



# **Nursing and Midwifery Council Quality Assurance Review**

## **Major Modification Report for:**

**Pre-registration nurse qualification leading to:**

**Pre-registration nursing – Adult**

**Pre-registration nursing – Child**

**Pre-registration nursing – Learning Disabilities**

**Pre-registration nursing – Mental Health**

**University of Winchester**

**April 2025**

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## Key institutional and programme details

<b>Name and location of Approved Education Institution (AEI)</b>	The University of Winchester Sparkford Road Winchester S022 4NR
<b>AEI/EI Institution Identifier [UKPRN]</b>	10003614
<b>Name and location of programme delivery partner(s) if not the AEI noted above</b>	N/A
<b>Name of employer partners for apprenticeships</b>	Central Surrey Health Dorset Healthcare University NHS Foundation Trust Frimley Training Hub Hampshire Hospitals Foundation Trust Hampshire County Council Hartford Care Knellwood War Memorial Nursing Home Oxford Health NHS Phyllis Tuckwell Hospice PBS4 SEEABILITY (The Royal School for the Blind) Service Solent NHS Trust Southern Health Sussex Community NHS Foundation Trust Sussex Partnership NHS Foundation Trust Treloar's College University Hospital Southampton
<b>Approval type</b>	Major modification

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

<b>Proposed programme start date</b>	01 September 2025
<b>Standard(s) under assessment</b>	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes
<b>Date of visit</b>	10 April 2025
<b>Visitor team</b>	Registrant Visitors: Professor David Clarke Dr Linda Walker  Lay Visitor: Dr Anne Harbisher

## Executive summary

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

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

Visits enable both the NMC visitors and the AEI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI's 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 programme team and senior managers.

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

The conjoint visit with the AEI approval panel took place on 10 April 2025.

### Context for the review

This modification proposed by the University of Winchester (UoW) involves refreshment of the curriculum structure, content and assessment of the original three-year Bachelor of Nursing (BN) with Honours (Hons) programme approved in September 2019. This includes the creation of a smaller number of larger credit theory modules at each academic level to align with UoW's new credit structure framework, as well as all placements organised by UoW to be assessed within a single module at each level. The assessment strategy is also being refreshed in response to student demographic and attainment data and new thinking relating to degree-level assessment, including the increasing use of Artificial Intelligence (AI) and the value of written examinations.

In addition, a new three-year Registered Nurse Degree Apprenticeship (RNDA) is being developed with the intention of offering this as an alternative to the approved four-year RNDA route and increasing the number of learners following the apprenticeship route to nursing.

The modifications impact on Part 3 Standards for Pre-registration Nursing only. The standards reviewed are indicated in the tables below; the visitor team confirmed that the remaining standards were not impacted by the modification.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI 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 detailed findings of the NMC 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** (following the visit and prior to the consideration of the AEI/EI 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 not met	NMC only/ Joint	AEI only
C1	Remove discrepancies identified in the documentation to ensure it is clear how the 120 credits are allocated in Level 5			AEI
Date for all conditions to be met to meet intended delivery date		8 May 2025		

Joint conditions relate to both NMC standards and the AEI's programme approval outcomes. 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	Specific standard(s)	NMC only/ Joint	AEI only
R1	Review resources to ensure sufficient time for personal tutoring activities to support coaching the learners to develop their wider skills (especially in relation to the choices associated with assignments)			AEI

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

### Statements of good practice

Statements of good practice relating to the NMC standards				
No.	Details	Specific standard(s)	NMC only/ Joint	AEI only
GP1	The clear integration of student voice in relation to choice in assessment, without reducing the rigour of the programmes, while supporting the diversity of students	2.4	NMC only	



GP2	The innovative, creative, and excellent use of simulations, incorporating a good variety of tools in a challenging environment	2.10	NMC only	
GP3	The exceptional relationships between the University and practice partners	3.1, 3.3	NMC only	
GP4	The supportive nature of the programme team highlighted by all stakeholders, including learners, practice partners and experts by experience			AEI
GP5	The coherent, cohesive and well scaffolded learning opportunities provided throughout the programmes			AEI
GP6	The clear team approach to development with everyone contributing to the success of the programmes			AEI

## Response to conditions

### Response to AEI/EI only conditions

The response to UoW's condition that is not directly related to individual NMC standards is reported in the table below.

Response to AEI/EI only conditions		
No.	Condition details	Findings
C1	Remove discrepancies identified in the documentation to ensure it is clear how the 120 credits are allocated in Level 5	<p>The Chair of the con-joint panel confirmed by email (dated 05 June 2025) that the internal condition, as noted in the minutes of the visit, have been met.</p> <p>The visitor team consider that for Condition C1, that UoW has fully addressed the requirements of the condition and therefore Condition C1 is met.</p>

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

In relation to the Recognition of Prior Learning (RPL), UoW has recently adopted a system of 'programme specific requirements', replacing the previous 'exemption from academic regulations system'. This change continues to enable the nursing provision to comply with the NMC requirement that RPL should not exceed 50% of a programme.

NMC Platforms mapping to the BN and RND A provision and supplementary RPL mapping to NMC Skills Annexes A and B enable the identification of potential gaps in skills learning that need to be addressed to support RPL learner subsequent progression.

## Findings

1. The visitor team considered a range of evidence including programme specifications, admissions-related interview information and questions, the Disclosure and Barring Service (DBS) Policy and Fitness to Practice Policy, RPL information, mapping documentation for NMC Standards of proficiency and nursing modules, and student handbooks. The visitor team also discussed selection, admission and progression arrangements with different groups of stakeholders including UoW staff, experts by experience/carers representatives, practice partners, stakeholder groups and practitioners, employers, and students.
2. UoW indicated that Standards 1.1 to 1.7 are not affected by refinements made to the admission process in 2024, and planned changes to the IELTS requirement to 6.5 with 6.0 minimum in writing, and the offer of an equivalent test for level 2 Maths and English Language either in-house or by an approved external agency. Interview questions are suitable for Standard 1.1.1 and link directly to the values and behaviour contained in the Code (1.1.2, 1.1.3). The interview information pack also directly links to these standards and lists the documents required for interview, including level 2 English and Maths (1.1.4, 1.1.5, 1.1.6). Programme specifications indicate that entry criteria can be found on the website while also specifying in detail the requirement for digital literacy (1.1.7). The visitor team confirmed that Standards 1.1 to 1.7 were unaffected by the proposed modification.
3. Based on the information made available, the visitor team considers that UoW has appropriate arrangements in place for Section 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	State routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Ensure that field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12	Ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.14	Ensure programmes leading to nursing registration and registration in another profession are of suitable length 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

UoW currently offers a three-year direct entry BN programme and a four-year Registered Nurse Degree Apprenticeship (RNDA) route and is now proposing to offer a new three-year RNDA pathway as an alternative to the latter route.

While the programmes may vary in length and mode of study, they include 120 credits at each level and comprise 4,600 hours, providing an equal balance of 50% theory and 50% practice.

## Findings

4. The visitor team reviewed a range of evidence, including mapping documentation relating to BN and RNDA programmes and their alignment with NMC requirements, a transition plan, programme specifications, the Standard Operating Procedure (SOP), module descriptions, programme handbooks, programme calendar and module hours.
5. With regard to Standard 2.1, from its review of updated evidence presented, the visitor team found there to be no fundamental change to programme structure or content and consequently considered that this Standard is not affected by the modification.
6. The visitor team reviewed updated evidence submitted by UoW in relation to Standards 2.2 and 2.3 and concluded that these standards were unaffected by the proposed modification.
7. In relation to Standard 2.4, the visitor team noted that the structure of the nursing programmes has been refreshed, resulting in an updating of the modules offered and their associated assessments. The transition plan (January 2025) shows that the proposed new learning outcomes have been mapped to the proposed new assessment methods, for all stages and for all fields. Mapping to the NMC standards of proficiency has also been undertaken. The indicative topic areas remain very similar with refreshed and updated language. The proposed new assessment strategies are creative and varied and will enable the students to demonstrate that they can meet the NMC standards of proficiency and programme learning outcomes. The language used has been updated to reflect contemporary nursing and health care practice. The visitor team recognises as **good practice (GP1)** the clear integration of student voice in relation to choice in assessment, without reducing the rigour of the programmes, while supporting the diversity of students.
8. With regard to Standards 2.5, 2.6, 2.7 and 2.8, the visitor team considered that the mapping activity undertaken and the transition plan show how the curriculum maps across to reflect the NMC standards of proficiency for registered nurses across all four fields of practice. The visitor team confirmed that the total hours for the nursing programmes meet the NMC requirements of a minimum of 4,600 hours. The visitor team further noted that, while the core teaching content remains the same to meet the NMC standards of proficiency for registered nurses, modules and assessments have been refreshed. Module descriptors and programme handbooks detail learning outcomes, the assessment strategy and subject content which remain very similar to previously approved provision, albeit with refreshed and updated language. The visitor team found the updated 2024 BN Nursing and RNDA Skills Passport and Additional Experiences document provided to be mapped clearly to the standards required and was much easier to follow than an earlier 2020 version of the

document. The visit provided additional reassurance that all aspects of the law have been incorporated into the curriculum for all four fields and that learners would be exposed to relevant field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation.

9. In considering Standards 2.9 and 2.10, the visitor team confirmed that the curriculum provides an equal balance between theory and practice, underpinned by a range of teaching and learning strategies. The 2025 updated programme documentation provided shows that provision is more streamlined and reflects the proposed refreshed curriculum. Additional documentation relating to simulation opportunities requested by, and provided for, the visitor team in advance of the visit illustrated significant investment and improvement in the simulation provision which the visitor team considered to be both robust and creative. Discussions during the visit confirmed that UoW provides appropriate technology and simulation opportunities to support supervision, learning and assessment across the curriculum. The visitor team recognises as **good practice (GP2)** the innovative, creative and excellent use of simulations, incorporating a good variety of tools in a challenging environment.
10. The visitor team considered that Standard 2.11 was not applicable to this major modification.
11. With regard to Standard 2.12, the visitor team confirmed from the information provided that the pre-registration nursing programmes meet the equivalent of the minimum length of three (academic) years for full-time programmes and consist of a minimum of 4,600 hours including theoretical, skills/simulation and practice hours.
12. In relation to Standards 2.13 and 2.14, the visitor team noted that UoW has no plans to run nursing provision leading to registration in two fields of practice, or to registration in nursing and another profession at this stage.
13. Based on the information made available, the visitor team considers that UoW has appropriate arrangements in place for Section 2: Curriculum to enable the NMC standards to be met.

### 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

The programmes involve a minimum of 2,300 practice learning hours. Simulated practice hours are clearly documented and do not exceed 600 hours.

#### Findings

14. The visitor team reviewed a range of evidence, including a new curriculum BN and RNDA calendar, the SOP, Nursing and RNDA Skills Passport, and programme handbooks.
15. Standard 3.1 is not impacted by the proposed major modification. Original programme documentation and the updated SOP and BN and RNDA calendar confirm practice learning opportunities that allow students to develop and meet the NMC 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 are part of the programme pathways. Further confirmation was provided during the online visit when students and practice learning partners spoke of the practice learning opportunities available to enable 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. The visitor team recognises as **good practice (GP3)** the exceptional relationships between UoW and practice partners which provide learning opportunities for students to develop the required standards of proficiency in relation to this standard and standard 3.3 below.

16. Standard 3.2 is not impacted by the proposed major modification. The Effective Allocation of Placement Experiences 2024 document applies. Students and practice learning partners confirmed that practice learning opportunities available, including simulated practice teaching and learning, provide students with experience of a variety of practice expected of registered nurses to meet the holistic needs of people of all ages.
17. Standard 3.3 is not impacted by the proposed major modification. Documentary evidence provided shows that practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in the standards of proficiency for registered nurses, are available in all fields of practice.
18. In considering Standard 3.4, documentary evidence provided demonstrates that the new proposed three-year nursing degree apprenticeship route provides no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning. Modifications to other routes also provide documentary evidence to show that this standard is met.
19. Standards 3.5 and 3.6 are not impacted by the proposed major modification. Documentary evidence and discussions with practice learning partners and students confirmed that students' individual needs and personal circumstances are considered when allocating their practice learning, including making reasonable adjustments for students with disabilities. Students confirmed they felt supported by UoW and practice placements in any reasonable adjustments that are required. Students and practice learning partners confirmed that students experience the range of hours expected of registered nurses.
20. In relation to Standard 3.7, which is unchanged since the last major modification, the visitor team noted that the SOP for nursing programmes clearly states how the supernumerary status of students should be maintained in practice learning environments, and the updated programme handbooks also contain guidance on supernumerary status for students. At the visit, students indicated that they are normally supernumerary and, where they raise concerns around their supernumerary status, UoW is supportive and intervenes to ensure the practice learning placement is suitable and supportive of student learning.
21. Based on the information made available, the visitor team considers that UoW has appropriate arrangements in place for Section 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Ensure that there is equal weighting in the assessment of theory and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10	Ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in standards of proficiency for registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Findings

22. The visitor team considered a range of evidence for this standard including the SOP, student handbooks, module descriptors, module programme hours, the 2019 to 2025 transition plan, mapping for NMC Platforms to programme/module learning outcomes and indicative topic area, and Principles to Support Effective Allocation of Placement Experiences. Discussions were also held with UoW staff involved in the management and delivery of the provision, current nursing students, and practice partners, stakeholder groups and practitioners/employers during the visit.
23. In considering Standard 4.1, the visitor team found that the documentation submitted demonstrated that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education. As the programme is being refreshed leading to changes in structure and delivery, relevant

documentation, for example module descriptors and programme handbooks, has been updated.

24. With regard to Standard 4.2, the updated SOP and mapping document plus previously uploaded documentation demonstrates that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment has not changed since the last modification. This standard is unaffected by the proposed modification.
25. In relation to Standard 4.3, the SOP has been updated to identify the name of the registered nurse responsible for directing the education programme.
26. With regard to Standard 4.4, BN and RNDA programme specifications and the nursing programme assessment strategy detail the range of opportunities there are for students to receive feedback across their programme of study.
27. In considering Standard 4.5, the visitor team reviewed NMC Platforms Mapping to BN and RNDA Programme Learning Outcomes and Modules 2025, BN and RNDA module descriptor documentation. The documentation submitted demonstrates that, throughout their programme of study, students are enabled to meet the NMC Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.
28. In relation to Standards 4.6 and 4.7, the visitor team's review of the module descriptor for Practice Learning for Nursing 3, programme specifications and the 2024 BN Nursing and RNDA Skills Passport confirmed that these standards are unaffected by the proposed modification.
29. In considering Standard 4.8, the nursing programme assessment strategy and BN and RNDA module descriptors demonstrate that students are assessed to confirm proficiency in preparation for professional practice as a registered nurse.
30. With regard to Standard 4.9, programme specifications demonstrate that there is equal weighting in the assessment of theory and practice and this standard is unaffected by the modification.
31. In relation to Standard 4.10, the Skills Passport confirms that all proficiencies are recorded in an ongoing record of achievement against the proficiencies and skills for registered nurses. The visitor team therefore considered that the proposed changes do not affect this standard.
32. Based on the information made available, the visitor team considers that UoW has appropriate arrangements in place for Section 4: Supervision and assessment to enable the NMC standards to be met.

## 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

33. The visitor team considered a range of evidence for this standard including programme specifications and student handbooks.
34. Student handbooks and programme specifications set out minimum award requirements and state that registration has to take place within five years.
35. Based on the information made available, the visitor team considers that UoW has appropriate arrangements in place for Section 5: Qualification to be awarded to enable the NMC standards to be met.

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