensuring alignment with NMC requirements.

32. In evaluating the evidence submitted against Standard 3.5, the visitor team reviewed the course specifications and course handbooks, including the Nurse Degree Apprenticeship route. In considering this standard, the visitor team sought assurance that UWL has appropriate systems in place to consider students' individual needs and personal circumstances, particularly in relation to additional needs and disabilities, when allocating PLE. UWL has an established Wellbeing Team that facilitates the creation of Individual Support Plans (ISPs) for students requiring additional support. A wide range of student support services is clearly signposted within programme documentation, including access to counselling, disability support, study skills, mental health services, and financial advice. Students with an ISP are encouraged to share this with relevant academic and placement teams to ensure appropriate adjustments can be made. The Reasonable Adjustment Placement Passport (RAPP) supports communication between the student, UWL, and PLP. With the student's consent, the completed RAPP is shared in advance of the placement to confirm that adjustments can be accommodated safely without compromising the learning experience or patient care. While the documentation confirmed the RAPP's existence, the visitor team noted that further detail on its operationalisation, maintenance, and review process would be beneficial. During the onsite visit, the course team confirmed that students are supported by Personal Tutors and have access to PAs, PSs, and Link Tutors to help address any arising issues. Apprenticeship students are further supported by a dedicated Apprenticeship Support Link Tutor (ASLT). Although there is no mandated minimum number of tutor-student touchpoints, students confirmed they were able to access academic staff when needed.
33. In considering Standard 3.6, the visitor team reviewed the course specifications, course handbooks, and the CNMH Attendance Policy, alongside module planners and time allocation documents. The narrative and policy documentation clearly indicate that students are expected to experience the full range of hours aligned with registered nurse practice, supported by the UWL Time Management System (TMS) which records attendance across all routes. The CNMH Attendance Policy outlines expectations and procedures for absence management, including escalation pathways and required contact points, contributing to clarity on how programme compliance is maintained. PAs sign off placement attendance and learning hours, and UWL has systems in place to ensure that progression decisions consider time requirements. The original documentation, while thorough on expectations and tools, did not initially clarify the mechanics of placement allocation or how field-specific hour patterns are achieved. This led to a line of enquiry and a request for further information on the role of the Practice Education Support Unit and its collaboration with placement providers. Although this remained partially unresolved through documentation alone, triangulation during the visit with senior placement staff, course teams, EPs and PLPs confirmed that a dedicated placement team allocates students to appropriate clinical learning environments. This includes oversight to ensure the range of hours and shift types required by the NMC are covered. As such, the visitor team is assured that students experience the range of hours expected to support professional readiness.
34. In assessing the evidence submitted against Standard 3.7, the visitor team reviewed the course specifications and course handbooks, including documentation for the apprenticeship pathway. Across all documentation, the supernumerary status of students during PLE is clearly and consistently articulated. This status is reinforced through quality assurance mechanisms, including annual audits and ongoing

monitoring of PLE, developed in collaboration with UWL's EPs and PLPs. Students are informed of their supernumerary status through programme materials, and placement providers have agreed that the NMC's revised definition poses no operational difficulties. Additionally, the visitor team reviewed the Attendance Policy and found that processes are in place for raising and responding to concerns, including the Speak Out/Raising Concerns Policy, which offers a mechanism for students to report issues relating to their supernumerary experience. During the visit, the visitor team triangulated this with discussions involving students, course teams, EPs and PLPs, confirming shared understanding and implementation of supernumerary status across all routes.

35. Based on the information made available, the visitor team considers that UWL has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

4: Supervision and assessment

| Approved education institutions, together with practice learning partners, must: | | Met | Not met | Met after conditions | Not applicable to this major modification |
|--|--|-------------------------------------|--------------------------|-------------------------------------|---|
| 4.1 | Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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

36. A wide range of evidence was submitted by UWL to demonstrate compliance with 4: Supervision and Assessment. This included course specifications, handbooks, module descriptors, the practice learning handbook, student policies, academic regulations, and updated CVs of academic staff. Particular attention was given to how supervision, support, and assessment are structured across theory and practice, and how students are supported to develop proficiency across the four fields of nursing. During the onsite visit, the visitor team met with a range of stakeholders, including senior management, course teams, personal tutors, placement coordinators, PAs and PSs, students from multiple routes and fields, and academic and apprenticeship support leads. Additional evidence was reviewed before and during the visit to explore identified lines of enquiry, including the operation of individualised placement experience plans, medicines administration and management platform usage, and the rationale for assessment weighting on the

MSci programme. This triangulation supported evaluation of the effectiveness, consistency, and regulatory alignment of the support and assessment systems in place.

37. The proposed modifications to the UWL pre-registration nursing programmes impact Standards 4.1-4.10, particularly in relation to the reconfiguration of programme structure, teaching delivery, and assessment design across the BSc (Hons) and MSci routes. Revised documentation and mapping were reviewed to assess how these changes ensure continued compliance with NMC requirements, including the provision of appropriate supervision and feedback, the embedding of communication and procedural skills, and confirmation of proficiency in preparation for registration. The review also examined how UWL supports student development across all fields of nursing practice, incorporates 100% pass requirements for health numeracy, and maintains appropriate levels of staff oversight. Scrutiny was applied to Standard 4.9 (equal weighting in the assessment of theory and practice), which remains not met for the MSci Nursing Dual Field programme until further evidence is provided and consequently affects assurance under Standard 4.1. The modifications overall reflect a commitment to innovation and enhancement but require specific conditions to be met to fully demonstrate compliance across all supervision and assessment standards.
38. In considering Standard 4.1, the visitor team reviewed the course specifications and course handbooks, along with the practice learning handbook, module specifications, and updated staff CVs submitted prior to the visit. The documentation demonstrates a structured and collaborative approach to support, supervision, and learning, with mechanisms in place to meet the NMC Standards. UWL provides extensive academic and pastoral support through personal tutors, course, and module leaders, learning support services, and a dedicated wellbeing team. Clinical support is delivered via PSs, PAs, AAs, and Link Lecturers. However, despite these arrangements, the visitor team could not be assured that all requirements of the Standards are met. In particular, the lack of assurance identified under Part 3: Standard 4.9, specifically due to the absence of clear evidence demonstrating equal weighting of theory and practice in assessment, has a direct impact on the visitor team's confidence in overall assessment governance. This also affects SFNME Standard 5.1, Requirement 5.15, which requires that theory and practice be appropriately weighted within the assessment strategy. Without assurance that PLEs are given equivalent summative weight to theoretical learning, the visitor team could not confirm that the assessment arrangements comply fully with the overarching requirements of the SFNME. As such, while many elements of support and supervision appear effective, the visitor team determined that **condition (C2)** and **condition (C4)** are required to be satisfied.
39. In assessing the evidence submitted against Standard 4.2, the visitor team reviewed the course specifications, course handbooks, and practice learning handbooks to evaluate compliance with the NMC SSSA. UWL has clearly articulated its approach to supervision and assessment, with defined roles for PSs, PAs, and AAs across all routes. Training and preparation for these roles are described within programme documentation, and each student is supported in practice by a triad of appropriately prepared assessors. In addition, Link Lecturers provide a direct academic interface with practice areas, while field-specific Personal Tutors offer tailored academic and pastoral guidance. All students are allocated an individualised placement experience plan, signed off by the Head of Practice, to ensure a broad and balanced range of clinical exposures. During the review process, the visitor team sought additional clarity on how these plans account for individual learning needs. UWL confirmed that these plans can

incorporate additional support arrangements, including action plans where appropriate, to address individual requirements. The evidence provided demonstrates that the systems and structures in place are consistent with the NMC SSSA, and that supervision and support are responsive to the diverse needs of learners.

40. In considering Standard 4.3, the visitor team reviewed the course specifications, course handbooks, practice learning handbooks, and the CV of the registered nurse responsible for directing the education programme. UWL confirmed that notification to the NMC of the named individual is made through the formal institutional correspondent and that this process remains active and current. The submitted CV for the lead registrant confirmed appropriate qualifications, experience, and professional registration; however, an initial discrepancy regarding the NMC PIN expiry date led to a further line of enquiry. This was resolved through the submission of a revised CV, which confirmed current registration and rectified the earlier issue. The visitor team also reviewed updated staff CVs to ensure alignment between staff expertise and the proposed programme modifications. A revised file-naming system within the quality assurance platform provided clearer identification of the most recent documentation.
41. In assessing the evidence submitted against Standard 4.4, the visitor team reviewed the course specifications, course handbooks, practice learning handbooks, and associated documentation. Evidence confirmed that students receive regular constructive feedback across theory and PLEs through both formative and summative mechanisms. Feedback on academic work is delivered via Turnitin, while feedback on practice performance is embedded within the ePAD, with structured input from PAs and PSs. Students also maintain an OAR to track their development throughout the programme. Formative feedback opportunities are embedded into modules and assessment strategies, and the inclusion of mock OSCEs and other practical exercises is noted; however, initial documentation lacked detailed examples beyond standard written assignments. Following additional evidence requests, UWL provided clarification and examples of varied formative feedback methods, including debriefs from simulations and presentations. Personal tutor support is referenced within the Personal Tutor Policy, which outlines a requirement for four meetings annually, and the course leaders also operate a monthly drop-in session online for students to attend if they have any concerns or questions. During the visit, students were unable to confirm the minimum number of required meetings; however, they consistently described the course team as highly accessible and supportive. The overall impression was that support was readily available on an ongoing basis, with an informal 'open door' culture in place, rather than a structured or explicitly scheduled approach. This appeared to meet, and often exceed, student expectations. While personal tutor support was consistently referenced, further clarity was requested on how this feedback is recorded and shared. The course team later confirmed that interactions and feedback through the personal tutor process are recorded on 'Student 360'. The institution's Teaching and Learning Strategy and Assessment Feedback Policy further reinforce UWL's commitment to high-quality feedback practices. These arrangements were confirmed and triangulated during the onsite visit.
42. In considering Standard 4.5, the visitor team reviewed the course specifications, course handbooks, and associated mapping documentation. Evidence demonstrates that the programme is intentionally structured to support student progression toward meeting both the NMC Standards of proficiency for registered nurses and the programme outcomes specific to each field of nursing practice. Programme

documentation provides clear evidence that theory and practice components are interlinked to ensure alignment with all seven platforms of proficiency. Mapping exercises confirm that proficiencies are embedded across modules, with both formative and summative assessments strategically positioned throughout the programme to support the incremental development of knowledge, skills, and professional behaviours. Practice-based assessment is delivered through the PAN London (PL) ePAD, which is aligned to the NMC proficiencies and used across each year of study. UWL's involvement in the PAN London Practice Learning Group (PLPLG) ensures consistency and currency in the application of assessment tools. In clinical practice, students are assessed by trained PAs and PSs, with progress tracked via the ePAD and recorded in the OAR. These documents evidence proficiency development, including communication skills, field-specific procedures, and values-based care. Across the programme documentation, there is clear articulation of how field-specific content is addressed through tailored placements, dedicated modules, and individualised support plans. This is particularly evident in the MSci Nursing (Dual Field) programme, where practice hours and proficiencies are mapped distinctly to both fields of registration.

43. In assessing the evidence submitted against Standard 4.6, the visitor team reviewed the course specifications, course handbooks, and associated programme documentation. Across all routes, there is clear evidence that health numeracy assessment, delivered through an online learning and assessment platform, is embedded within the curriculum and must be passed at 100% at designated summative points. Students have access to the platform throughout their studies, and summative assessments are supported by formative opportunities and ongoing engagement. The visitor team confirmed during the visit that complexity increases appropriately across the years of study. The visitor team set out **recommendation (R2)** advising the course team to develop more structured and purposeful formative assessment mechanisms to better support students in preparation for numeracy testing on the online learning and assessment platform.
44. In considering Standard 4.7, the visitor team reviewed the course specifications, course handbooks, and course overview documents. The documentation demonstrates that communication and relationship management skills, as detailed in Annex A of the NMC Standards of proficiency for registered nurses, are embedded across all fields and levels of study. Each module is designed to map relevant theory and practice opportunities, with evidence of structured teaching and assessment of these skills. The ePAD tracks student achievement of the required proficiencies in both simulated and real-world settings. Skills from all four sections of Annex A are incorporated across the programme structure, and student attainment is monitored through theory-based assessment and practice sign-off.
45. In evaluating the evidence submitted against Standard 4.8, the visitor team reviewed the course specifications, course handbooks, and the UWL Academic Regulations, alongside supporting documentation including module specifications and the practice learning handbook. The documentation demonstrates that the assessment framework is robust and clearly aligned to the NMC Standards of proficiency for registered nurses. Each programme maps theoretical and practical learning outcomes to the required proficiencies, and students must meet and achieve all outcomes to progress and qualify for professional registration, where compensation is not permitted. Proficiencies are assessed through a combination of academic assignments, skills-based assessments (including OSCEs), and ongoing evaluation in practice using the ePAD. External examiners, academic boards, EPs and PLPs are involved in quality assurance processes to uphold standards. During the visit, the visitor team confirmed that there are structured tripartite arrangements in place,

between PSs, PAs, and academic staff, to support students not achieving proficiency. These systems enable early identification, intervention, and support planning, ensuring that students are appropriately prepared for professional practice.

46. In considering Standard 4.9, the visitor team reviewed the course specifications, course handbooks, practice learning handbook, and module planners to assess compliance with the requirement for equal weighting in the assessment of theory and practice. Following further discussions at the onsite visit, the visitor team identified that there was an imbalance between theory and practice learning hours in the BSc (Hons) Nursing programme. The programme comprises 3,321 theory hours and 2,360 practice hours, which results in an unequal balance of theory and practice across the programme. The visitor team identified the MSci Nursing programme also presents a disparity, with a minimum of 4,400 theory hours and 3,200 practice hours, creating a 1,200-hour deficit. While the course team referred to the 2019 validation rationale and submitted additional materials at the visit to evidence equal distribution of theory and practice weeks, the documentation does not justify the imbalance in hours, nor does it provide sufficient clarity on how this aligns with equal weighting in assessment. The visitor team was therefore unable to verify how assessment strategies uphold parity between theory and practice on both the BSc (Hons) and MSci pathway. As such, the visitor team set **condition (C2)** and **condition (C4)**. The visitor team's position is that Part 3: Standard 4.9 cannot be assessed in isolation. It is intrinsically linked to Part 3: Standard 2.9 and 2.1 and therefore to Part 1 SFNME Standard 5.1, specifically Requirements 5.3 (curricula weigh theory and practice learning appropriately) and Requirement 5.15 (assessment of practice and theory is weighted appropriately). Without assurance of a balanced curriculum there can be no assurance that practice assessment carries equivalent summative weight. As such, **condition (C1)** and **condition (C3)** are also required to be satisfied.
47. In evaluating the evidence submitted to support Standard 4.10, the visitor team reviewed the ePADs and OARs used across all UWL nursing programmes, including documentation such as the PLePAD 2.0 OAR (Version 16), Practice Learning Handbook (Version 27, Jan 2023), and relevant course handbooks and specifications. UWL utilises the Pan London region-wide ePAD, developed through the PLPLG, of which UWL is an active member. This standardised documentation ensures that student achievement of proficiencies is robustly captured across the lifespan of the programme. The ePAD and OAR collectively demonstrate how students' progress in achieving the NMC Standards of proficiency is tracked and verified. The ePAD details proficiencies across all seven platforms, including the Annexes A and B relating to communication, relationship management, and nursing procedures. PAs assess student performance against these proficiencies in practice, with final achievement confirmed through sign-off and triangulation with academic input. The OAR serves as a cumulative record, updated throughout the programme to reflect professional development and readiness for registration. During the visit, the visitor team gained clarification on the process for quality assurance and external examiner access to ePADs and are assured that suitable governance, systems, and processes exist.
48. Based on the information made available, the visitor team considers that the UWL has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met subject to meeting **conditions C1, C2, C3 and C4**.

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

49. A range of documentary evidence was reviewed in relation to Section 5 of the NMC Standards for pre-registration nursing, including course specifications for the BSc (Hons) Nursing and MSci Nursing (Dual Field) programmes. These outlined the final awards, exit qualifications, and professional registration pathways available to students. The panel examined how information relating to NMC registration requirements is communicated to students and verified the presence of key statements in programme documentation, including the five-year window for registration with the NMC. Triangulation during the visit with the course team and professional support services confirmed the internal mechanisms for ensuring students are fully informed of registration timelines and qualification thresholds. The evidence was sufficient to determine that UWL's systems and documentation align with expectations set out in the relevant SFNME standards.

50. The proposed programme modifications were developed as part of a wider institutional commitment to improving access, enhancing progression, and reinforcing field-specific identity across UWL's nursing portfolio. As such, these changes directly impact Standards 5.1 and 5.2. The MSci Nursing (Dual Field) continues to meet qualification expectations for dual registration. Both pathways clearly communicate the NMC's requirement for students to register within five years of completing their programme. The proposed changes reflect UWL's strategic aim to strengthen programme accessibility while maintaining regulatory alignment and academic integrity.

51. In considering Standard 5.1, the visitor team reviewed the course specifications for BSc (Hons) Nursing and MSci Nursing (Dual Field). The documentation confirms that all pre-registration nursing programmes at UWL meet the required minimum award of a bachelor's degree. Each course specification clearly outlines the award title students will receive upon successful completion of the full programme.

52. In assessing the evidence submitted in assurance of Standard 5.2, the visitor team reviewed the course specifications for BSc (Hons) Nursing and MSci Nursing (Dual Field). All documents explicitly state, within the section titled 'Mark of Registration with the NMC', that students must register their qualification with the NMC within five years of programme completion. They also clarify that failure to register within this period may require additional education, training, or relevant experience, as per NMC standards.

53. Based on the information made available, the visitor team considers that UWL has in

place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

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