



# **Nursing and Midwifery Council**

## **Major Modification Report for pre-registration nursing qualifications:**

**Pre-registration nursing - Adult**

**Pre-registration nursing - Child**

**Pre-registration nursing - Learning Disabilities**

**Pre-registration nursing - Mental Health**

**University of Wolverhampton**

**March 2026**

**QA Link reference number: 021025091618-M**

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## Key institutional and programme details

<b>AEI Institution Identifier [UKPRN]</b>	10007166
<b>Address of main programme delivery</b>	Institute of Health Walsall Campus Gorway Road Walsall WS1 3BD England
<b>Satellite site details</b>	Existing satellite sites: N/A  New satellite sites: N/A
<b>Partnership site details</b>	N/A
<b>Endorsement details</b>	N/A
<b>Name of new employer partners for apprenticeships</b>	N/A, this is not an apprenticeship route
<b>Event type</b>	Major modification
<b>Proposed programme start date</b>	29 September 2026
<b>Date of activity</b>	30 March 2026
<b>Visitor team</b>	Registrant Visitor:  Professor David Clarke  Lay Visitor:  Professor Mark Irwin

Name of current programmes under scrutiny					
NMC programme title	AEI programme title(s) (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	BNurs (hons) Adult Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	BNurs (hons) Children's Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6		<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-registration nursing - Learning Disabilities</b>	BNurs (hons) Mental Health Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Mental Health</b>	BNurs (hons) Learning Disabilities	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6		<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Titles of amended programmes following modification</b>					
<b>Pre-registration nursing - Adult</b>	Bachelor of Science (Hons) Adult Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Child</b>	Bachelor of Science (Hons) Children's Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Learning Disabilities</b>	Bachelor of Science (Hons) Learning Disabilities Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Mental Health</b>	Bachelor of Science (Hons) Mental Health Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6		<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### **Exit awards that lead to NMC registration**

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

## Introduction

Quality assurance (QA) activity is undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval or modification of the above-named programme(s). QA activity follows processes outlined in the relevant handbooks. These handbooks provide guidance for Approved Education Institutions (AEIs) on quality assurance activities that the QAA (Quality Assurance Agency) performs as the quality assurance service provider (QASP) for the NMC. These can be found [here](#).

QA activity involves desk-based analysis of the AEI's self-evaluation narrative and documentary evidence which will inform the decision of the visitor/s on whether each of the NMC programme standards in Part 3 have been met. To facilitate decision making, NMC visitors are able to request further information, evidence or clarification. All narrative and evidence submitted by the AEI is reviewed by the visitor/s, with the event then providing the opportunity for triangulation of evidence. A list of all evidence reviewed which has supported decision making is provided within this report.

QA activity will take into consideration the input of a range of stakeholders such as students, people who use services and carers (PSCs), employer partners (EPs), practice learning partners (PLPs), the programme team and senior managers.

The AEI has already been through quality assurance gateway processes that have provided assurance that all Part 1: Standards framework for nursing and midwifery education (SFNME) (NMC 2018, updated 2023) and Part 2: Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) have been met.

Part 3 is contextualised for the programme under scrutiny and provides the AEI with an opportunity to provide evidence of how Part 1 and Part 2 continue to be met. Part 1 and Part 2 will therefore be referred to as appropriate.

For programme approvals, all standards within Part 3: Standards for pre-registration nursing programmes (NMC 2018, updated 2023) are reported upon. For major modifications, only those Part 3 standards impacted by the modification are reported upon.

A draft report is shared with the AEI for the purposes of confirming factual accuracy before the report is finalised. All decisions at the event are provisional until ratified by the NMC. No students or apprentices should be enrolled onto any of the programmes under consideration until the AEI receives written confirmation of approval from the NMC.

The conjoint visit with the University of Wolverhampton's approval panel took place on 30 March 2026.

### Context

This quality assurance activity relates to a major modification and revalidation of the University of Wolverhampton (UoW) pre-registration nursing programmes across all four fields of nursing practice. The modification is driven by the introduction of a new institutional curriculum framework as part of the university's strategy 2035, with the intention of delivering a more inclusive, flexible and future-focused academic experience.

The proposed changes include a revised programme structure with the introduction of 30-credit modules, amendments to the sequencing and flow of the academic year, updates to theoretical assessment strategies, and minor adjustments to practice learning hours while maintaining compliance with regulatory requirements. The programme title has also been

updated to reflect sector norms. These changes will apply to future cohorts from September 2026 and do not impact current students on programme.

The modification has been informed by a comprehensive review of the existing programme, alongside reflection on sector developments and changes within health and social care. The review has been supported by PLPs and aligns with ongoing engagement with the regulator.

Co-production has been central to the development of the proposed programme. A range of stakeholders, including PLPs, students and alumni, and PSC and patient advocacy group representatives, have been engaged through stakeholder events, surveys, course committees and targeted consultation activities. Feedback from these groups has directly informed curriculum design, including programme structure, field-specific learning, assessment approaches and preparation for practice. Stakeholders continue to contribute to programme delivery and development, particularly in relation to practice learning, simulation and lived experience input.

During the online event, the visitor team met with a range of stakeholder groups including the programme team and senior school representatives, students, PLPs and PSC representatives. No significant stakeholder groups were absent from the visit.

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

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

## Explanation of findings for Part 3

This report addresses only those standards identified as within scope.

The visitor team reviewed a comprehensive range of evidence to inform this report, including university policies, programme specifications, module records, programme handbooks, mapping documents, and practice assessment documents (PADs). A full list of the evidence considered by the visitors is at the back of this report.

The accompanying table sets out a concise summary of the curriculum and practice learning requirements for the programmes under scrutiny.

<p><b>Overview of course structure and curriculum</b></p>	<p>The BSc (Hons) Nursing programme is delivered full-time over three academic years and is available across all four fields: adult nursing, mental health nursing, children's nursing and learning disabilities nursing. The overall programme structure is the same for each field, with field-specific modules and practice learning experiences enabling students to develop the knowledge, skills and proficiencies required for their intended field of registration.</p> <p>The programme comprises a total of 360 credits, with 120 credits delivered at each of Levels 4, 5 and 6, utilising UoW's 30-credit module framework:</p> <ul style="list-style-type: none"> <li>- At Level 4, students undertake one field-specific theory module, two core shared theory modules and one core practice module.</li> <li>- At Level 5, the structure includes field-specific theory and practice modules, a core practice module and an option module, enabling students to explore areas of interest.</li> <li>- At Level 6, students complete a field-specific theory, two practice modules alongside a core shared theory module, supporting consolidation and preparation for registration.</li> </ul> <p>The programme comprises a total of 4,762.5 hours across three years, with each part consisting of 1,587.5 hours. Each year includes 787.5 hours of theory and 800 hours of practice learning, with theory delivered prior to practice learning to support the application of knowledge in practice. Retrieval periods are built into each part to support students to recover theory or practice learning where required.</p> <p>Year 1 of the programme comprises 1,587.5 hours</p> <ul style="list-style-type: none"> <li>- 787.5 hours of theory-based learning delivered across 21 weeks with 37.5 contact hours per week             <ul style="list-style-type: none"> <li>- 2 welcome weeks (75 hours)</li> <li>- 12 theory weeks (450 hours)</li> <li>- 3 'Get Set' preparation for practice weeks (112.5 hours)</li> <li>- 3 assessment weeks (112.5 hours)</li> <li>- 1 enrichment week (37.5 hours)</li> </ul> </li> <li>- 800 hours of practice learning delivered across 20 weeks with 40 contact hours per week.</li> </ul> <p>Year 2 of the programme comprises 1,587.5 hours</p> <ul style="list-style-type: none"> <li>- 787.5 hours of theory-based learning delivered across 21 weeks with 37.5 contact hours per week             <ul style="list-style-type: none"> <li>- 2 transition to practice weeks (75 hours)</li> <li>- 12 theory weeks (450 hours)</li> <li>- 3 'Get Set' for practice theory weeks (112.5 hours)</li> <li>- 3 assessment weeks (112.5 hours)</li> <li>- 1 enrichment week (37.5 hours)</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>- 800 hours of practice learning delivered across 20 weeks with 40 contact hours per week.</li> </ul> <p>Year 3 of the programme comprises 1,587.5 hours</p> <ul style="list-style-type: none"> <li>- 787.5 hours of theory-based learning delivered across 21 weeks with 37.5 contact hours per week <ul style="list-style-type: none"> <li>- 2 transition to practice weeks (75 hours)</li> <li>- 12 theory weeks (450 hours)</li> <li>- 3 'Get Set' for practice theory weeks (112.5 hours)</li> <li>- 3 assessment weeks (112.5 hours)</li> <li>- 1 enrichment week (37.5 hours)</li> </ul> </li> <li>- 800 hours of practice learning delivered across 20 weeks with 40 contact hours per week.</li> </ul> <p>The curriculum is underpinned by a blended and experiential learning approach, emphasising the application of knowledge through simulation, practice learning experiences and reflective activity. Learning is supported through a combination of face-to-face teaching, digital resources and technology-enhanced learning, including the use of simulation and virtual learning environments. Interprofessional education, PSC involvement, and research and evidence-based practice are embedded throughout the programme. Assessment is structured and staggered across the academic year and includes a range of methods, including written assignments, examinations, simulated assessment and practice-based assessment through the electronic practice assessment document (ePAD).</p> <p>The curriculum is designed using a spiralled approach, with core themes introduced at Level 4 and developed in complexity through Levels 5 and 6.</p> <p>At Level 4, the focus is on developing foundational knowledge, skills and professional behaviours, including communication, professional values, fundamental nursing skills and patient safety.</p> <p>At Level 5, students build on this foundation through the development of clinical reasoning, application of evidence-based practice and engagement with more complex and diverse care needs across the lifespan, alongside interprofessional working and understanding of public health and wider determinants of health.</p> <p>At Level 6, the curriculum focuses on consolidation, leadership and readiness for practice, enabling students to manage complexity, demonstrate professional accountability and apply evidence to practice, including through an independent project. This progressive structure supports students to achieve the Standards of proficiency for registered nurses (SoPRN) (NMC 2018, updated 2023) within their chosen field.</p>
<p><b>Overview of practice learning requirements</b></p>	<p>Practice learning is a core component of the programme, with students completing a total of 2,400 hours of practice learning across the three-year programme. Practice weeks are based on 40 hours, comprising 37.5 hours of clinical practice and 2.5 hours for ePAD activity, reflection and documentation of learning. Practice learning experiences are structured to support progressive development and increasing autonomy across the programme.</p> <p>Part 1 of the programme comprises 800 hours of practice learning (760 hours of practice learning experiences and 40 hours of simulated practice learning (SPL)) delivered across 20 weeks with 40 contact hours per week:</p>

- 1 'Get Set' preparation for practice week delivered at the university in simulation (40 SPL hours)
- 1 induction week delivered in the practice learning environment (40 hours)
- 2 practice learning experiences totalling 720 hours
  - 1 x 8-week experience (320 hours)
  - 1 x 10-week experience (400 hours).

Part 2 of the programme comprises 800 hours of practice learning (760 hours of practice learning experiences and 40 hours of SPL) delivered across 20 weeks with 40 contact hours per week:

- 1 'Get Set' preparation for practice week delivered at the university in simulation (40 SPL hours)
- 1 induction week delivered in the practice learning environment (40 hours)
- 2 practice learning experiences totalling 760 hours
  - 1 x 9-week experience (360 hours)
  - 1 x 10-week experience (400 hours).

Part 3 of the programme comprises 800 hours of practice learning (760 hours of practice learning experiences and 40 hours of SPL) delivered across 20 weeks with 40 contact hours per week:

- 1 'Get Set' preparation for practice week delivered at the university in simulation (40 SPL hours)
- 1 induction week delivered in the practice learning environment (40 hours)
- 2 practice learning experiences totalling 760 hours
  - 1 x 9-week experience (360 hours)
  - 1 x 10-week experience (400 hours).

There is a 4-week retrieval opportunity at the end of each part, enabling students to recover up to 160 hours of practice learning where required to support progression.

Practice learning is undertaken across a range of practice learning environments, including NHS and PIVO sector settings, to ensure students experience a breadth of care across the lifespan and across all four fields of nursing practice. Students are expected to engage in the 24-hour nature of care delivery, including a range of shift patterns, to support the development of holistic, person-centred care and achievement of proficiencies. Practice learning experiences are supported by practice supervisors (PSs), practice assessors (PAs) and academic assessors (AAs), with assessment and progression monitored through the ePAD.

UoW is approved to deliver up to 600 hours of SPL within the programme, although the current proposal is to utilise 120 hours. SPL contributes towards practice learning hours and supports students in achieving programme learning outcomes through authentic, contextualised, and supervised experiences relevant to contemporary nursing practice. It is used to support the development and assessment of proficiencies, particularly where opportunities may be limited within practice learning environments.

SPL is delivered through structured, scenario-based learning that enables students to develop skills, confidence, and clinical decision-making within a safe and supportive setting. This approach is SSSA compliant, with all relevant roles in place and the learning environment subject to quality assurance, audit, consistent evaluation, and feedback opportunities. Students are supervised by a PS, who provides feedback to the PA. The PA is responsible for assessing and making decisions

	<p>regarding proficiency sign-off in collaboration with the AA. In line with SSSA requirements, the AA and the PA/PS are not simultaneously the same person from the programme team. Scenarios are designed to reflect contemporary nursing practice and provide realistic opportunities for students to develop and demonstrate proficiency.</p>
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## 1: Selection, admission and progression

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

<p><b>1.1</b> confirm on entry to the programme that students:</p> <p><b>1.1.1</b> 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><b>1.1.2</b> demonstrate values in accordance with the Code</p> <p><b>1.1.3</b> have capability to learn behaviours in accordance with the Code</p> <p><b>1.1.4</b> have capability to develop numeracy skills required to meet programme outcomes</p> <p><b>1.1.5</b> can demonstrate proficiency in English language</p> <p><b>1.1.6</b> have capability in literacy to meet programme outcomes</p> <p><b>1.1.7</b> have capability for digital and technological literacy to meet programme outcomes.</p>	Met
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Not in scope in relation to this major modification.

<p><b>1.2</b> 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.</p>	Met
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Not in scope in relation to this major modification.

<p><b>1.3</b> 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.</p>	Met
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Not in scope in relation to this major modification.

<p><b>1.4</b> 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.</p>	Met
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Not in scope in relation to this major modification.

<p><b>1.5</b> permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50 percent of the programme</p>	Met
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Documentary evidence reviewed by the visitor team included programme specifications and UoW regulatory documentation, which confirm that recognition of prior learning (RPL) is permitted for up to a maximum of 50% of the programme, equating to 180 credits of the 360-credit programme, in line with regulatory requirements. This is operationalised through approved exemptions to university regulations for pre-registration nursing, with institutional approval confirmed through the academic framework and regulations subcommittee, and alignment to academic regulations for 30-credit modules.

The visitor team was assured that this requirement is clearly defined and consistently applied. Programme documentation explicitly states the 180-credit limit, and RPL applications are managed through a formalised school level panel, ensuring that the credit awarded does not exceed this threshold and is mapped against the SoPRN and programme outcomes.

Further evidence demonstrated that applications are subject to structured scrutiny, with applicants identified through the admissions process and held from progression until the panel review is complete. The panel considers full application details and seeks additional evidence where required to determine eligibility for advanced entry. Documentation also outlines how students admitted with RPL are supported through onboarding, including allocation of personal tutors, practice learning induction, practice learning experience allocation and completion of mandatory training. Confirmation that all successful RPL decisions are reported through progression boards attended by external examiners (EEs) provides additional academic oversight.

1.6 for NMC registered nurses, permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes that may be more than 50% of the programme.	Met
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The visitor team reviewed documentary evidence which included programme specifications and associated regulatory documentation, which confirm that RPL for NMC-registered nurses may exceed 50% of the programme. The programme specifications explicitly state that registered nurses may claim RPL for the first two years of the programme, equating to 240 credits of the 360-credit programme, in line with regulatory requirements. This is operationalised through approved exemptions to university regulations for pre-registration nursing, aligned to institutional regulatory frameworks and academic regulations for 30-credit modules.

The visitor team was assured that this requirement is clearly defined and appropriately implemented. The documentation demonstrates that RPL for NMC-registered nurses is formally recognised within the programme structure, with the permitted volume of credit clearly articulated and aligned to the mapping of prior learning against the SoPRN and programme outcomes.

Further evidence indicates that these arrangements are governed through established institutional processes, including oversight of exemptions and alignment with university regulations and by EEs. Documentation also outlines the onboarding process for students admitted with advanced standing, ensuring appropriate support in their transition into 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.	Met
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Documentary evidence reviewed by the visitor team included a range of mapping documents and programme-level information which demonstrate that students are supported to continuously develop their abilities in numeracy, literacy and digital and technological literacy across the programme. This includes mapping to Annexe A and B of the SoPRN, graduate attributes, module specifications and practice assessment documentation. Collectively, this evidence confirms that these skills are embedded across both theory and practice learning components and aligned to programme outcomes.

The visitor team was assured that there is a comprehensive and structured approach to the development of these skills. At programme entry and within Level 4, students are supported

to identify baseline capabilities through formative assessment, including the completion of an individual learning plan. This is supported by the allocation of a success coach in the first year, providing personalised guidance and targeted support to address identified development needs in numeracy, literacy and digital and technological literacy. Programme documentation demonstrates that numeracy, literacy and digital and technological literacy are integrated throughout the curriculum, with mapping indicating coverage across all academic levels and an increasing emphasis at Levels 5 and 6. The inclusion of graduate attributes, which incorporate digital confidence, communication, security and the ethical use of artificial intelligence (AI), further evidences a whole programme approach to developing these capabilities.

Evidence demonstrates that digital capability and literacy are considered from the point of application and admission, with prospective students engaging with the university's website and digital application systems. The completion of application materials, including written responses, provides opportunities for applicants to demonstrate baseline literacy and digital competencies on entry. This is further supported during induction, where students are introduced to core digital systems and expectations for digital engagement, establishing a foundation for ongoing development. Students are required to engage with a range of digital platforms and technologies throughout the programme. This includes the use of a virtual learning environment (VLE) to access learning materials and submit assessments, engagement with technology-enhanced learning approaches, and the use of an ePAD to record and receive feedback on practice-based learning. Assessment strategies across the programme incorporate a range of methods, including written work, examinations, simulated assessment and practice-based assessment, providing structured opportunities for students to progressively develop and demonstrate these skills. The visitor team was also assured that numeracy skills are explicitly developed and assessed through the use of medication calculation software.

The visitors conclude that the AEI has met Standard 1: Selection, admission and progression.
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## 2: Curriculum

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

2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	Met
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The visitor team reviewed documentary evidence which included programme-level mapping to the SoPRN, alongside documentation relating to the programme modification, including approval of the award title change and associated regulatory processes. The mapping demonstrates that programme outcomes and module content comprehensively align to the SFNME, with clear mapping across all required platforms and SoPRN. The mapping provided is comprehensive and demonstrates constructive alignment of proficiencies across all academic levels. Documentation also confirms that the change in award title from Bachelor of Nursing to BSc (Hons) Nursing is aligned with sector norms and has been subject to appropriate institutional approval processes.

Further assurance was provided through documentary evidence of extensive stakeholder engagement in relation to the proposed programme modifications. This included structured consultation with PLPs, students and PSC representatives through stakeholder events, surveys, course management committees and targeted engagement activities. Evidence demonstrates that feedback has been actively sought, considered and used to inform programme development, including the proposed title change and curriculum structure.

Assurance was strengthened through discussion with the programme team at the online event, who described well established partnership working with a wide range of PLPs across NHS and private, independent and voluntary organisation (PIVO) sectors. This includes regular meetings, collaborative practice learning experience planning processes, shared systems for practice learning allocation and responsive communication channels, supporting both quality assurance and capacity management. PLPs confirmed that they have been meaningfully involved in programme development through ongoing consultation, stakeholder events and collaborative discussions, and described the approach as responsive and inclusive, with evidence that their input has influenced curriculum design and the planning of practice learning experiences. PSC representatives also confirmed active involvement in consultation processes, contributing perspectives on communication, person-centred care and health inequalities, and described a two-way engagement approach where feedback is acknowledged and acted upon. Students confirmed that they have been consulted on the proposed programme changes through surveys, curriculum discussions and feedback mechanisms, and that their views have informed developments, particularly in relation to increased field-specific learning and preparation for practice.

While this demonstrates strong partnership working in programme design and development, there is scope to further strengthen the consistency and breadth of PSC involvement as equal partners across all aspects of programme delivery, including simulation-based learning (SFNME 1.12) and student recruitment and selection processes (SFNME 2.7), to ensure this is systematically embedded across the programme lifecycle, and this resulted in **recommendation (R1)** and **recommendation (R2)**.

2.2 comply with the NMC Standards for student supervision and assessment.	Met
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Not in scope in relation to this major modification.

<p><b>2.3</b> 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.</p>	<p>Met</p>
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Documentary evidence reviewed by the visitor team included programme and module specifications and mapping documentation, which demonstrate that programme learning outcomes reflect the SoPRN, including all seven platforms and Annexe A and B. Course specifications for all four fields of nursing practice confirm that both core and field-specific learning outcomes are defined and aligned to programme outcomes.

The visitor team was assured that programme learning outcomes are comprehensively and constructively aligned to the SoPRN. Mapping documentation demonstrates clear alignment between module outcomes, programme outcomes and regulatory requirements, with coverage across all academic levels. Module specifications provide evidence of a structured balance between shared and field-specific content, enabling students to meet the holistic requirements of registration while developing depth of knowledge and skills within their chosen field of practice.

Further evidence demonstrates that field identity is developed progressively across the programme through dedicated field-specific modules in each year, alongside opportunities for shared learning across fields. Optional modules provide additional opportunities for students to explore areas of interest and broaden their understanding, while maintaining alignment with programme outcomes.

Practice learning opportunities across a range of settings further support the achievement of learning outcomes, enabling students to apply knowledge and skills in delivering safe and effective care to diverse populations across all four fields of nursing practice.

<p><b>2.4</b> 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.</p>	<p>Met</p>
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The visitor team reviewed programme and module specifications, curriculum mapping and supporting strategies, which demonstrate that the programme is designed and delivered to provide exposure across all four fields of nursing practice. This includes mapping to the SoPRN and Annexe A and B, alongside module documentation evidencing a structured balance of shared and field-specific learning. Programme design reflects institutional requirements for differentiation between fields, while maintaining opportunities for shared learning across the curriculum.

The visitor team was assured that the programme provides multiple and progressive opportunities for students to experience all four fields of nursing practice. This is achieved through a combination of core modules, simulated learning, interprofessional learning opportunities, shared reflection with AAs and diverse practice learning experiences. The curriculum design demonstrates a scaffolded approach, with shared skills and simulation-based learning in the early stages of the programme, progressing to more advanced and field-specific learning in Years 2 and 3. Practice learning modules further support this by enabling exposure to a range of settings, with opportunities to consolidate field-specific practice in the final year.

The programme is designed to support both cross-field and field-specific learning through a structured balance of shared core modules and progressively field-specific modules, with increasing specialisation across the programme. Practice learning is aligned to field routes, with students allocated to experiences relevant to their chosen field while maintaining

opportunities for broader exposure across all fields. Assessment processes, including the use of the ePAD, and the involvement of AAs and personal tutors from the same field, further support the development and verification of field-specific proficiencies and readiness for registration.

Further assurance was provided through evidence demonstrating robust and collaborative processes for the coordination of practice learning across a wide range of environments. The use of a health economy model, shared practice learning allocation systems and structured practice learning summits enable effective joint planning with PLPs. These processes provide visibility of students' previous practice learning experiences and support the allocation of varied and appropriate learning opportunities across the programme. The involvement of both NHS and PIVO sector partners ensures a breadth of practice learning experiences aligned to each field, while coordinated planning supports consistency in student experience, supervision and assessment across routes.

Programme documentation confirms that a range of assessment methods are used to support the development and evaluation of core proficiencies, and that both core and optional modules provide opportunities for students to work collaboratively and explore areas beyond their chosen field. Interprofessional learning is embedded within the programme through designated learning periods, supporting students to learn with, from and about other professions in line with institutional strategy.

Assurance was strengthened through discussion with students at the online event, who confirmed that learning experiences provide meaningful exposure across the four fields. Students described the value of shared learning, highlighting how engagement with peers from different fields and varied practice learning experiences supported the development of transferable skills and a broader understanding of holistic care needs. Examples included exposure to alternative practice environments and opportunities to apply learning across fields, which students reported as enhancing their confidence and preparedness for practice.

2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing.	Met
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Documentary evidence reviewed by the visitor team included programme and module specifications, which clearly articulate the distinct routes within the pre-registration nursing programme that enable students to enter the register in adult, mental health, learning disabilities and children's nursing. Course documentation confirms that each route is defined through identifiable programme titles, learning outcomes and module structures, with alignment to the SoPRN and Annexe A and B. The clarity of programme documentation ensures that routes are transparent and appropriately structured to support entry to the relevant part of the register.

2.6 set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	Met
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Documentary evidence including programme and module specifications, programme overview plans and practice learning documentation demonstrate that the general and professional content required to meet the SoPRN and programme outcomes is clearly set out. Mapping across all four fields confirms alignment to the SoPRN and Annexe A and B, with module outcomes and practice assessment documentation evidencing how both theoretical and practice-based content supports the achievement of the required proficiencies.

The visitor team was assured that programme documentation is comprehensive and demonstrates constructive alignment between general and professional content, module outcomes and regulatory requirements. The evidence indicates that students are provided with multiple opportunities to develop and demonstrate proficiency across both theory and practice learning environments, supported by a range of learning and teaching approaches including simulation, case-based learning and digital resources. Practice learning documentation further evidences how professional content is assessed and applied in practice settings.

Further assurance was provided through additional evidence demonstrating how programme teams translate and operationalise this content for students. Documentation and discussion confirm that NMC requirements are broken down into clear and accessible expectations, embedded consistently across theory, simulation and practice learning, and explicitly linked to assessment. Students are supported through structured approaches including module teaching, use of the VLE, SPL to develop and rehearse skills through contextualised scenarios, case-based teaching to contextualise practice, and preparatory activities that clarify progression expectations across different parts of the programme. Collaboration with PLPs further supports shared understanding of proficiency expectations and consistent assessment across practice learning environments.

2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing.	Met
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The visitor team was assured that the programme and module specifications, course overview plans and practice learning documentation demonstrate that the content necessary to meet programme outcomes for each field of nursing practice is clearly set out. Mapping across all four fields confirms alignment to the SoPRN and Annexe A and B, with programme and module outcomes evidencing how field-specific content supports the achievement of the required proficiencies.

The visitor team was assured that content for each field is clearly articulated and constructively aligned within the curriculum. Programme design demonstrates a scaffolded approach, progressing from core content in the early stages of the programme to increasingly field-specific learning in later years. Module specifications and course documentation evidence a structured balance of shared and field-specific content, with assessment strategies aligned to support the development of more complex skills and proficiency within each field.

Further assurance was provided through additional evidence demonstrating how field-specific content is operationalised in practice. This includes field-led module delivery by registered nurses and practitioners from the relevant field, supported by field-specific academic teams, ensuring that teaching, learning and assessment are grounded in current practice and aligned to the intended learning outcomes. The introduction of field cluster lead roles further supports the development of field identity and provides oversight of curriculum coherence, progression and quality across each field.

Additional documentation, including examples of lesson plans, SPL and field-specific teaching activities, evidences how programme outcomes are translated into meaningful learning experiences for students. These approaches demonstrate how field-specific knowledge and skills are developed, contextualised and applied across both theory and practice learning environments.

<p><b>2.8</b> 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.</p>	<p>Met</p>
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The visitor team confirmed through the review of the programme and module specifications, programme overview plans and practice learning documentation that field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included across the programme. Mapping to the SoPRN including Annexe A and B confirms that these areas are embedded within both shared and field-specific modules and aligned to the programme outcomes.

The visitor team was assured that this content is appropriately integrated and delivered across all four fields of nursing practice. Module specifications explicitly reference these areas, and assessment strategies are aligned at both module and programme level to support the development and evaluation of knowledge and skills in these key domains. Practice learning documentation, including the ePAD, further supports the application of this content in practice settings, enabling students to reflect on and demonstrate proficiency in relation to law, safeguarding, consent and medicines management.

Further assurance was provided through additional evidence demonstrating how this content is structured and differentiated across each field. Consolidated mapping documentation clearly identifies where these areas are addressed within each field, supported by field-specific lesson plans and teaching materials which evidence how content is contextualised and delivered in both academic and practice learning environments. Examples provided demonstrate that students engage with field-relevant applications of legal frameworks, safeguarding responsibilities and medicines management, ensuring that learning is both professionally relevant and aligned to field-specific requirements.

<p><b>2.9</b> ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.</p>	<p>Met</p>
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Documentary evidence reviewed by the visitor team, including programme specifications, module documentation, course calendars and practice learning information, confirms that the curriculum provides an equal balance of 50% theory and 50% practice learning across the programme, in line with regulatory requirements. The programme includes 2,362.5 hours of theory and 2,400 practice learning hours. This is clearly articulated within programme documentation, with theory and practice hours monitored and recorded through established systems, including electronic attendance monitoring and the ePAD, with oversight from AAs, personal tutors and programme teams.

The visitor team was assured that this balance is achieved through a structured and coherent curriculum design. Theory learning is sequenced to precede practice learning experiences, supporting the application of knowledge in practice, and is delivered through a range of approaches including blended learning, simulation, digital resources and interprofessional education. Practice learning is primarily undertaken within a wide range of practice learning environments, supported by structured supervision and assessment processes.

Further assurance was provided through evidence demonstrating that practice learning hours are clearly recorded and monitored through the ePAD, with established processes in place to support students to meet required hours.

Assurance was strengthened through discussion with the programme team at the online event, who clarified the role of preparation for practice ('Get Set') weeks and SPL within the curriculum. SPL is integrated in line with regulatory guidance and contributes to practice

learning hours, supporting the development and assessment of proficiencies that may be less accessible in practice learning environments. These experiences are aligned to programme outcomes and Annexe A and B proficiencies and are designed to support students' readiness for practice.

2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	Met
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Module specifications, simulation strategy documentation and supporting learning resources demonstrate to the visitor team that technology and simulation are embedded across the curriculum to support supervision, learning and assessment. Simulation is utilised within both theory and practice learning, including modules which incorporate simulation and skills-based learning, mandatory training and SPL, and is underpinned by a structured simulation strategy outlining a scaffolded and progressive approach across the programme.

The visitor team was assured that simulation and technology are used effectively to support student learning and supervision. Module documentation evidences the integration of simulated learning activities aligned to programme outcomes and the SoPRN, with structured opportunities for supervised practice, reflection, feedback and skills development within a safe learning environment. The use of digital technologies, including VLEs, simulation software and national e-learning resources, further supports the development of knowledge, skills and clinical decision making.

Further evidence demonstrates that SPL is used proportionately across the programme, with UoW approved to deliver up to 600 hours of SPL in line with regulatory guidance, although the programme currently proposes that students will undertake 120 hours. Simulation activities are mapped to Annexe A and B proficiencies and are designed to support the development and assessment of skills that may be difficult to achieve in practice learning environments, through contextualised, scenario-based learning. The simulation strategy and associated module delivery indicate a coherent and structured approach to the use of technology and simulation across both theory and practice contexts. Assurance was strengthened through discussion with PLPs, who confirmed awareness of simulation approaches within the programme, although direct involvement in SPL is variable.

While the use of simulation across the curriculum is proportionate and appropriately aligned to support learning, supervision, and assessment, the visitor team was reassured through extensive discussion at the online event that the programme team had appropriately distinguished between preparation for practice ('Get Set') theory activity and SPL. The visitor team identified an opportunity for greater clarity within the programme documentation regarding how these activities are represented and mapped within the curriculum. This is addressed in **recommendation (R3)**.

2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	N/A
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Not in scope in relation to this major modification.

2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours.	Met
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Programme specifications, programme calendars and practice learning documentation confirm that all pre-registration nursing programmes meet the minimum length requirement of three academic years and comprise a total of 4,650 hours. This includes 2,362.5 theory

hours and 2,400 practice learning hours, clearly articulated across programme documentation and aligned to regulatory requirements.

The visitor team was assured that the structure and delivery of the programme support students to achieve these requirements. Programme documentation demonstrates how theory and practice hours are distributed and integrated across the three years, with clear expectations for progression and completion.

Further assurance was provided through evidence demonstrating that theory and practice hours are appropriately monitored and recorded through established systems, including institutional monitoring processes and the ePAD, ensuring students meet the required hours for progression and completion.

<b>2.13</b> ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.
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N/A
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Not in scope in relation to this major modification.

<b>2.14</b> 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.
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N/A
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Not in scope in relation to this major modification.

The visitors conclude that the AEI has met Standard 2: Curriculum.
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### 3: Practice learning

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

<b>3.1</b> provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care to a diverse range of people across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	Met
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Practice learning documentation and stakeholder engagement records demonstrate that the programme provides a wide range of practice learning opportunities to enable students to develop and meet the SoPRN. Practice learning allocation processes, undertaken in partnership with PLPs, ensure that students are exposed to a diverse range of settings across all four fields of nursing practice, including NHS and PIVO sector environments.

The visitor team was assured that these experiences are structured to support the development of safe and effective care across diverse populations. Students undertake two 10-week practice learning experiences per year, alongside additional shorter experiences, enabling exposure to a variety of people, PSC groups, levels of complexity and care environments across the four fields. The use of the ePAD provides a consistent framework for assessing and recording student achievement of the SoPRN, with oversight from PAs and AAs.

Further evidence demonstrates that the design and allocation of practice learning experiences are informed through partnership working with stakeholders, including PLPs, students and PSCs, ensuring opportunities remain relevant and responsive to service needs. The breadth of provision across multiple healthcare economies supports the development of transferable skills and field-specific proficiency, enabling students to meet programme outcomes and deliver safe and effective care.

<b>3.2</b> ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	Met
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Documentary evidence reviewed by the visitor team included programme specifications, practice learning documentation, practice learning pathways and stakeholder engagement records, which demonstrate that students are provided with a range of practice learning opportunities designed to meet the holistic needs of people across the lifespan. Practice learning pathways for individual students are mapped to programme requirements and the SoPRN, evidencing breadth and diversity of experience across the four fields of nursing practice.

The visitor team was assured that the programme is structured to provide varied practice experiences reflective of contemporary nursing roles. Students undertake a combination of long and short pathway experiences, supported by SPL where appropriate, enabling exposure to a range of PSC groups, care settings and levels of complexity. Practice learning opportunities include exposure to the 24-hour nature of care delivery, with students experiencing a range of shift patterns to support understanding of continuity of care and the holistic needs of people across different care contexts. Practice learning opportunities are informed through partnership working with PLPs and supported by a clearly defined practice learning strategy.

Further assurance was provided through additional evidence demonstrating how practice learning capacity is managed to ensure appropriate breadth of experience. The use of a health economy model and collaborative practice learning allocation processes enable UoW to align student numbers with available practice learning capacity, ensuring that students are

not over-recruited beyond what can be supported. Practice learning pathways across all four fields demonstrate that students are provided with a balance of experiences, including opportunities to engage with people across different age groups and care contexts. Where limitations in practice learning experience availability arise, these are mitigated through careful planning, the use of diverse practice learning environment settings and the inclusion of SPL to support exposure to specific areas of practice.

Assurance was strengthened through discussion with students at the online event, who reported positive practice learning experiences and described exposure to a range of environments reflective of contemporary service delivery. Students highlighted the responsiveness of the programme team in addressing practice learning issues and supporting resolution where required, as well as the evolving nature of practice learning opportunities in line with current models of care.

<p><b>3.3</b> 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.</p>	<p>Met</p>
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Curriculum mapping, module specifications, simulation strategy documentation and practice assessment documentation demonstrate that practice learning opportunities enable students to meet the communication and relationship management skills (Annexe A) and nursing procedures (Annexe B) as set out in the SoPRN. Mapping confirms that these proficiencies are embedded across the curriculum and assessed through the ePAD across all parts of the programme.

The visitor team was assured that students are provided with structured opportunities to develop and demonstrate these skills within their selected fields of nursing practice. Practice learning is organised through field-relevant practice learning experiences, with assessment of communication and clinical skills undertaken through defined episodes of care, reflecting increasing complexity and responsibility across the programme. These include working with individuals, groups and those with complex needs, enabling students to demonstrate both Annexe A and Annexe B proficiencies within their field of practice.

Further evidence demonstrates that simulation and digital learning approaches are used to support the development of these skills, particularly where direct practice learning opportunities may be limited. Modules which incorporate simulation and skills-based learning, which become increasingly field specific in Years 2 and 3, provide opportunities for students to rehearse communication, clinical decision making and nursing procedures in a safe and supported environment. Digital platforms and PSC-informed resources further enhance students' ability to engage with realistic scenarios and develop communication and interpersonal skills.

Assurance was strengthened through discussion with students at the online event, who reported positive practice learning experiences and described opportunities to engage in a range of practice learning environments reflective of contemporary care delivery. Students highlighted the dynamic nature of practice learning experiences and the support provided by the programme team in addressing issues and ensuring access to appropriate learning opportunities, supporting the development of communication and relationship management skills in practice.

3.4 provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	Met
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Programme calendars, practice learning documentation and simulation strategy materials confirm that students complete no less than 2,300 practice learning hours across the programme. Programme documentation shows that students undertake 800 hours of practice learning across 20 weeks per year, equating to 2,400 hours over three years, in line with regulatory requirements.

The visitor team was assured that practice learning hours are appropriately structured, recorded and verified. Practice hours are documented through the ePAD and verified by PAs, with oversight from AAs and final confirmation through end-of-course verification processes. Robust systems are in place to monitor engagement and ensure that all students meet the required practice learning hours prior to programme completion.

Simulation activities are delivered within an SSSA-compliant environment, with evidence confirming the presence of a PS to oversee and support learning. All simulation activity is formally signed off by a PA and collaboratively verified by an AA, with roles clearly defined and undertaken by different individuals, ensuring that they are not simultaneously fulfilled by the same person. Simulation activities are designed as contextualised scenarios that reflect real world practice, enabling students to apply knowledge, skills, and professional behaviours in a safe and structured environment.

Further evidence demonstrates that SPL is used proportionately across the programme, with students able to undertake up to 120 hours of SPL. Simulation is purposefully designed to support the achievement of programme outcomes and proficiencies, particularly where opportunities within practice learning environments are limited. All simulation activities are aligned with assessment processes within the ePAD.

While the overall use of SPL was found to be proportionate and appropriately governed, the visitor team was reassured through extensive discussion at the online event that appropriate mapping, supervision, assessment, and governance arrangements for the preparation for practice ('Get Set') weeks were in place. The discussion clarified that the 'Get Set' theory weeks identified within the programme planner are intended to support theoretical preparation for practice, rather than constitute SPL activity. The visitor team identified an opportunity to further strengthen the programme documentation to more clearly articulate the distinction between activities that constitute SPL and those that support theoretical preparation for practice, alongside how SPL hours are mapped and aligned to regulatory expectations. This was reflected within **recommendation (R3)**.

3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	Met
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Documentary evidence reviewed by the visitor team included institutional frameworks, practice learning documentation and student support processes, which confirm that mechanisms are in place to take account of students' individual needs and personal circumstances when allocating practice learning experiences. This includes processes for disclosure, occupational health assessment, referral to student support and wellbeing services, and the implementation of reasonable adjustments within both theory and practice learning environments.

The visitor team was assured that there are structured and comprehensive processes to support students requiring reasonable adjustments. Students are able to indicate

preferences through a geographical allocation model, with flexibility to accommodate individual circumstances where required. Students declaring a disability are referred for assessment and supported through a formalised 'Fit to Train' process, which brings together academic, practice learning and inclusion teams to agree appropriate and safe adjustments. Practice learning documentation, including the ePAD and practice handbook, supports the implementation of adjustments within practice learning environments, with oversight from PAs and AAs.

Additional clarification confirmed that the approach to supporting students with both declared and emerging needs is systematic and ongoing, with multiple opportunities for disclosure throughout the student journey, including at application, enrolment and annually through good health and good character processes. The involvement of specialist disability advisers and enabling tutors, alongside partnership working with PLPs, supports the consistent application and review of reasonable adjustments across practice learning environments. The host trust model further enables continuity in the implementation of adjustments across experiences.

Assurance was strengthened through discussion with students and PLPs at the online event. PLPs described clear processes for identifying and implementing reasonable adjustments, including risk assessment and collaborative discussions with students and academic staff to ensure appropriate support in practice learning environments. Students confirmed that reasonable adjustments are applied within both academic and simulated environments, with examples demonstrating responsive support to individual needs.

3.6 ensure students experience the range of hours expected of registered nurses.	Met
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The practice learning handbook, programme calendar and practice assessment documentation confirm that students are required to experience the range of hours expected of registered nurses. This includes engagement in a 24-hour, seven-day cycle of care, with expectations clearly articulated for students and PAs and PSs.

The visitor team was assured that students undertake practice learning hours that reflect those of registered nurses. Students complete 40 hours per week during practice learning experiences, incorporating a range of shift patterns, including day and night duty, to support exposure to the full cycle of care. Practice hours and shift patterns are recorded within the ePAD and are verified by PAs and PSs, with oversight from AAs, ensuring accuracy and consistency in recording.

Evidence demonstrates that expectations regarding working patterns are clearly communicated and consistently applied, with processes in place to monitor compliance and ensure students gain appropriate experience across different working hours and care contexts.

3.7 ensure that students are supernumerary.	Met
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The practice learning handbook, AA handbook and escalation of concerns procedures confirm that students are supernumerary in practice learning environments and are not counted within workforce requirements.

The visitor team was assured that supernumerary status is clearly defined and consistently applied. Programme documentation specifies that students are additional to staffing numbers and are supported through structured supervision, progressing from direct to indirect supervision as proficiency is demonstrated. Mechanisms are in place to enable students to raise concerns, including formal escalation procedures and ongoing feedback

through practice learning evaluations. AAs also play a role in supporting and monitoring students' supernumerary status to ensure access to appropriate learning opportunities.

Assurance was strengthened through discussion with PLPs and students at the online event. PLPs described established processes for monitoring supernumerary status, including regular clinical oversight, ward visits, structured meetings and open channels for students to raise concerns. They confirmed that students are not included in staffing numbers and that practice learning experiences are tailored to support learning needs. Students reported positive experiences of practice learning, indicating that they feel supported and able to raise concerns where required, with evidence of responsive action taken when issues arise.

The visitors conclude that the AEI has met Standard 3: Practice learning.

## 4: Supervision and assessment

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

4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	Met
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Not in scope in relation to this major modification.

4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	Met
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Not in scope in relation to this major modification.

4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	Met
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Not in scope in relation to this major modification.

4.4 provide students with constructive feedback throughout the programme to support their development.	Met
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Programme specifications, module documentation, programme overview plans and practice assessment documentation confirm that students are provided with constructive feedback throughout the programme to support their development. Feedback is embedded across both theory and practice learning, with structured opportunities for formative and summative feedback aligned to programme and module learning outcomes.

The visitor team was assured that feedback processes are comprehensive and consistently applied. Assessment strategies are designed to support progressive development, with repeated assessment types across the programme enabling students to build confidence and proficiency over time. Formative assessment opportunities are embedded within each module, providing timely and individualised feedback to support learning. In practice settings, feedback is provided through ongoing contributions from PSs and PAs, with oversight from AAs, and recorded within the ePAD to support reflection and progression.

Evidence demonstrates that feedback is structured to promote critical thinking, problem solving and reflective practice, supporting students in developing the knowledge and skills required for professional nursing practice. Additional mechanisms, including preparatory 'Get Set' weeks and academic support activities, further enable students to engage with and act on feedback throughout the programme.

Assurance was strengthened through discussion with students at the online event, who described positive experiences of assessment and feedback. Students reported access to a range of academic support mechanisms, including formative assessment opportunities, drop-in sessions and one-to-one support. Feedback was described as constructive and accessible, supporting understanding and enabling students to apply learning from formative to summative assessments.

4.5 ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	Met
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Not in scope in relation to this major modification.

4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%.	Met
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Documentary evidence reviewed by the visitor team included module specifications, assessment strategies and practice assessment documentation, which confirm that the programme includes a health numeracy assessment related to nursing proficiencies and the calculation of medicines, requiring a pass mark of 100%.

The visitor team was assured that this requirement is clearly embedded and consistently applied across the programme. The digital numeracy and medication platform is integrated throughout all years of the programme, providing both formative and summative assessment opportunities to support the development of medicines management and numeracy skills. The summative assessment in the final year requires students to achieve a score of 100%, ensuring that students demonstrate proficiency in medicines calculations prior to registration.

Evidence demonstrates that numeracy skills related to medicines management are scaffolded across the programme, with increasing levels of complexity aligned to learning outcomes and the SoPRN. In addition, the ePAD provides opportunities for students to demonstrate and be assessed on medicines management in practice settings, with verification by PAs and oversight from AAs.

4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	Met
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Programme and module mapping, curriculum documentation and practice assessment documentation confirm that communication and relationship management skills and nursing procedures are embedded across all four fields of nursing practice and aligned to Annexe A and B and the SoPRN.

The visitor team was assured that there are clear and robust processes in place to ensure students meet these proficiencies. Programme documentation demonstrates comprehensive mapping across shared and field-specific modules, with progression in complexity across academic levels. Achievement of these skills is assessed and verified within practice through the ePAD, with contributions from PSs and PAs, and oversight from AAs, ensuring that students meet required standards prior to registration.

Further evidence demonstrated that the programme has responded to stakeholder feedback relating to the enhancement of communication, person-centred care, health inequalities and advocacy. This includes the introduction of curriculum developments such as a dedicated Level 4 module focusing on communication and professionalism, increased use of scenario-based assessment, and the embedding of lived experience through partnership working with PSC and advocacy groups. Additional digital resources, including AI supported simulation, are being utilised to support the development of communication and interpersonal skills in a safe and structured environment.

Assurance was strengthened through discussion with students at the online event, who reported that they are well supported in developing communication and relationship skills,

with access to tailored academic support and learning resources. Students described teaching staff as responsive and supportive, with opportunities for one-to-one guidance and skills development embedded throughout the programme.

4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse.	Met
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Programme and module specifications, curriculum mapping and practice assessment documentation confirm that students are assessed to demonstrate proficiency in preparation for professional practice as a registered nurse. The curriculum is comprehensively mapped to the SoPRN, including Annexe A and B, with alignment across programme overview plans, module outcomes and practice learning requirements.

The visitor team was assured that assessment processes are robust and effectively confirm student proficiency. Students are required to successfully complete all theory and practice components of the programme, ensuring that both academic and practice-based proficiencies are achieved. The ePAD provides a structured framework for assessing practice-based proficiencies across all parts of the programme, with contributions from PSs and PAs, and oversight from AAs to verify achievement.

Evidence demonstrates that assessment is systematically aligned to programme outcomes and professional standards, with clear progression across the programme to support the development and demonstration of proficiency. Final verification processes, including end of programme checks, ensure that all required proficiencies are met prior to confirmation for entry to the register.

4.9 ensure that there is equal weighting in the assessment of theory and practice.	Met
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Not in scope in relation to this major modification.

4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in standards of proficiency for registered nurses.	Met
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Not in scope in relation to this major modification.

The visitors conclude that the AEI has met Standard 4: Supervision and assessment.
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## 5: Qualification to be awarded

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

<b>5.1</b> ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree.	Met
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Not in scope in relation to this major modification.

<b>5.2</b> notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.	Met
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Not in scope in relation to this major modification.

Standard 5: Qualification to be awarded was not in scope for this major modification and therefore remains unchanged.
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## Conditions and recommendations

### Conditions

No conditions have been set.

### Recommendations for enhancement

Recommendations				
No.	Recommendation details	Specific standard(s)	NMC	AEI
R1	UoW is recommended to give further consideration to the utilisation of PSCs within simulation-based learning. While there is evidence of PSC involvement, particularly in relation to learning disabilities, there is scope to extend their use more dynamically across a broader range of simulated activities. This could include supporting learning beyond skills-based scenarios, such as contributing to the development of students' knowledge and application of vital signs and patient observation, as well as continuing the enhancement of communication skills in line with Annexe A. Additionally, UoW could increase involvement of the PSC group in lived experience scenarios, role play, assessment activities, and mentoring opportunities could further enrich student learning. Expanding this approach would support a more holistic and authentic simulation experience, strengthening students' preparedness for practice.	2.1  [SFNME 1.12]	<input checked="" type="checkbox"/>	
R2	UoW is recommended to strengthen compliance with Standard 2.1 by ensuring that PSCs and relevant stakeholder representatives are systematically and demonstrably engaged as equal partners in student recruitment and selection, programme delivery and assessment including contributing to the development and review of interview questions and selection tasks (without requiring physical attendance at recruitment events).	2.1  [SFNME 2.7]	<input checked="" type="checkbox"/>	
R3	UoW is encouraged to further clarify within programme documentation the contribution of the 'Get Set' weeks (37.5 hours x 3) in supporting students' preparation for practice. This includes making more explicit the distinction between activities that support theoretical preparation for practice and those that constitute simulated practice learning (SPL), alongside how associated hours are mapped, supervised, and assessed in	2.10 and 3.4	<input checked="" type="checkbox"/>	

	alignment with relevant guidance and programme outcomes.			
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The AEI is not required to address recommendations for programme enhancement prior to NMC approval being granted; however, all AEIs are required to consider the visitors' recommendations and be prepared to provide evidence that demonstrates this consideration, upon request.

### Areas for future monitoring

No areas for future monitoring have been identified.

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

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

## Evidence list

The following documentation or narrative was provided by the AEI as evidence for scrutiny by the visitor team:

Key Documentation	Yes	No
Appropriate AEI policies, procedures and guidance (for example, EDI strategy; RPL policy/procedure; raising and escalating concerns processes; fitness to practise policy; whistleblowing etc)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme proposal overview document, including rationale and co-production	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CVs) for relevant staff to confirm NMC registration where required and to demonstrate adequate resources for safe and effective programme delivery	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Agreements with PLPs and EPs that they will support the programme and support supernumerary status for students in accordance with requirements of programme standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evidence of PSC involvement in programme design, delivery and evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme planner (indicating where theory and practice hours are achieved)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme handbook(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping of programme learning outcomes against module learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping against Part 3: Standards for pre-registration nursing programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping of programme outcomes against NMC Standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student-facing supporting documentation/VLE site	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment information for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning allocation information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation (PAD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing achievement record (OAR)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook/information for practice supervisors and practice assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated No, above, please provide the reason and mitigation: CVs were not reviewed as part of this modification as the changes relate to the credit framework.		
List additional evidence that was reviewed: N/A		
Additional comments: N/A		

**During the event, the visitor/s engaged with the following:**

	Yes	No
Senior managers of the AEI with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated PLPs and EPs with responsibility for resources for the practice learning experiences within the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme delivery team	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice staff representatives (practice leads/practice supervisors/practice assessors)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Representatives for PSCs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student representatives	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated No, above, please provide the reason and mitigation: N/A		
Additional comments: N/A		

FINAL REPORT			
	Name	Position	Date
Authors	David Clarke	Registrant Visitor/s	5 May 2026
	Mark Irwin	Lay Visitor	
QAA Officer	Claire Langman	QAA Officer	22 May 2026

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