



# **Nursing and Midwifery Council**

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

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

**University of Worcester**

**March 2026**

**QA Link reference number: 190625172722-M**

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## Key institutional and programme details

<b>AEI Institution Identifier [UKPRN]</b>	10007139
<b>Address of main programme delivery</b>	Henwick Grove St John's Worcester Worcester WR2 6AJ England
<b>Satellite site details</b>	Existing Satellite Site:  Dudley Colleges Black Country and the Marches Institute of Technology Dudley DY14AE
<b>Partnership site details</b>	N/A
<b>Endorsement details</b>	N/A
<b>Name of new employer partners for apprenticeships</b>	There are no new employer partners
<b>Event type</b>	Major modification
<b>Proposed programme start date</b>	6 September 2026
<b>Date of activity</b>	Online event 26 March 2026
<b>Visitor team</b>	Registrant Visitors: Ms Sarah Beresford Dr Elizabeth Mason  Lay Visitor: Prof David Gardner

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

<b>Pre-registration nursing - Mental Health</b>	BSc (Hons) Nursing (Mental Health) Registered Nurse Degree Apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Pre-registration nursing - Adult</b>	BSc (Hons) Nursing (Adult) Registered Nurse Degree Apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Titles of additional programmes following modification</b>					
<b>NMC programme title</b>	<b>New AEI programme title(s) (in full)</b>	<b>Academic level(s)</b>	<b>Apprenticeship</b>	<b>Full-time</b>	<b>Part-time</b>
<b>Pre-registration nursing - Adult</b>	MSc Nursing (Adult)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Mental Health</b>	MSc Nursing (Mental Health)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Adult</b>	MSc Nursing (Adult) Degree Apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Mental Health</b>	MSc Nursing (Mental Health) Degree Apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Dual Award - Pre-registration nursing - Adult/Mental Health</b>	MNurse Adult and Mental Health Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Exit awards that lead to NMC registration</b>					
<b>NMC programme title</b>	<b>AEI exit award title (in full)</b>	<b>Academic level(s)</b>	<b>Apprenticeship</b>	<b>Full-time</b>	<b>Part-time</b>
<b>Dual Award - Pre-registration nursing - Adult/Mental Health</b>	BSc (Hons) Nursing (Adult)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6		<input checked="" type="checkbox"/>	<input type="checkbox"/>

## 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 visitors 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 online event with the University of Worcester approval panel took place on 26 March 2026.

### Context

The University of Worcester (UW) is seeking for major modification to introduce a two-year graduate entry MSc nursing (adult or mental health), including a degree apprenticeship route, and a four-year integrated MNurse dual field award programme. Within this modification, UW proposes updates to the programme and module learning outcomes and assessment strategy in response to the management of artificial intelligence (AI) in learning, teaching and assessment for the BSc (Hons) nursing (adult, children's and mental health) programmes and associated degree apprenticeships, alongside the introduction of a part-time route for the BSc (Hons) nursing.

The proposed changes are intended to enhance flexibility, accessibility and student choice, including opportunities for part-time study, blended learning and increased optionality within the curriculum, such as international electives. The revised assessment strategy also reflects emerging considerations relating to generative AI. For the MSc (adult, mental health or degree apprenticeship) nursing programmes, recognition of prior learning (RPL) will be applied to account for existing theory and practice hours, enabling an accelerated two-year route. The MNurse programmes have been designed as a four-year integrated master's to ensure students achieve proficiency across both fields of practice in line with regulatory requirements.

These modifications will impact both new entrants to the programmes and, where relevant, current students through updates to learning outcome and assessment approaches. Practice assessment will continue to be supported through the electronic practice assessment document (ePAD) platform, with a planned transition to a new platform managed through a structured implementation plan. The modified programmes and module learning outcomes and assessment strategy provide greater choice and flexibility to future students through the option of part-time study, blended learning and an increase in optional modules, including practice learning international electives in year 3 for BSc (Hons) (adult, children's and mental health) students.

The curriculum modifications will also develop greater field identity for students and opportunities for interprofessional teamworking. To support this major modification, UW has also made key staffing enhancements including the creation of eight new roles.

As part of this major modification, UW is also transitioning PAD platforms. This transition is underpinned by a robust project plan.

The proposed modifications have been developed through a co-productive approach involving a range of stakeholders including students PLPs, EPs, and PSCs. Wider university and support services were also consulted about these modifications. Stakeholders were engaged through consultation and collaborative curriculum design activities, informing key aspects of the proposed changes, including programme structure, flexibility of delivery and the development of field identity and interprofessional learning opportunities.

During the online event, the visitor team met with a range of stakeholder groups including the programme team, representatives from PLPs, EPs, PSCs, and students spanning years 1 to 3 of the programme attended the online event and openly engaged with the lines of enquiry. No stakeholder groups were absent from the online event.

The **final recommendation** made by the visitor team to the NMC, 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 programmes are offered full-time and delivered over a three-year duration for adult, child and mental health fields. The adult and mental health fields are also offered on a part-time basis, which is delivered over a duration of four years.</p> <p>The BSc (Hons) nursing (adult, mental health) and degree apprenticeship are delivered full time over three years and part time over a four-year duration.</p> <p>The BSc (Hons) nursing (adult) and degree apprenticeship are also delivered at the Dudley Colleges site.</p> <p>BSc (Hons) nursing and degree apprenticeship full-time routes are expected to complete 37.5 hours a week, and part-time students (BSc (Hons) nursing and degree apprenticeship (adult) or (mental health only) are expected to complete 28 hours a week, experiencing the full range of hours expected of registered nurses. Each year totals 21 weeks of theory and 21 weeks of practice or a total of 63 weeks theory and 63 weeks practice across the programme. These programmes have 2,362.5 theory hours and 2,362.5 practice learning hours to total 4,725 hours.</p> <p>For BSc (Hons) students, year 1 is common for all students and includes four 15-credit and two 30-credit mandatory modules totalling 120 credits. In year 2, students commence their chosen field of practice - adult, children's and mental health. There are four 15-credit modules and two 30-credit mandatory modules totalling 120 credits. In year 3, students complete four mandatory modules and one field-specific option module equalling 120 credits. The apprenticeship programmes include a zero-credit end-point assessment (EPA) module at the end of year 3.</p> <p>For BSc (Hons) nursing and degree apprenticeship part-time routes, each part equates to 16 months comprising 2,362.5 theory hours and 2,362.5 practice hours equalling 4,725 hours.</p> <p>Years 1 and 2 of the MSc nursing programmes includes three 30-credit core modules for both fields of practice. Students additionally complete one 30-credit field-specific module. These programmes are also available as a degree apprenticeship, and provide a postgraduate entry route into adult or mental health nursing for graduates who already hold an undergraduate degree. All applicants must complete a recognition of prior learning (RPL) portfolio equating to 750 theory hours and 750 practice learning</p>
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	<p>hours. Students complete 2,325 theory hours and 2,325 practice hours totalling 4,650 hours (including RPL). All apprentices must complete an EPA.</p> <p>The MNurse is an integrated master's programme which leads to a dual award of adult and mental health nursing, providing eligibility to register in two fields of nursing practice. This programme is delivered full-time over four years and is made up of 21 theory weeks and 21 practice weeks each year which totals 84 theory weeks and 84 practice weeks across the programme or 3,150 theory hours and 3,150 practice hours totalling 6,300 hours. The programme is delivered through blended learning with scheduled lectures during identified theory weeks.</p> <p>For the MNurse adult and mental health nursing, the first three years combine core modules delivered to students from all fields of practice and individual field of practice modules, where MNurse students will focus on adult nursing as their chosen field of practice, with the programme mirroring the BSc (Hons) nursing programme. Core modules follow a structure of an initial lead lecture, which provides core content to all fields of practice.</p> <p>Year 1 is common for all students and includes three core 30 and two 15-credit modules totalling 120 credits. In year 2, students undertake 120 credits with two field-specific adult nursing modules. In year 3, at Level 6, students undertake three 30-credit core modules, one 15-credit and field-specific adult nursing modules and select one 15-credit module from five optional modules. In year 4, there are four 30-credit modules to be completed.</p>
<p><b>Overview of practice learning requirements</b></p>	<p>The BSc (Hons) nursing and degree apprenticeship programme comprise 2,362.5 practice learning hours which includes 487.5 hours of simulated practice learning (SPL). Practice learning is aligned to two 30-credit modules in each part of the programme with one delivered in each semester.</p> <p>The MSc and degree apprenticeship programmes comprise 2,325 practice learning hours which incorporates 750 hours of RPL and 150 hours of SPL. There are 10 days of simulated practice learning which take place on campus each year.</p> <p>The MNurse programme comprises 3,150 practice learning hours, which includes 562.5 hours (487.5 across years 1-3 and 75 hours in year 4) of SPL as part of the MNurse adult and mental health nursing programme, which contribute to the total practice learning hours.</p> <p>Practice learning consists of SPL which is a core feature of all programmes and students undertake practice learning experiences in a diverse range of environments. Students can also undertake 'spoke' experiences in alternative or non-traditional settings.</p> <p>SPL activities are delivered synchronously and asynchronously and on campus in high-fidelity simulation suites and community</p>

	settings, which mirror authentic clinical scenarios, and integrate technology to enhance learning, supporting digital literacy.
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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> <ul style="list-style-type: none"> <li><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</li> <li><b>1.1.2</b> demonstrate values in accordance with the Code</li> <li><b>1.1.3</b> have capability to learn behaviours in accordance with the Code</li> <li><b>1.1.4</b> have capability to develop numeracy skills required to meet programme outcomes</li> <li><b>1.1.5</b> can demonstrate proficiency in English language</li> <li><b>1.1.6</b> have capability in literacy to meet programme outcomes</li> <li><b>1.1.7</b> have capability for digital and technological literacy to meet programme outcomes</li> </ul>	<p>Met</p>
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There is no change for BSc (Hons) nursing and degree apprenticeship programmes except the introduction of a part-time route for fee-paying direct entry students.

The visitor team reviewed the UW admissions policy and equality, diversity and inclusion policy and programme specifications and confirmed that the documentation sets out a clear, consistent, and transparent approach to selection, admission, and progression processes. Applicants who meet the admission criteria are invited to attend a values-based selection event, with a choice of online or face-to-face interview.

BSc (Hons) nursing (adult) applicants may identify their chosen site of study as Dudley College. The selection process is identical to UW, with students self-selecting their on-campus or virtual interview date. Interview days involve PLPs, and interview questions have been developed in partnership with PSCs. While current on-campus interviews have taken place at UW, future consideration will be given to hosting recruitment days at Dudley College.

For the graduate entry MSc nursing and apprenticeship routes, applicants with an existing honours degree and experience of working in a paid or unpaid capacity in a health or social care setting may apply. Applicants for an apprenticeship route apply via their employer. PLPs at the approval event stated that the selection of students for the apprenticeship route was competitive.

All applicants will be required to complete a Recognition of Prior Learning (RPL) portfolio of evidence for 750 theory hours and 750 practice hours which equate to year 1 of a pre-registration nursing programme, mapped to the Standards of Proficiency for Registered Nurses (SoPRN) (NMC 2018, updated 2014) and the Code.

International students apply via a recognised agent, and the senior team reported that academic staff travel to India and Nepal to support international recruitment to the nursing programmes. This enables international applicants to participate in an interview in their home country, ensuring that values-based selection processes are applied consistently across all applicant groups.

The ability and capacity to learn the required professional behaviours, develop numeracy, digital and technological skills to meet the programme requirements are clearly stated in the programme specifications and evaluated during the application process.

Academic staff, PSCs and PLPs attend training in the principles of selection, equality and diversity through the University. Pre-registration nursing has a dedicated admissions tutor, supported by all academic staff across the department of nursing.

<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>	<p>Met</p>
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There is no change for BSc (Hons) nursing and degree apprenticeship programmes.

The programme specifications state that offers are conditional upon confirmation of health and character, confirmed by an enhanced Disclosure Barring Service (DBS) check and occupational health (OH) assessment.

All students are required to complete a self-declaration of offences, as part of the recruitment process. For international students and any students with a period of time spent overseas, an overseas police check is requested as outlined in the admissions policy.

For students studying on the apprenticeship route, health and character on admission and throughout the programme is overseen by the employer in line with the employing organisation's policies and processes and confirmed by the UW admissions team and the apprenticeship office.

Applicants complete a self-declaration as part of the selection process, ensuring any relevant convictions or cautions are considered prior to admission. Students on the programme are also invited to declare any changes in their DBS status at the beginning of each academic year as part of the registration process.

For students returning after an interruption in study, the returning student declaration form ensures that any changes in health or character are identified and addressed before re-entry to the programme. There is evidence of robust processes for supporting a pause in learning and return to learning ensures robust processes for nursing apprenticeship students.

For direct entry applicants, occupational health screening will be conducted via UW's contracted occupational health provider, while for apprenticeship route applicants, this will be managed by the EP.

During the online event, PSCs confirmed they provide case studies of lived experiences and review the interview questions, refreshing these each year; the PLPs/EPs also confirmed their involvement in reviewing and creating interview questions.

<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>	<p>Met</p>
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There is no change for BSc (Hons) nursing and degree apprenticeship programmes.

The student-facing programme handbooks provide full details about the requirements of students to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, with the fitness to practise (FtP) processes ensuring any concerns are

managed robustly and fairly. These handbooks also explain the requirement to self-declare any changes to health and character during the registration process each year.

Programme handbooks demonstrate that robust processes are in place to ensure students are required to declare any changes in their health and character status at the start of each academic year as part of registration on the UW student online learning environment (SOLE). Reporting from SOLE provides ongoing assurance that students continue to declare and meet the standards necessary for health and character.

When students have had a period of temporary withdrawal from the programme, they are required to complete the returning student DBS process, which involves a self-declaration document. Where issues are identified, the university has robust processes for managing a student's fitness to practise and/or fitness to study.

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.	Met
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The UW programme lead role descriptor confirms that programme leads are required to meet registration obligations for their programmes, and the programme specifications outline the responsibility of the course lead to verify students' health and character upon completion of the programme.

Staff CVs evidence the relevant expertise, professional registration, and qualifications of course leads, and along with heads of department are confirmed as NMC-registered nurses.

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 percent of the programme.	Met
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There is no change to the RPL for the BSc (Hons) nursing and degree apprenticeship programmes. For the MNurse, RPL is consistent with BSc (Hons) requirements.

The visitor team reviewed the procedures for RPL and applicant guidance for RPL which states assessment of claims for RPL must be within six years and confirm the level, volume, currency and relevance of the claim. All claims for RPL are reviewed and signed by the course lead, quality coordinator, and external examiner. The Head of School (or nominee) has responsibility for signing off recommendations for the award of credit through RPL on behalf of the relevant examination board.

Robust and transparent mechanisms are in place to support individuals in applying for RPL, taking account of both prior certificated and experiential learning.

During the online event, the process for reviewing and assuring RPL decisions, along with the support and guidance available to applicants, was discussed in detail with the programme team.

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 procedures for RPL and applicant guidance for RPL apply to the MNurse adult and mental health and MSc nursing and degree apprenticeship. The MSc programme

specification clearly states that for registered nurses RPL may be permitted for more than 50% of the programme if it can be mapped to the SoPRN and programme outcomes.

Nursing degree apprentices complete an initial needs assessment (INA) requiring all applicants to complete a skills scan against the apprenticeship knowledge, skills and behaviours (KSBs) which are mapped to the SoPRN. RPL for apprentices is recorded in the INA, in addition to being centrally held by UW admissions and student records.

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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There is no change for BSc (Hons) nursing and degree apprenticeship.

Programme specifications demonstrate the use of a blended learning approach which requires engagement with the virtual learning environment (VLE) platform, taught sessions delivered online, the use of digital submission of assignments, and online formative quizzes and summative assessments.

UW utilises a medication digital platform to promote numeracy development across the programmes. The ePAD is hosted on a digital online platform.

For students studying the MSc nursing and apprenticeship, this is offered as a blended programme. Students typically have 12 contact hours per week, delivered through a highly blended model that combines synchronous and asynchronous online sessions. The exact blend of on-campus, synchronous online, and asynchronous online activities will vary by module. Students also have 150 hours of SPL delivered on campus each year.

The evidence presented demonstrates a well-structured and coherent approach to developing students' numeracy, literacy, and digital skills across theoretical and practice learning environments.

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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Documentation including programme specifications and programme handbooks alongside discussions with the senior programme team assure the visitor team of effective governance and compliance with the SFNME including effective stakeholder engagement, curriculum design, resourcing, quality assurance processes, and the integration of equality, diversity and inclusion across the programmes.

The visitor team met with the programme team, PSCs, PLPs and EPs, existing students and alumni, who confirmed that there has been widespread consultation in the development of the revised programmes. In response to consultation with students, UW has increased SPL hours, restructured the induction programme and moved a module from years 1 and 2 giving students time to understand the basics before the introduction of more complex topics. PLPs and EPs advised aligning evidence-based practice with practice learning and promoting holistic and community focused care, which have been incorporated into this modification. Feedback from PSCs has seen their inclusion in simulation learning and teaching and debriefs with students. UW will appoint additional staffing resources to these programmes, which includes two mental health and one adult nurse lecturer. In addition, there are new technical instructors and four new practice education facilitators appointed in preparation for the commencement of the proposed new programmes.

The programme team confirmed the equivalence of student learning and experience at the UW and Dudley College sites. The visitors confirmed that there are quality assurance mechanisms in place for alignment of the curriculum and assessment, delivery, and marking and the same team delivers the curriculum with cross field of nursing standardisation, moderation and monitoring of success rates for the two sites. The same external examiners will consider student assessment from both sites.

2.2 comply with the NMC Standards for student supervision and assessment.	Met
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There is no change for BSc (Hons) nursing and degree apprenticeship is not changed through this modification and the MNurse adult and mental health nursing and MSc nursing and degree apprenticeship will follow the same processes to provide supervision and assessment.

Programme handbooks and programme specifications illustrate defined roles for practice supervisors (PSs), practice assessors (PAs) and academic assessors (AAs). The documentation presented by UW in addition to discussion with the programme team, PLPs and EPs, demonstrate strategic and operational partnerships that underpin programme delivery and support as well as shared accountability for student supervision and assessment. All PAs and PSs complete preparation and ongoing training delivered by UW, evidencing compliance for role readiness and continued professional development.

The practice learning support team (PLAST) works closely with nursing academic staff to ensure robust practice learning opportunities for students.

Academic staff supporting simulation are also prepared as PSs and PAs, demonstrating parity between simulated and practice learning environments. The allocation of an AA for each part of the programme provides continuity, oversight of progression, and an

additional safeguard in assessment decision making. The separation of roles between personal academic tutor (PAT) and AA is clearly operationalised ensuring that the AA cannot also be a PS or PA and is a different AA from within the programme team for consecutive parts of the programme.

UW provides an elective international practice learning which may be a formative four-week experience or a summative practice learning opportunity of six to twelve weeks in Tanzania or in southern Ireland where elective practice learning hours contribute to practice learning for the programme for pre-registration nursing students; this is managed by the international lead and the UW international mobility team. Elective practice learning experiences in Uganda and India provide an enhancement of learning experience with the practice learning opportunity arranged in students' leave periods and therefore not counting towards the total practice learning hours required for the programme.

The programme team confirmed that international practice learning is audited and risk assessed.

Students undertaking elective practice learning opportunities that are not international can only count practice learning hours towards the 2,300 hours required if the supervision and assessment meets the SSSA requirements. PSs and PAs in elective practice learning receive the same SSSA training which is delivered face to face during the pre-arranged onboarding visits, with updates provided online. The programme team confirmed that this training is the same and is delivered by the UW team.

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.	Met
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Programme mapping documentation demonstrates alignment between programme aims, learning outcomes, and module content, with mapping to the SoPRN including four fields of nursing practice requirements. This mapping assures that programme learning outcomes reflect compliance with the SoPRN.

The programme specifications for BSc (Hons) and MNurse and discussions with the programme team confirm the programmes provide core and optional modules, including field-specific and practice learning modules. Module specifications demonstrate alignment of content with SoPRN supporting coherence between theory and regulatory requirements.

The ePAD mapping aligns practice assessment requirements for each part of the programme with the SoPRN, supporting a structured approach to practice learning assessment.

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.	Met
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UW demonstrates that the design and delivery of the programmes provide a coherent and supportive learning experience that integrates field-specific expertise with cross-field exposure. The evidence demonstrates that students are enabled to develop the knowledge, skills, and professional understanding required to deliver safe and effective care across all four fields of nursing practice.

For the BSc (Hons) nursing and degree apprenticeship programmes, the programme specification clearly outlines the programme aims and learning outcomes and identifies the

required modules according to the student's chosen field of practice. Students undertake a combination of core, field-specific, and practice learning modules, with field-specific modules appropriately positioned in years 2 and 3 to support progressive specialisation.

For the MNurse adult and mental health nursing programme, the programme structure demonstrates a coherent progression, with core, adult nursing, and practice learning modules delivered across years 1 and 3, and field-specific adult modules concentrated in years 2 and 3. Year 4 shifts focus to mental health nursing, reflecting the dual award and an intended balance between physical and mental health. Both the BSc (Hons) and MNurse programmes also offer optional modules in year 3, enabling students to select one of five 15-credit modules focused on coordinating care across a range of settings and specialties.

<b>2.5</b> 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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The programme documentation presents a coherent and comprehensive set of routes within the pre-registration nursing programmes clearly demonstrating how nursing students are enabled to enter the professional register in a specific field of nursing practice or complete a programme leading to dual registration.

The BSc (Hons) nursing programme specification outlines routes to registration in adult, children, and mental health nursing. All three fields are available through full-time study, with adult and mental health also offered part-time, providing flexibility while maintaining clear professional outcomes. The BSc (Hons) nursing degree apprenticeship leads to registration as either an adult or mental health nurse and is delivered both full-time and part-time.

The MSc nursing programme specifications identifies routes to registration in adult or mental health nursing for direct entry and apprentices, both offered on a full-time basis, ensuring an accelerated but focused pathway into these fields.

The MNurse adult and mental health programme specification confirms a dual-field route, enabling students to achieve registration in both adult and mental health nursing. The programme also includes a defined exit point, whereby students who do not progress to the fourth year may still achieve registration as an adult nurse, provided all required components of the three-year BSc (Hons) programme have been successfully completed. An exit award is not available for students continuing into year 4.

<b>2.6</b> 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 programme and module specifications demonstrate that student learning is structured through a combination of core modules delivered across all fields of practice, alongside field-specific modules tailored to individual specialisms. This integrated approach ensures both shared foundational knowledge and the development of discipline-specific expertise.

The module specifications confirm core modules are organised with an initial lead lecture introducing key concepts to all fields of practice, followed by workshops and seminars delivered to either mixed-field or field-specific groups. The use of mixed-field groups is a clear strength, as it encourages students to engage with the health-illness continuum and adopt a lifespan perspective. In contrast, field-specific sessions appropriately support the contextualisation and application of core knowledge within each area of practice.

Field-specific modules for BSc (Hons) adult, children, and mental health nursing further reinforce this structure by enabling students to develop specialist knowledge and skills relevant to their chosen field. These modules also contribute effectively to the formation of professional identity within a community of practice, indicating alignment with professional expectations.

The MSc nursing (pre-registration) programme provides a postgraduate route into adult or mental health nursing for graduates who already hold an undergraduate degree. All applicants must complete an RPL portfolio to evidence achievement equivalent to Part 1 ensuring readiness for Level 7 study.

For the MNurse adult and mental health nursing, the first three years combines core modules, delivered to students from all fields of practice and individual field of practice modules, where MNurse students will focus on adult nursing as their chosen field of practice with the programme mirroring the BSc (Hons) nursing programme. Core modules follow a structure of an initial lead lecture, which provides core content to all fields of practice.

The module specifications for each programme are mapped to the SoPRN, with core modules highlighting both core and field-specific learning. There is evidence that simulated practice learning modules are mapped also to Annexe A and B skills.

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 programme specifications demonstrate a well-considered and pedagogically coherent approach to curriculum design, with module and programme specifications evidencing a balance between shared and field-specific learning. Across all routes, student learning is structured through a combination of core modules and field-specific modules.

At programme level, the structure of the BSc (Hons) nursing and degree apprenticeship provides strong evidence of an embedded four fields of nursing practice particularly in the first year where students undertake shared modules. The learning outcomes across these modules are explicitly aligned with the delivery of holistic, person-centred care across the lifespan.

Field-specific modules for adult, children, and mental health nursing further strengthen this model by enabling the development of specialist knowledge and skills. Importantly, these modules also support the formation of professional identity within a defined community of practice, which is critical for safe and effective role transition at the point of registration. The students at the online event remarked to the visitor team the strengths of this approach in balancing the benefits of shared learning with the development of field identity.

The balance between shared and field-specific learning for BSc (Hons) and MSc programmes is a clear strength across the programmes, supporting both the acquisition of core nursing competencies and the development of field-relevant expertise, thereby preparing students effectively for entry to the register in their chosen area(s) of practice. In reviewing the programme specification for the MNurse, the visitors are assured of balance across the two fields of practice.

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.	Met
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The BSc (Hons) nursing and degree apprenticeship, MSc nursing and degree apprenticeship module specifications and MNurse provide clear and consistent evidence

that law, safeguarding, consent, medicines management and optimisation are embedded as a core and assessed component across all routes, with delivery and assessment strategies that are appropriately aligned to both shared and field-specific learning.

Across all programmes, the use of the ePAD to assess medicines management in the practice setting provides a crucial link between theory and practice, ensuring that students can demonstrate proficiency in real-world environments. In addition, the integration of consent and safeguarding across both core and field-specific modules, delivered through shared teaching and then applied within field contexts, further reinforces safe, person-centred care.

2.9 ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	Met
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All routes provide students with an equal balance of theory and practice learning opportunities, as appropriate for their programme.

All programmes include SPL which is designed to support the progressive development of knowledge, skills, and professional competence. Students are provided with detailed information about the structure of their chosen programmes in the programme handbooks.

Theory modules are delivered through a blended learning model, with 66% of learning occurring in-person on campus. This approach effectively balances direct interaction with the flexibility offered by online learning, allowing students to consolidate understanding while benefiting from active engagement with peers and academic staff.

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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The simulation and technology opportunities are integrated into all programmes. Programme specifications confirm that simulation and skills activities are used effectively and proportionately to support practice learning. These include simulated practice, practical skills sessions using a range of manikins, and structured debriefs, involving simulated patients, peers, PSCs, practitioners, technical staff, and academics. Formative feedback supports the development of essential skills within simulation suites designed to replicate hospital and community environments. Simulation is supported by a principal lecturer specialising in simulation-based learning and a simulated learning strategy. An annual planner document outlines how skills and simulated learning are delivered across each year of the programme.

As SPL contributes to the total practice learning hours, any deficit in SPL will be added to the total practice learning hours students need to achieve prior to the end of the programme.

There is a separate group of PSCs who are involved in SPL working predominately in the clinical skills environment, and many of these have had additional training to apply consistency and act as patients for summative objective structured clinical examination (OSCE) assessments. This group has different line management although the remuneration for both groups is identical.

Evidence and discussion with the programme team confirm that technology and simulation are used effectively across the curriculum to support supervision, learning, and assessment. UW has invested in clinical skills facilities and technical instructors at both

the UW campus and Dudley Colleges site. The programme team confirmed that SPL is led strategically by an academic lead.

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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The programme specification for BSc (Hons) nursing and degree apprenticeship confirms the programme is three years in duration and consists of a total of 4,724 hours.

The programme specification for MSc nursing and degree apprenticeship confirms the programme is delivered over two years and comprises a total of 4,650 hours including 750 theory hours and 750 practice hours (1500 hours).

The MNurse programme is offered full time only over four years: full-time - 37.5 hours/week which is 2,362.5-hours theory and 2,362.5 hours practice totalling 4,725 hours.

This structure demonstrates that all programmes are a minimum of three academic years and consist of a minimum of 4,600 hours and demonstrate an equal balance of theory and practice learning. The visitor team found that a range of learning and teaching strategies are used to support learning and student development, including lectures, group work, simulation, scenario-based learning, directed study and practice-based learning, enabling students to integrate theory and practice effectively. A variety of assessment methods are also utilised, including written assignments, presentations, reflective work, examinations, and OSCEs, supporting the development and demonstration of knowledge, skills, and professional behaviours. The structure of protected study time, including scheduled study days, provides students with dedicated opportunities to consolidate learning and prepare for both academic and practice components of the programme.

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.	Met
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The MNurse programme specification confirms that the programme enables registration in two fields of nursing practice upon successful completion of a four-year programme and consists of 6,300 total learning hours. The programme reflects a substantial and carefully structured curriculum, designed to support the development of dual field proficiency, professional knowledge, and practice readiness.

The MNurse adult and mental health nursing dual award is in line with NMC requirements that the programme must be of suitable length to ensure proficiency in both fields, therefore students are required to evidence completion of a minimum of 3,150 practice learning hours and 3,150 hours of theory learning hours to be eligible to register with the NMC in both fields of practice. All practice learning hours are recorded using an electronic timesheet system within the online practice learning platform, which facilitates recording in the students' training records by the PLAST.

The programme specification confirms years 1 to 3 follow the BSc (Hons) nursing adult programme, with the award map identifying which core, field of practice and practice

learning modules the student is required to complete. Year 4 focuses on mental health nursing and the identity of being a nurse in dual fields of practice.

<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 for 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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Programme specifications and module specifications show that in years 1 and 2 practice learning is undertaken through core modules which reflect all four fields of nursing practice and ensures students develop the skills for safe and effective care. In the final year, practice learning becomes more closely aligned with the student's chosen field of practice within the BSc (Hons) and MSc programmes.

Mapping documents for each programme map the programme aims and learning outcomes to the modules of each programme. These mapping documents then map the modules to the SoPRN. The MNurse programme structure supports the development of depth in knowledge and skills, with years 2 to 3 focused on adult nursing and year 4 on mental health nursing. This progression demonstrates a structured approach, moving from a broad foundation towards increasing specialisation and achieving the standards for both fields of practice. Students are provided with details of the module and practice learning structure in the programme handbooks.

The programme handbooks provide student-facing details about practice learning and assessment including meeting proficiencies with diverse groups of individuals. Students' practice learning allocation is relevant to their chosen field of practice, with 'spoke' shifts to gain further alternative field of practice experiences.

Students are supported and assessed using the ePAD for pre-registration programmes and across all fields of practice. The use of the ePAD promotes consistency in assessment and supports the ongoing tracking of student development. For MNurse students, year 4 assessment utilises the year 3 ePAD, adapted specifically for mental health nursing, which indicates a pragmatic approach to maintaining continuity while accommodating field-specific requirements.

Students during the online event talked about the range of practice learning experiences including opportunities to undertake 'spoke' practice learning. They agreed that skills development resources at UW are very good, giving students sound preparation prior to practice learning. Students met by the visitors were positive about their practice learning experiences.

<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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Programme specifications confirm programme aims and learning outcomes are focused on meeting the holistic needs of individuals across the lifespan. The programme specifications also detail practice learning opportunities across the life span.

Programme handbooks in the practice learning section explain practice learning allocation processes for field experiences, including the role of PLAST and use of practice learning allocation software to ensure students experience the variety of practice expected.

The ePAD includes sections for students to document learning from others, including visits and wider practice experiences that meet the holistic needs of people across the lifespan

<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.	Met
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Programme specifications clearly articulate the requirements for practice learning and its assessment, explicitly including the achievement of communication, relationship management skills, and nursing procedures within a student's chosen field of practice, demonstrating alignment with SoPRN.

Module specifications for simulation and practice learning clearly identify where communication and relationship management skills and nursing proficiencies are developed and assessed within each module, including through SPL, evidencing an integrated and systematic approach to skills development across theory and practice.

The ePAD provides a structured and effective mechanism for assessing communication, relationship management skills, and nursing proficiencies, including robust evaluation through two episodes of care per part, ensuring consistency and depth in assessment across the programme.

<b>3.4</b> 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 specifications define total practice learning hours and SPL allocations as follows:

BSc (Hons) nursing and degree apprenticeship: 2,367.5 hours in total, including 487.5 hours of SPL.

MNurse Adult and Mental Health nursing: 3,150 hours in total, including 562.5 hours of SPL.

MSc nursing and degree apprenticeship: 2,325 hours in total including 750 hours practice learning via RPL, with 150 hours of SPL.

All SPL is supervised by PSs, and students record their hours via e-timesheets in the practice learning software. During the online event the programme team confirmed that through the monitoring of attendance, if a student does not attend and participate the practice learning hours are not accrued.

<b>3.5</b> 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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The programme specifications and programme handbooks signpost students to the UW disability and dyslexia service which offers support to students to devise the development of Reasonable Adjustment Plans (RAPs). RAPs facilitate inclusivity in theory learning, and Practice Placement Adjustment Plans (PPAPs) affirm reasonable adjustments for students in practice learning. The programme handbooks note that the PAT has a key role in supporting and signposting students who have additional learning needs. The PAT has a key role in liaising with PLPs and EPs regarding a student's PPAP. The PLPs and EPs met during the online event were aware of the need to make reasonable adjustments for students with a formal learning PPAP and encourage students to disclose any additional needs they may have. Students also confirmed that they were aware of the processes for

reasonable adjustments and the need to advise their PS and PA, if necessary, during each practice learning experience.

The programme team explained during the online event that due to geographical locations of the practice learning opportunities, UW's equality, diversity and inclusion policy supports students by providing transport for students to reach practice learning. This transport is to the main hospital sites and provided an opportunity to make use of practice learning capacity in larger sites. There are also measures in place for UW to subsidise transport costs and students who are eligible can apply for the NHS learning support fund to reimburse transport or accommodation costs. PLPs during the online event stated that much thought goes into practice learning allocation to enable students to experience the variety of practice learning, this includes consideration of car drivers, the availability of public transport, providing a practice learning pack to include possible 'spoke' practice learning which may be nearer geographically to the students' home address.

3.6 ensure students experience the range of hours expected of registered nurses.	Met
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There is no change for BSc (Hons) nursing and degree apprenticeship, and the MNurse Adult and Mental Health nursing, and MSc nursing and degree apprenticeship will follow existing processes.

The BSc (Hons) nursing and degree apprenticeship programmes include 2,367.5 practice hours which includes 487.5 hours of SPL; MNurse adult and mental health nursing programme includes 3,150 hours which includes 562.5 hours of SPL; and the MSc nursing and degree apprenticeship programmes include 2,325 hours of practice learning (including 750 hours of RPL) which includes 150 hours of SPL.

The BSc (Hons), MNurse and MSc nursing programme specifications, along with the MNurse and MSc nursing programme handbooks, provide detailed information for students regarding the range of hours expected of registered nurses. The programme handbooks provide student-facing information about practice learning including the shift patterns of different PLPs and EPs and the shift patterns they are expected to complete, including exposure to night shifts. The practice learning guide provides further details concerning practice learning hours requirements, including recording hours using a digital platform, reporting sick leave and weekend working.

3.7 ensure that students are supernumerary.	Met
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There is no change for BSc (Hons) nursing and degree apprenticeship, and the MNurse adult and mental health nursing and MSc nursing and degree apprenticeship will follow existing processes.

Programme documents confirm the supernumerary status of students across all programmes. For the BSc (Hons), MNurse and MSc nursing programmes, the programme specifications explicitly set out the supernumerary requirement. Programme handbooks provide clear guidance to students regarding their supernumerary status.

Students met during the online event were aware of the need for supernumerary status for practice learning; however, some informed the visitor team that they sometimes felt used as support workers. Students confirmed their awareness of how to escalate concerns regarding supernumerary and this was triangulated by the programme team and the PLP/EP representatives.

The PLPs and EPs met during the online event confirmed they are aware of the need for supernumerary status and the processes for escalating any concerns about student practice learning to UW.

The Practice Liaison Team actively follows up on any concerns raised, liaising with practice education teams and supporting the development of action plans in response to student feedback. This demonstrates a responsive and student-centred approach to ensuring that supernumerary arrangements are maintained effectively and that learning is safe and supported.

The visitors conclude that the AEI has met Standard 3: Practice learning.
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## 4: Supervision and assessment

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

<b>4.1</b> ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	Met
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There is no change for BSc (Hons) nursing and degree apprenticeship, and the MNurse Adult and Mental Health nursing and MSc nursing and degree apprenticeship will follow existing processes.

The resource statement confirms all students are allocated an AA who is a registered nurse. For practice learning including SPL a student's PAT acts as the AA for years 1 and 3 and an alternative AA is allocated for year 2 (and year 4 for the MNurse). There is documentary evidence that all AAs are prepared for their role.

The practice learning audit tool, health and safety risk assessment, the risk assessment template and practice learning evaluation questions ensure quality assurance is in place for practice learning. The practice liaison team follows up any concerns raised regarding supernumerary status with practice education teams, and support action planning in response to student feedback.

<b>4.2</b> ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	Met
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There is no change for BSc (Hons) nursing and degree apprenticeship, and the MNurse adult and mental health nursing and MSc nursing and degree apprenticeship will follow existing processes.

The practice learning guide confirms compliance with SSSA, this includes details of how students are supported during practice learning and details relating to the role of the AA, PS, and PA.

PLPs and EPs met during the online event stated that the UW PS and PA training was very robust and the content quality assured. PLPs and EPs maintain a register of PSs and PAs to ensure sufficiency for practice learning support is available for all students. All records are kept on the electronic student record so that monthly statistical analysis can be made. Practice learning allocations are made with the numbers of PAs and PSs considered and these allocations ensure that there are always sufficient PAs and PSs before students arrive for practice learning.

The MSc apprenticeship specification provides details of how the individual learner progress review process (12-weekly tripartite reviews) adds a further layer of support whilst undertaking practice learning.

<b>4.3</b> ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	Met
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Programme handbooks confirm the name of the programme leads for each programme. The responsibilities encompassed in this role are confirmed in the role descriptor. The CVs provided confirm details of the staff members undertaking these roles.

4.4 provide students with constructive feedback throughout the programme to support their development.	Met
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Module specifications demonstrate that the requirements of the UW Assessment policy are adhered to in the provision of feedback for both formative and summative assessments, underpinning all programme assessment and feedback principles.

Programme specifications and module specifications clearly detail assessment strategies at both programme and module level, including formative, summative, and practice learning components. These documents indicate that a range of assessment methodologies is used to evaluate student learning, with structured opportunities for feedback embedded within both formative and summative assessment processes.

For master's level students, programme handbooks provide detailed guidance on assessment processes, including how feedback and feedforward are delivered. UW uses module marking rubric templates mapped to Level 4 to Level 7 marking criteria, which supports consistency and transparency in assessment. Specialist software platforms are used for submission and feedback, enabling students to access summative feedback efficiently. The use of plagiarism-detection software also supports students in reviewing their work for similarity, promoting academic integrity and independent learning.

The ePAD provides structured opportunities for students to receive documented formative and summative feedback within practice learning environments. Practice learning documentation emphasises the requirement for clear feedback and action planning where students are not achieving expected outcomes, supporting timely intervention and progression. The ePAD also enables PSCs to contribute feedback on students' engagement, enhancing the inclusivity and authenticity of assessment. Students completing the apprenticeship routes gain feedback on progress through the individual learner progress review.

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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Programme documentation indicates that all students on the BSc (Hons) nursing and BSc (Hons) nursing degree apprenticeship, MNurse, and MSc nursing programmes complete the ePAD to record achievement of proficiencies aligned to SoPRN within their respective fields of practice.

The programme specifications clearly articulate the learning aims and objectives, which are explicitly aligned to the standards of proficiency for each field of practice. The structure of the programmes further supports this alignment: in year 1, students' complete core shared modules, with field-specific modules introduced in years 2 and 3 for the BSc (Hons) programme.

For the MNurse programme, students complete adult field modules in years 2 and 3, followed by additional mental health modules in year 4, enabling them to meet the requirements for registration in a second field of practice. The programme design supports both depth and breadth of professional competence. A student on the MNurse programme may exit at the end of year 3 (part 3) with eligibility to register with the NMC as an adult nurse; however, students who continue the MNurse programme are not eligible for this exit award, reflecting a clear distinction in progression outcomes for year 4.

<b>4.6</b> 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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The visitor team reviewed programme documentation relating to health numeracy and medicines management, including module specifications and programme mapping documents. This evidence confirms that the programmes include a health numeracy assessment related to the SoPRN and the calculation of medicines, which must be passed with a score of 100%. The digital platform is embedded across the programme with opportunities for formative development of numeracy skills throughout the programmes culminating in a summative assessment that requires students to achieve a mark of 100% in order to successfully complete the programme. The visitors found that this approach enables students to progressively develop competence in medicines management and numeracy in preparation for safe practice. In addition, medicines management is assessed within practice learning environments through the ePAD, with increasing complexity across the programmes.

<b>4.7</b> 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 handbooks confirm that practice learning assessment is undertaken within the student's chosen field of practice, with all final year practice learning completed in that field.

The programme team during the online event informed the visitor team how clinical scenarios which are field specific have been written to support SPL and how this provides students with a safe opportunity to develop more complex communication skills in relation to their field. The students met during the online event informed the visitor team of their experiences of hearing different clinical languages students have developed which are different between each field and reflect the approach to person-centred care.

<b>4.8</b> assess students to confirm proficiency in preparation for professional practice as a registered nurse.	Met
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The programme specifications confirm that there is no compensation between the assessment of theory and the assessment of practice. The requirement for progression sets out what students must do to pass each level of the programme and progress to the next level.

Programme learning outcomes are mapped to the SoPRN and ePAD, ensuring that students meet both cross-field outcomes and field-specific requirements. Field-specific and cross-field teaching, learning, and assessment plans detail how students achieve both breadth and depth of knowledge and skills relevant to their chosen field of practice.

Discussions with the programme team, PLPs/EPs and students during the online event confirmed that students are provided with the opportunity to develop and demonstrate proficiencies through SPL within a range of clinical areas demonstrating increasing complexity, autonomy and readiness for professional practice as a registered nurse.

Students are assessed through a range of assessment methods during the programme for theory and practice, for example OSCEs. In addition to proficiencies and academic learning, students are also assessed on the development of their professional values to include attitudes and behaviours, adherence to the Code, communication, compassion and team working.

4.9 ensure that there is equal weighting in the assessment of theory and practice.	Met
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There is no change for the BSc (Hons) nursing and BSc (Hons) nursing degree apprenticeship.

The module specifications demonstrate the equal weighting of theory and practice across theory and practice learning modules. Additional evidence provided by the programme team prior to the online event confirms that the programmes all provide equal weighting in the assessment of theory and practice.

The BSc (Hons) Nursing programme award map confirms which modules are mandatory for each field of practice and confirms that theory is attached to 180 credits across the programme and practice learning is attached to 180 credits across the programme. Assessment is aligned to the modules and module learning outcomes, with all assessments integrating theory and practice. Theory assessments are attached to the 60 theory credits each year, using a range of assessment strategies including written assignments, patchwork portfolios, exams, presentations, and posters. Assessment of practice is attached to the 60 practice learning credits each year, formatively and summatively assessed and recorded in the ePAD. Health numeracy is assessed using a digital platform and pass/fail modules. In year 3 only, graded authentic assessment founded in clinical practice includes a case presentation and professional discussion, which complements the assessment of practice using the ePAD, to support degree classification calculations.

The MSc nursing and degree apprenticeship programme specification award map confirms each academic year includes 30 credits of practice learning, with each year (part 2 and part 3) equating to 21 weeks of theory and 21 weeks of practice learning. All practice learning hours across each year are allocated to the 30-credit practice learning module. Documentation shows that part 1 is 750 hours of theory and 750 hours of practice RPL hours which demonstrates appropriate recognition of prior achievement. The programme specification confirms there is no compensation between theory and practice assessments. The course handbook provides clear student-facing information on theory and practice assessment and includes a table mapping assessment methods and weightings to modules at each level, further supporting clarity and transparency.

For the MNurse adult and mental health nursing, the programme specification confirms students complete 21 weeks of practice learning each year. The inclusion of a fourth-year results in a total of 84 weeks of theory and 84 weeks of practice across the programme, equating to 3,150 theory hours and 3,150 practice hours, including 562.5 hours of SPL (6,300 total hours). With the assessment of practice learning and all practice learning hours contained within two 30-credit simulation and practice learning modules each year, further details are provided in the module specifications. Students are required to undertake 37.5 hours per week of learning. This confirms that the programme meets expected hour requirements. In year 4, students' complete mental health-focused practice learning alongside associated theory, further demonstrating appropriate field-specific consolidation.

The module specifications and programme specification confirm that compensation between theory and practice assessments is not permitted, demonstrating alignment with regulatory expectations. The programme handbooks provide clear student-facing information on the assessment of both theory and practice, including a comprehensive table outlining assessment methods and their weightings across modules at each level of the programme, which supports transparency and student understanding. The visitor team found that the programmes operate a no compensation, no condonement and no

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aggregation policy, requiring students to pass all elements of assessment in both theory and practice. This approach ensures that neither theory nor practice can be compensated for by the other, thereby providing equal weighting in assessment.

<p><b>4.10</b> 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.</p>	<p>Met</p>
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There are no changes through this modification to the way in which proficiencies are assessed and recorded in an ongoing record of achievement for the BSc (Hons) nursing and BSc (Hons) nursing degree apprenticeship. The BSc (Hons) apprentice handbook supplement confirms the arrangements for assessment of apprenticeship students and the requirements for the EPA.

The programme specifications for the BSc (Hons) nursing and degree apprenticeship, MNurse adult and mental health nursing and MSc nursing and degree apprenticeship confirm the assessment of practice learning tool is the ePAD and the ongoing record of achievement is submitted at the end of each part of the programme demonstrating progression over time.

Documentation clearly states that assessment of practice learning is recorded in the ongoing record of achievement at the end of each part of the programme and signed by the PA and AA confirming recommendation for progression to the next part or for their award, ratified at the examination board.

The ePAD, ongoing record of achievement, and ePAD guide are identified as the primary tools used to assess practice learning. The ePAD documentation is integrated into two 30-credit modules per academic year for the BSc (Hons) and MNurse programmes, and one 30-credit module per year for the MSc nursing programme, as outlined in module specification documents. This integration ensures that practice learning is systematically assessed and feedback is embedded within the academic structure.

<p>The visitors conclude that the AEI has met Standard 4: Supervision and assessment.</p>
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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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There is no change for BSc (Hons) nursing and BSc (Hons) nursing degree apprenticeship.

The MNurse adult and mental health nursing programme specification confirms this programme is an integrated master's at Level 7 with 480 credits for the award setting out the requirements to achieve the MNurse award and eligibility to register in the dual fields.

The MNurse programme offers an exit award with eligibility to register as an adult nurse at the end of year 3 with 360 credits. This option is only available if the student exits at the end of year 3, it is not available for students continuing into year 4.

The MSc nursing and degree apprenticeship programme specification confirms this is a master's level qualification and sits at Level 7 and sets out the requirements to achieve the MSc nursing award.

<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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Programme specifications instruct that pre-registration nursing students have five years in which they can register their qualification with the NMC. Registering after the five-year period will require additional education and training as specified in the NMC standards.

The students met at the online event seemed uncertain of the timeframe for registration but knew there was a time limit. The evidence provided by UW clearly demonstrates that this information is provided to all nursing students.

The visitors conclude that the AEI has met Standard 5: Qualification to be awarded.
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## Conditions and recommendations

### Conditions

No conditions have been set.

### Recommendations for enhancement

No recommendations for enhancement have been identified.

### Areas for future monitoring

No areas for future monitoring have been identified.

The **final recommendation** made by the visitor team to the NMC 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 is 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 checked="" type="checkbox"/>	<input 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 record of achievement (ORA)	<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"/>

<p>If you stated No, above, please provide the reason and mitigation: N/A</p>
<p>Additional comments: N/A</p>

**During the event, the visitors 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
Author/s	Elizabeth Mason Sarah Beresford	Registrant Visitors	15/05/2026
	David Gardner	Lay Visitor	
QAA Officer	Jo Miller	QAA Officer	18/05/2026

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