



Nursing and Midwifery Council Quality Assurance Review

Programme Modification Report for:

**Pre-registration nurse qualification leading to:
Nursing (Adult) Apprenticeship**

University of the West of England, Bristol

November 2024

Contents

Key institutional and programme details	1
Executive summary	3
Conditions and recommendations	4
Conditions	4
Recommendations for enhancement.....	4
Statements of good practice.....	5
Response to conditions.....	5
Explanation of findings for Part 3	6
Standard 1: Selection, admission and progression.....	6
Standard 2: Curriculum	9
Standard 3: Practice learning	12
Standard 4: Supervision and assessment	14
Standard 5: Qualification to be awarded.....	16

Key institutional and programme details

Name and location of Approved Education Institution (AEI)		University of the West of England, Bristol Glenside Campus Black Berry Hill Stapleton Bristol, Avon Bristol, Avon BS16 1DD England		
AEI/EI Institution Identifier [UKPRN]		10007164		
Name and location of programme delivery partner(s) if not the AEI/EI noted above		University Centre Weston - Winter Gardens Campus Winter Gardens, North, Royal Parade, Weston-Super-Mare BS23 1AJ		
Name of employer partners for apprenticeships		Not applicable		
Approval type		Modification		
Name of programme				
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Full-time	Part-time
Pre-registration nursing - Adult	BSc (Hons) Nursing Adult (Apprenticeship)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Proposed programme start date	23/02/2025
Standard(s) under assessment	<input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes
Date of visit	27/11/2024 onsite
Visitor team	Registrant Visitors: Mrs Shelley Stinton and Dr David Coyle Lay Visitor: Mrs Sarah Mullins

Executive summary

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

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

Visits enable both the NMC visitors and the AEI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and 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 27 November 2024 onsite at University Centre Weston - Winter Gardens Campus

Context for the review

The AEI, University of the West of England, Bristol (UWE, Bristol), submitted a modification request to add an additional site, University Centre Weston - Winter Gardens Campus in Weston-Super-Mare (UCW) to offer the existing BSc (Hons) Nursing Adult (Apprenticeship) NMC approved programme.

UCW is an established delivery site offering a range of programmes from Level 4 to Level 6 including Higher Technical Qualifications, full time degrees and apprenticeships in a broad range of disciplines including healthcare.

UWE, Bristol has an existing relationship with UCW in delivering the FdSC Nursing Associate since 2020. The addition of BSc (Hons) Nursing Adult (Apprenticeship) will continue to support the delivery of nursing programmes in the local area.

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 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** 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	AEI/EI only
C1	Course-specific documentation must be updated to clearly state that recognition of prior learning (RPL) that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes is permitted up to 50 percent of the programme	1.5	NMC	
Date for all conditions to be met to meet intended delivery date		17 January 2025		

Joint conditions relate to both NMC standards and the AEI/EI'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) (e.g. 3.1)	NMC only	AEI/EI only
R1	It is recommended that the programme team make more explicit within course documentation that students have five years to register their award with the NMC and that 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 the standards.	5.2	NMC	

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	NMC only/ joint
GP1	The strong relationships built with people who use services and carers and the UCW, that demonstrates that the voice of the local population has been heard.	2.1	Joint
GP2	The excellent relationships established with Practice Learning Partners, university and UCW that were clearly evidenced through the discussions, and how they had carefully and collaboratively planned for this modification.	2.1	Joint

Response to conditions

The visitor team reviewed in full the response(s) and evidence from UWE to the conditions set. The findings of the visitor team with regard to responses to individual conditions, and any specific observations from UWE relating to individual standards, are recorded in the main body of this report.

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

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

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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

The maximum amount of 50 percent of the programme can be subject to RPL was confirmed by the programme team and senior managers however this is not clearly stated within the course documentation.

Therefore, based on the information made available, the visitor team considers that UWE has in place the appropriate arrangements for Standard 1.5 to be met, subject to meeting **joint condition (C1)** which requires that course-specific documentation must be updated to clearly state that recognition of prior learning (RPL) that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes is permitted up to 50 percent of the programme.

Findings

1. The visitor team reviewed a range of evidence for this standard including the academic regulations, admissions policy, criminal records policy, programme specification, programme handbook, enrolment guide, professional suitability policy, annual good health and good character declaration, definitive course records, course handbook, accreditation of learning and experiential learning policy and process.
2. In considering Standard 1.1, the visitor team noted that the evidence confirms there is a clearly defined application and recruitment process that mirrors previously approved versions, as evidenced through the Apprenticeship Onboarding Process, the Enrolment Guide and the Apprenticeship Flow Chart. The criteria outlined are suitable for the intended fields of nursing and the selection processes outlined are robust and credible. The programme team, senior manager, practice learning partners and employers confirmed the admissions arrangements and their responsibilities within these.
3. In considering Standards 1.2 and 1.3, the evidence demonstrates that the Criminal Records Policy, Fitness to Study Policy and Procedure, Professional Suitability Policy and the Student Conduct Policy work together to ensure there are robust and transparent processes in place to check the apprentices' health and character are sufficient to enable safe and effective practice on entering the programme and that any concerns identified throughout the programme can be managed effectively. The narrative confirms that it is the employer who undertakes DBS and initial health checks but that the student must bring evidence of this to the assessment centre for UCW records. The Annual Good Health and Good Character Declaration outlines the importance of good health and character when undertaking practice as a nurse and asks apprentices to declare they understand the requirement to notify the provider if any changes occur. Students, the programme team and senior managers confirmed these arrangements in practice during the visit.
4. The visitor team reviewed all the evidence submitted and concurred that Standard 1.4 was unaffected by the proposed modification.
5. In considering Standards 1.5 and 1.6, UWE submitted a range of documentation that demonstrates robust processes for accreditation of prior (APL) and experiential learning

(APEL). The visitor team heard evidence that this is mapped effectively to the Standards of proficiency for registered nurses and programme outcomes. This is further supported by the mapping to the Nursing Associate, clearly indicating consideration of the balance of theory and practice, and the requirement for practice hours. The maximum amount of 50 percent of the programme which can be subject to RPL was confirmed by the programme team and senior managers however this is not stated within the course documentation. Therefore, based on the information made available, the visitor team considers that UWE has in place the appropriate arrangements for Standard 1.5 to be met, subject to meeting **condition (C1)** which requires that course-specific documentation must be updated to clearly state that recognition of prior learning (RPL) that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes is permitted up to 50 percent of the programme. The visitor team heard evidence from the programme team and senior managers that the maximum amount of two thirds of the programme, as stated in the Academic Regulations, is available for NMC registered nurses.

6. Students are supported to continuously develop their abilities in numeracy, literacy and digital and technological literacy (Standard 1.7) through dedicated student support and a variety of support resources which is available to students studying at University Centre Weston (UCW). The Academic Development Team plan and deliver the Academic Skills Programmes with one-to-one support available, alongside workshops and resources. Digital and technological literacy is supported through the Weston College Group resources with various 'How To' guides and LinkedIn Learning Guides. This is evidenced through screenshots of the support available.
7. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that the UWE, Bristol has in place the appropriate arrangements for selection, admission and progression to enable the NMC standards 1.1 to 1.3, 1.6 and 1.7 inclusive to be met with the exception of standard 1.5 which is subject to **Condition C1**.

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	Course-specific documentation must be updated to clearly state that recognition of prior learning (RPL) that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes is permitted up to 50 percent of the programme	UWE has provided updated information available on the website. This update now clearly states that recognition of prior learning is permitted with a maximum of 50 percent of the programme, therefore the condition is now met.

Standard 2: Curriculum

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

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

The programme includes a minimum of 4600 hours of learning, split between 50 percent theory and 50 percent practice. This includes 2300 hours of theory-based learning and 2385 hours of practice-based learning (including simulation).

Findings

8. The visitor team considered a range of evidence for this standard including contextual documentation, academic regulations, programme specification, South Practice Assessment document (PAD), module specifications and met with the programme team and senior managers, practice learning and employer partners and students.
9. Standards 2.11, 2.13 and 2.14 are not within scope for this proposed modification.
10. Standard 2.1 is met because stakeholder engagement and mapping against the Standards of Proficiency for Registered Nurses ensures the curriculum complied during the initial approval in 2019. This modification was driven by workforce needs, and there have been regular discussions between UCW and employers and PSC to ensure the program aligns with local demands. Additionally, the program's quality assurance involves link tutors who ensure consistency, along with governance meetings that feed into the wider governance structure, supporting continuous improvement and addressing any practices or concerns effectively.
11. The visitor team noted the strong relationships built with people who use services and carers (PSC) and UCW, that demonstrates that the voice of the local population has been heard as an area of **good practice (GP1)** as well as excellent relationships established with Practice Learning Partners, UWE and Weston College Group that were clearly evidenced through the discussions, and how they had carefully and collaboratively planned for this modification which the visitor team agreed is an area of **good practice (GP2)**.
12. The visitor team considered Standard 2.2 is met because the apprenticeship agreement, training plan, placement information and policies consolidates processes, demonstrating ongoing compliance with Standards for student supervision and assessment. Placement capacity is monitored strategically through mapping documents and quarterly governance meetings. The Strategic Practice Learning Boards, meeting three times a year, focus on sustaining placement capacity and addressing issues.
13. In considering Standards 2.3 to 2.6, the visitor team reviewed all the evidence submitted and concurred that these standards are unaffected by the proposed modification. To confirm this, the visitor team reviewed the programme learning outcomes which are comprehensively mapped to the Standards for proficiency for registered nurses. The programme structure supports shared and field-specific learning, ensuring students demonstrate the necessary knowledge, skills, confidence, and competence for their chosen fields of nursing practice. Practice assessment documents (PAD) provide clear criteria for evaluating student performance, including field-specific competencies, facilitating continuous feedback and reflective practice.
14. In considering standards 2.7 and 2.8, the visitor team reviewed the module specifications for Nursing 1 and Nursing 2 which outline essential content related to the law, consent, pharmacology, and optimisation. These specifications ensure that relevant

field-specific topics, including safeguarding and medicines administration, are included. The contextual Documentation: Nursing Apprenticeship demonstrates how safeguarding, medicines administration, consent, and pharmacology are embedded in the curriculum. Additionally, the South Pad Practice Assessment Parts one, two and three maps this content within the placement environment, ensuring compliance for entry onto the register in the chosen field of nursing.

15. In considering standard 2.9, the visitor team reviewed the Contextual Documentation which states the total hours of theory in this course is 65 weeks at 37.5 hours per week, which equals 2510 hours. The total number of practice hours is 60 weeks at 37.5 hours per week, which equals 2250 hours. Additionally, 18 days of 7.5 hours each, totalling 135 hours, are included as practice hours to ensure 50 percent theory and 50 percent practice learning as follows:
 - a. Total theory hours (theory weeks – simulation days): 2302.5 hours
 - b. Total practice hours (practice weeks + simulation days): 2385.0 hours

The total hours amount to 4687.5 hours Therefore out of 4,600 hours there are a minimum of 2,300 theory hours and 2,300 practice learning hours.

16. In considering standard 2.12, the visitor team reviewed the evidence submitted which demonstrates that the programme includes a minimum of 4600 hours of learning, split equally between theory (50 percent) and practice (50 percent). Documentation provided explicitly confirms that the BSc programme is three years in length for all fields and cannot be completed in fewer years. The apprenticeship programme is four years in length for all fields and cannot be completed in fewer than 3 years.
17. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that UWE has in place the appropriate arrangements for the curriculum to enable the NMC standards 2.1 to 2.10 and 2.12 inclusive to be met

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
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 total number of practice hours is 60 weeks at 37.5 hours per week, which equals 2250 hours. Additionally, 18 days of 7.5 hours each, totalling 135 hours, are included as practice hours to ensure 50% theory and 50% practice learning as follows:

Total theory hours (theory weeks – simulation days): 2302.5 hours

Total practice hours (practice weeks + simulation days): 2385.0 hours

The total hours amount to 4687.5 hours Therefore out of 4,600 hours there are a minimum of 2,300 theory hours and 2,300 practice learning hours.

Findings

- The visitor team considered a range of evidence for this standard, including the contextual documentation: apprenticeship, nursing apprenticeship handbook, practice assessment document parts one to three, and met with people who use services and carers, practice supervisors and practice assessors and employers, students and programme team.

19. In considering standards 3.1 to 3.3, the visitor team reviewed documentary evidence and discussions during the visit, which confirmed that students will be provided with the full range of practice learning opportunities to develop and meet the Standards of proficiency for registered nurses to deliver care to a range of people who use services across the four fields of nursing. Field-specific identity is developed through placement circuits, field-specific pathway teams, field-specific theme days, and practice module assessments. This evidence and triangulation questions during the visit where students provided examples of placement exposures and how they are supported in accessing these provide robust evidence that this standard has been met.
20. In considering standard 3.4, the visitor team reviewed the narrative and module descriptors, and which clearly demonstrate that students undertake 2300 practice learning hours with an opportunity to engage in up to 600 hours of simulated practice learning. Students and practice partners discussed use of simulation in theory during the modification visit. The programme specification states that students are required to pass all assignments and to complete 2300 theory. Students are required to achieve a minimum of 80 percent attendance practice learning placement to pass a practice module. Retrieval of placement hours is monitored to ensure students progression is managed within the same academic year.
21. In relation to standards 3.5, 3.6 and 3.7, the visitor team concluded these are met because the Workplace Agreement (WPA) and programme specification documents state the process for reasonable adjustment is led by the disability service who advise and lead on reasonable adjustments. Reports are held by student and shared with practice learning environments (PLEs). Where required, an access plan for placement meeting may be convened to determine an individualised response to the student's needs. Practice placement partners demonstrated clear understanding of supporting students through partnership working through 6 weekly tripartite meetings in PLEs. Programme partners provided evidence of the intended field of adult nursing has established and robust systems to manage students PLEs journeys that reflect the range of hours required for registered nurses. Supernumerary status was interrogated with practice partners and also with students. Robust mechanisms and audit supports that students are supernumerary in PLE.
22. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that UWE has in place the appropriate arrangements for practice learning to enable the NMC standards 3.1 to 3.7 inclusive to be met.

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
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

23. The visitor team considered a range of evidence for this standard including programme specification, contextual document and Realising Professionalism: Supporting Supervision and Assessment Handbook and met with people who use services and carers, practice supervisor and practice assessors, students and programme team.
24. In considering standard 4.1 and 4.2, there is documented evidence that the programme modification has been developed for delivery at the UCW site with involvement from people with experience of accessing services which concord with the values of the Standards framework for nursing and midwifery education. Also, triangulation with the practice partners demonstrated that the systems for identifying training need, providing programmes of education, support and monitoring for practice assessor and practice

supervisor preparation. These systems meet the requirements of the Standards for student supervision and assessment.

25. In relation to standard 4.5, the visitor team considered the programme specification which states the Standards of proficiency for registered nurses are achieved through the specified learning outcomes and are mapped to programme outcomes. The ARC MPC - tool states the Practice Learning Environments provide learning opportunities to participate in practice with a competent practitioner. The Practice Assessment Document provides evidence that the programme adheres to the Standards of proficiency for registered nurses for the adult field of nursing apprenticeship programme.
26. In considering standard 4.7, the visitor team considered the evidence submitted and narrative which demonstrates that students are required to meet all communication and relationship management skills and procedures across all four fields. Details of opportunity and exposure in course are provided. Reference to South Practice Assessment document focus on inter professional learning (IPL) and skills required by the standard therein. The online Practice support page provides links that provide information to students and assessors to ensure the communication and relationship management skills are met.
27. In relation to standard 4.10, the visitor team reviewed the Practice Assessment Document (PAD) and Ongoing Record of Assessment (ORA) documents which show the methods and oversight that ensure proficiencies are recorded and verified within a tripartite working relationship between Academic and Practice assessors and supervisors. The programme specification states that all achievement of proficiencies will be recorded as set out in the Standards of proficiency for registered nurses.
28. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that UWE has in place the appropriate arrangements for supervision and assessment to enable the NMC standards 4.1 to 4.10 to be met.

Standard 5: Qualification to be awarded.

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
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

29. The course documentation clearly indicates the minimum award for a pre-registration nursing programme is a bachelor's degree consisting of 360 credits – 120 credits at each of Levels 4, 5 and 6 with 4600 hours of theory and practice with a minimum of 2300 hours in each.
30. In relation to Standard 5.2, the visitor team reviewed the course documentation, which notes the requirement to register the award within 5 years, and a template for student facing information which includes links to the relevant information regarding registration. This ensures students are notified during and before completion of the programme that they have five years to register their award with the NMC. Students confirmed that they were aware of the requirement to register their award, and that information and support is provided. It is not, however, fully transparent within this information that 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 the NMC standards. The visitor team therefore made a **recommendation (R2)** that that the programme team makes more explicit within course documentation that students have five years to register their award with the NMC and that, 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 the standards.
31. Based on the information made available, the visitor team considers that UWE has in place the appropriate arrangements for the Qualification to be Awarded to enable the NMC standard 5 to be met.

QAAXXX - RXXX - Mth

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