Programme Major Modification report

Section one

<u>**Section one**</u>

Programme provider name:	University of Brighton
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Sussex Partnership NHS Foundation Trust Brighton and Sussex University Hospitals NHS Trust Sussex Community NHS Foundation Trust Surrey and Sussex Healthcare NHS Trust Eastbourne, Hailsham, Seaford Clinical Commissioning Group (CCG) Horsham and Mid-Sussex CCG Western Sussex Hospitals NHS Foundation Trust Brighton and Hove CCG East Sussex Healthcare NHS Trust Coastal West Sussex CCG Queen Victoria Hospital NHS Foundation Trust Hastings and Rother CCG Private, voluntary and independent health care providers
Programmes reviewed:	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☐ Registered Nurse – Children's ☐ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☐ *Nursing Degree Apprenticeship (NDA) route*

	NDA Adult	☒
	NDA Children's	☒
	NDA Learning Disabilities	☐
	NDA Mental Health	☒
	Dual award - pre-registration nursing	
	Dual award - adult/mental health	☐
	Dual award - adult/children's	☐
	Dual award - adult/learning disabilities	☐
	Dual award - mental health/learning disabilities	☐
	Dual award - mental health/children's	☐
	Dual award - learning disabilities/children's	☐

Title of current programme(s):	BSc (Hons) Nursing Adult BSc (Hons) Nursing Mental Health BSc (Hons) Nursing Child
Title of modified programme(s) if changed:	Registered Nurse Degree Apprenticeship (Adult) Registered Nurse Degree Apprenticeship (Mental Health) Registered Nurse Degree Apprenticeship (Child)

Academic levels of current programme:

Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

NDA Adult	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Learning Disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Mental Health	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/mental health	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/learning disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/learning disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7

	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Academic levels of modified programme(s) if changed:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF

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	England, Wales, Northern Ireland / SCQF
	☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Programme start date:	
RN – Adult	
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	1 February 2021

NDA Children's	1 February 2021
NDA Learning Disabilities	
NDA Mental Health	1 February 2021
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of approval:	6 October 2020
Type of Modification:	Visit
QA visitor(s):	Registrant Visitor: David Mudd

Summary of review and findings

The University of Brighton (UoB) is an established approved education institution (AEI). The UoB school of health sciences (school) presents documentation to support a major modification to the existing pre-registration nursing programme approved by the Nursing and Midwifery Council (NMC) on 2 July 2019. This major modification is to include delivery of additional routes to the existing programme; registered nurse degree apprentice (NDA) routes at academic level six in the adult, child and mental health fields of nursing practice.

The major modification visit was undertaken via remote means due to COVID-19.

UoB has worked collaboratively with a range of AEIs in the southern region to develop and implement an adapted version of the pan-London practice assessment document (the south PAD).

There's an effective working relationship between the school and their employer partners. A partnership approach to the development of the programme is evident. Formal partnership agreements are in place for the apprenticeship programme with the following named employer partners:

- Sussex Partnership NHS Foundation Trust
- Brighton and Sussex University Hospitals NHS Trust
- Sussex Community NHS Foundation Trust
- Eastbourne, Hailsham, Seaford CCG
- The Priory Hospital, Brighton and Hove
- Surrey and Sussex Healthcare NHS Trust
- Western Sussex Hospitals NHS Foundation Trust
- East Sussex Healthcare NHS Trust
- Queen Victoria Hospital NHS Foundation Trust
- Horsham and Mid-Sussex CCG
- Brighton and Hove CCG
- Coastal West Sussex CCG
- Hastings and Rother CCG
- The Martlets Hospice
- St Barnabas Hospice Ltd
- Horder Healthcare (The Horder Centre)

Employer partners tell us the NDA route will assist the local workforce to meet the health and social care needs of the local population.

All employer partners confirm their compliance with the NMC standards, specifically the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018). They confirm their commitment to ensure the

supernumerary status of apprentices for 2300 hours of practice and 2300 hours of theory.

UoB, in partnership with employer partners, have developed a practice placement audit tool, a robust educational audit system to assess, monitor and evaluate the suitability and quality of practice learning environments and student experiences.

There's evidence of partnership working between UoB and stakeholders including service users, students and employer partners. There's documentary evidence that stakeholders have contributed to the design and development of the proposed programme.

UoB and employer partners confirm that any issues which arise from Care Quality Commission (CQC) quality and inspection reviews which impact on practice learning environments are managed through a systematic partnership process. Evidence from educational audits are used to determine suitability of practice learning environments. Any risks to students' practice learning are robustly managed and monitored via action plans. Assurance is provided that the risks associated with this are being effectively managed to ensure student protection in practice learning environments and public protection.

The major modification at programme level for the delivery of the additional NDA routes meets the SSSA.

The major modification at programme level for the delivery of the additional NDA routes does not meet the SFNME and the Standards for pre-registration nursing programmes (SPRNP) (NMC, 2018) as conditions apply.

The major modification of the pre-registration nursing programme is recommended to the NMC for approval subject to one joint NMC and university condition, one NMC condition and two university conditions. The university made two recommendations.

Updated 12 November 2020:

Evidence is provided of changes required to meet the NMC and the joint NMC and university conditions. The conditions are met. The AEI confirm that the university conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel		
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval	☐
	Programme is recommended for approval subject to specific conditions being met	☒

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	Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition two**:** Include in the learning and teaching element of the programme specification a strategy to continuously develop the students' numeracy abilities and methods by which this is achieved. (SFNME R2.2, SPRNP R1.7) (Joint NMC and university condition) Condition four: Ensure that UoB literature reflects the diversity of entry routes available at UoB. (University condition) **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition one: Produce and include in the programme specification a detailed programme structure diagram, including clarification of the terminology trimester/semester. (SFNME R5.3, R5.7, SPRNP R2.1) (NMC condition) Condition three: Make explicit reference to British values in the learning and teaching section of the programme specification. (University condition)
Date condition(s) to be met:	10 November 2020
Recommendations to enhance the programme delivery:	Recommendation one: Consider monitoring the resources available to expand mathematical support for apprentices, including specifically the new extended licence for safeMedicate. (University recommendation)

	Recommendation two: Consider monitoring ongoing resources to support the programme as it develops in capacity. (University recommendation)
Focused areas for future monitoring:	The tracking of the student journey through the NDA programme in academic and practice learning environments. The way the student is supported in developing numeracy skills.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: Revised copies of the programme documentation provide evidence that the changes required to meet the NMC and the joint NMC and university conditions are made. Assurance is provided there's a strategy detailed in the revised programme specification to continuously develop the students' numeracy abilities and the methods by which this is achieved (Condition two). There's a structure diagram detailing the hours allocated to hours defined as on the job and off the job training and clarity over the use of terms semester and trimester for the NDA routes in the adult, child and mental health fields of nursing practice (Condition one). UoB confirm that the university conditions are met (Conditions three and four). The SFNME is now met. The SPRNP are now met.

AEI Observations	Observations have been made by the education institution **YES** ☒ **NO** ☐
Summary of observations made, if applicable	The report is amended to reflect the correct start date of 1 February 2021. Clarification of apprentice employer partners provided.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	9 November 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points:
Standards for pre-registration nursing programmes *(NMC, 2018)*
Future nurse: Standards of proficiency for registered nurses *(NMC, 2018)*
Standards framework for nursing and midwifery education (NMC, 2018)
Standards for student supervision and assessment (NMC, 2018)
The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)
QA framework for nursing, midwifery and nursing associate education (NMC, 2018)
QA Handbook

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

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Findings against the standard and requirements

Provide an <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

We found effective working relationships between UoB, employer partners and service users and carers (SUCs), with evidence of collaborative programme development and delivery. Senior representatives of the Sussex Partnership NHS Foundation Trust, Brighton and Sussex University Hospitals NHS Trust, Sussex Community NHS Foundation Trust, Eastbourne, Hailsham, Seaford CCG, The Priory Hospital Brighton and Hove, and Surrey and Sussex Healthcare NHS Trust tell us of the partnership arrangements they have with UoB. This is confirmed by evidence of written and signed agreements between UoB and all named employer partners.

There's a joint approach to recruiting to the programme and management of its delivery involving employer partners and SUCs. They tell us they're prepared for recruitment and selection processes. All members of recruitment and selection panels receive equality and diversity training which is updated annually.

There's documentary evidence that SUCs have been involved in the design and co-production of the proposed programme. There's a SUC engagement strategy with an identified SUC school-based co-ordinator.

SUCs tell us and give examples of ways they're involved in the recruitment and selection process, design, development, delivery, evaluation and co-production of the nursing programme.

SUCs tell us they're prepared for their role in contributing to the programme by a school-based induction programme facilitated by the SUC co-ordinator. They tell

us they feel listened to and treated as equal partners, and changes have been made to the programme in response to their feedback.

SUCs tell us they are involved in classroom-based teaching, sharing their stories and experiences and the positive responses from students. They tell us of the effective communication with the school and they report being well supported with debriefings following their input to programme delivery.

There are enough appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiencies for NDA students specified in the SPRNP and SSSA.

Fitness to practise concerns about a student are managed in partnership between UoB and employer partners.

There's documentation that details the roles and responsibilities of those who support the student practice learning experience and the ways they work in partnership.

The programme team and employer partners tell us of robust communication with other AEIs in the region to share information on CQC reporting and audit outcomes.

There are practice liaison lecturers (PLLs) who engage in tripartite meetings with practice assessors and students in practice learning environments to discuss learning opportunities and progress in meeting the SPRNP and SSSA.

Students tell us they had a robust values-based recruitment and selection process. They report feeling well supported academically and in their practice learning. Students tell us their assessments clearly link to practice and they're confident in the student support systems available to them in both university and practice learning environments which are easily accessible.

Students tell us they have been involved in programme development meetings and have been consulted on changes to the programme. Student representatives are elected for each student cohort and are involved in meetings with the programme leader and module leaders to provide feedback and input on programme development.

Students are aware of the UoB and employer partners' processes for reporting and escalating concerns and the actions taken.

UoB nursing students engage in learning with interprofessional team members and learn with students from other professions.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

MET ☒   **NOT MET** ☐

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: *Standards for student supervision and assessment*

MET ☒   **NOT MET** ☐

Post Event Review
Identify how the condition is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐ N/A

Student journey through the programme
Standard 1: Selection, admission and progression

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

R1.1 Confirm on entry to the programme that students:
R1.1.1 are suitable for their intended field of nursing practice:
adult, mental health, learning disabilities and children's nursing
R1.1.2 demonstrate values in accordance with the Code
R1.1.3 have capability to learn behaviours in accordance with the Code
R1.1.4 have capability to develop numeracy skills required to meet programme outcomes
R1.1.5 can demonstrate proficiency in English language
R1.1.6 have capability in literacy to meet programme outcomes
R1.1.7 have capability for digital and technological literacy to meet programme outcomes.
R1.2 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

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme

R1.5 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 and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 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 percent of the programme

R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review
Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for pre-registration nursing programmes (*NMC, 2018).

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC, 2018).
Demonstrate a robust process to transfer current students onto the *Standards for student supervision and assessment* (NMC, 2018).

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

    YES ☒   **NO** ☐

- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4, R1.1.7).

  YES ☒   **NO** ☐

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

  YES ☒   **NO** ☐

- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

  YES ☒   **NO** ☐

- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

  YES ☒   **NO** ☐

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

  MET ☒   **NOT MET** ☐

R1.5 is met. Unchanged since original approval on 2 July 2019.

UoB has an established recognition of prior learning (RPL) policy framework. Documentary evidence and confirmation at the major modification visit demonstrate RPL is used for up to 50 percent of the programme. This complies with Article 31(3) of Directive 2005/36/EC.

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)

  MET ☒   **NOT MET** ☐

R1.6 is met. Unchanged since original approval on 2 July 2019.

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UoB has an established RPL policy framework. RPL claims are managed on an individualised, case by case basis and applicants are supported through the RPL process by the admissions tutor and programme leader. Information on RPL is available for prospective students. RPL claims are verified by an external examiner and ratified by an assessment board. Registered nurses can apply for more than 50 percent of the programme.

- Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

    Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

    MET ☐   **NOT MET** ☒

R1.7 is not met. There's documentary evidence mapping numeracy, literacy, digital and technological literacy against the programme learning outcomes and programme modules. The south PAD and OAR include the requirements for students to demonstrate development of their skills in numeracy, literacy, digital and technological literacy.

Proficiency in numeracy, literacy and digital technology is assessed and recorded in the south PAD and OAR.

UoB students have access to a virtual learning environment (VLE). UoB uses My Studies via Blackboard technology. Students are able to access learning and teaching materials, provide feedback and evaluations and submit assignment work via the VLE. Students use online packages including safeMedicate, an e-learning tool that supports the development and assessment of competence for safe medication practice. Students receive online feedback on summative work.

Modules in each route include digital platforms to test numeracy in the form of drug calculations in each year. The pass mark in years one and two is 70 percent in the numeracy calculations. In year three, the pass mark required is 100 percent.

There is, however, a lack of evidence in the programme teaching and learning strategy of ways the students will be supported to continuously develop their abilities in numeracy. (Condition two)

Evidence provides assurance that the following QA approval criteria are met:

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- Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

YES ☒   NO ☐

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

There are no students who will transfer onto the proposed programme.

Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

There are no current students who will transfer to SSSA.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met

YES ☐   NO ☒

There is a lack of evidence in the programme teaching and learning strategy of ways the students will be supported to continuously develop their abilities in numeracy. (Condition two)

Outcome

Is the standard met?   MET ☐   NOT MET ☒

There is a lack of evidence in the programme teaching and learning strategy of ways the students will be supported to continuously develop their abilities in numeracy.

Condition two**:** Include in the learning and teaching element of the programme specification a strategy to continuously develop the students' numeracy abilities and the methods by which this is achieved (SFNME R2.2, SPRNP R1.7)

Date: 6 October 2020

Post event review

Identify how the condition(s) is met:

Condition two: UoB has produced a revised programme specification which includes a strategy to continuously develop the students' numeracy abilities and the methods by which this is achieved. Condition two is met.

Evidence:

Revised UoB NDA programme specification, November 2020

Date condition(s) met: 9 November 2020

Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Condition two is now met.

Standard 2: Curriculum

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

R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*

R2.2 comply with the NMC *Standards for student supervision and assessment*

R2.3 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

R2.4 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

R2.5 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

R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes

R2.7 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

R2.8 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

R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies

R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)
R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and
R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

Standards framework for nursing and midwifery education specifically*:*
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*
R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)

  YES ☐   **NO** ☒

R2.1 is not met. Documentary evidence indicates, and the programme team tell us, that the programme comprises 50 percent theory and 50 percent supernumerary practice learning (outside of the student's normal place of employment). This occurs within a minimum of 4,600 programme hours and over three years (defined as off the job training) and 150 hours in the student's usual place of employment (defined as on the job training). However, we found there's a lack of a structure diagram detailing the hours allocated to these defined hours and confusion over the use of terms semester and trimester. (Condition one)

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)

  YES ☒   **NO** ☐

- Mapping to show how the curriculum and practice learning content 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 (R2.3)

  YES ☒   **NO** ☐

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

MET ☒   **NOT MET** ☐

R2.4 is met. The NDA routes are designed specifically for the adult, mental health and child nursing field of practice; however, module descriptors that contain learning outcomes and content that represent theory and practice across the four fields of nursing are evident. The school practice placements team and practice learning lead for nursing works in partnership with employer partners to identify placement capacity and provide students with a range of practice placement learning experiences across the lifespan.

Employer partners confirm achieving practice placement opportunities for students to experience the four fields of nursing practice. Students tell us they're supported in theory and practice to experience all four fields of nursing practice. Documentary evidence confirms and the programme team tell us that school academic staff have a range of clinical backgrounds in all four fields of nursing practice to support student learning across the lifespan and diverse settings relevant to the programme.

Suitably qualified external examiners for all programme routes are identified.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

MET ☒   **NOT MET** ☐

R2.5 is met. The programme and modules comprise a range of field specific and generic outcomes. The aim of this is to allow students to enter the register in one specific field of practice. There's documentary evidence that a combination of field specific and generic learning outcomes and content are included in module descriptors. The programme includes field specific practice learning outcomes and experiences.

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the *Standards of proficiency for registered nurses* (R2.6)

YES ☒   **NO** ☐

There is evidence that mapping has been undertaken to 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 (R2.7)

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- There is evidence that mapping has been undertaken to 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 (R2.8)

MET ☒   **NOT MET** ☐

R2.8 is met. There's evidence of mapping in the programme design ensuring field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation are included in the programme. The programme team and students tell us, and documentary evidence confirms these are applied via module delivery. There is evidence these subjects are applied to field specific content. This content is assessed in practice in the south PAD.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.
  There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET ☒   **NOT MET** ☐

R2.9 is met. An appropriate and detailed range of learning and teaching methods are presented in the documentation. The programme and module aims are mapped to the SPRNP. There's a practice learning allocation model in place, which ensures students have access to a range of risk-assessed practice learning environments, which takes into account the 24-hour nature of delivery of nursing care. Employer partners and students tell us students undertake a range of working hours in practice learning environments covering 24 hours and including weekends. The programme team confirm the designated hours needed to meet the NMC requirements and comprises 50 percent theory and 50 percent supernumerary practice learning (outside of the student's normal place of employment). This occurs within a minimum of 4,600 programme hours, over three years (defined as off the job training) and150 hours in the student's usual place of employment (defined as on the job training). There is a process in place to support students to 'catch-up' unmet practice learning hours and theory hours. This process is managed by the practice learning lead for nursing and the programme

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leader and is clearly stated in the student handbook for each field of nursing practice.

Evidence provides assurance that the following QA approval criteria are met:

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

  YES ☐   **NO** ☐   **N/A** ☒

The programme is delivered in England.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11)

  YES ☒   **NO** ☐

- Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)

  YES ☒   **NO** ☐

- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)

  YES ☐   **NO** ☐   **N/A** ☒

The programme leads to registration in a single field of nursing.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)

  YES ☐   **NO** ☐   **N/A** ☒

The programme leads to registration solely with the NMC.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula are met

  YES ☐   **NO** ☒

Documentary evidence indicates and the programme team tell us the programme comprises 50 percent theory and 50 percent supernumerary practice learning (outside of the student's normal place of employment). This occurs within a minimum of 4,600 programme hours, over three years (defined as off the job training) and 150 hours in the student's usual place of employment (defined as on the job training). There's a lack of structure diagram detailing the hours allocated

to these defined hours and confusion over the use of terms semester and trimester. (Condition one)

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula and assessment are met

YES ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☐   **NOT MET** ☒
Documentary evidence indicates and the programme team tell us the programme comprises 50 percent theory and 50 percent supernumerary practice learning (outside of the student's normal place of employment). This occurs within a minimum of 4,600 programme hours, over three years (defined as off the job training) and 150 hours in the student's usual place of employment (defined as on the job training). There's a lack of structure diagram detailing the hours allocated to these defined hours and confusion over the use of terms semester and trimester. Condition one: Produce and include in the programme specification a detailed programme structure diagram, including clarification of the terminology trimester/semester. (SFNME R5.3, R5.7, SPRNP R2.1) **Date:** 6 October 2020

Post event review
Identify how the condition(s) is met: Condition one: UoB has produced a revised NDA programme specification which includes a structure diagram detailing the hours allocated to hours defined as on the job and off the job training and clarity over the use of terms semester and trimester for the NDA routes in the adult, child and mental health fields of nursing practice. Condition one is met. Evidence: Revised UoB NDA programme specification, November 2020
Date condition(s) met: 9 November 2020
Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐ Condition one is now met.

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must:

R3.1 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

R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages

R3.3 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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

R3.6 ensure students experience the range of hours expected of registered nurses, and

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:
R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically: R1.1 – R1.11

Findings against the standard and requirements

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- Evidence that the practice learning opportunities 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 (R3.1)

  MET ☒   **NOT MET** ☐

R3.1 is met. UoB, in partnership with employer partners, have robust processes in place to ensure NDA students will deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice to meet the Standards of proficiency for registered nurses (SPRN) (NMC, 2018). This includes making sure students experience a variety of appropriate practice learning environments. The

UoB practice learning lead and employer partners are part of the allocation decision making process and tell us that a hub and spoke model is central to the allocation process. This allocation process takes into account the need for students to have a diverse range of practice learning environments including community and the independent sector. NDA students are allocated practice learning environments outside of their normal place of work. This process is underpinned by the SPRN and takes account of the student's programme of study and field of nursing. Students tell us how hub and spoke opportunities allow them to understand the service user/patient journey. Employer partners confirm these practice learning opportunities are audited and evaluated. They also tell us that this approach allows students to treat service users holistically, liaise with the multidisciplinary team and to work collaboratively with their peers.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences (R3.2)

MET ☒   NOT MET ☐

R3.2 is met. Documentary evidence and findings from the major modification visit confirm there are systems in place to assess, monitor and evaluate the quality of practice learning environments and student experiences. Documentary analysis and discussions with the programme team, employer partners and students confirm students are allocated to a variety of practice learning environments in all fields of nursing practice and to meet the holistic needs of people of all ages. Placements are identified by the school practice placements team and practice learning lead for nursing in partnership with employer partners. Students are placed in supernumerary practice outside of their normal place of work.

There's a strategy in place to carry out educational audits in partnership between UoB employer partners using the UoB placement audit tool; audits are normally conducted biennially. This includes scrutinising processes for ensuring the availability of suitably qualified practice supervisors and practice assessors. Data from the audit and subsequent action plans are kept by the school practice placement team and are accessible to the programme team.

UoB, in partnership with employer partners, confirm that any issues which arise from CQC quality reviews which impact on practice learning environments are managed through a systematic partnership process. Any risks to students' practice learning are robustly managed and monitored. In all cases a collaborative approach is taken including feedback from students and practice assessors. Evidence from educational audits are used to determine suitability of practice learning environments. The programme team tell us they monitor and provide action plans in relation to escalated concerns, student feedback and CQC reports, if required. They report to the NMC in the annual self-assessment report and through exceptional reporting.

Reported risks to students' practice learning are also shared with other AEIs in the region who share practice placements with the same employer partners. Documentary evidence and feedback from students, the programme team and employer partners confirm students access a range of academic and practice learning staff who work in partnership to support students' learning across settings. Students tell us they provide feedback and evaluations on their academic and practice learning experiences. Students tell us they feedback via their representatives, student forums and module evaluations. They give examples of changes to their programme resulting from this.

- Evidence that the practice learning opportunities allow students to meet the communication and relationship management skills and nursing procedures, as set out in the *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.3)

  MET ☒   NOT MET ☐

R3.3 is met. The programme documentation and major modification visit confirms that partnership working between UoB and employer partners ensure practice learning opportunities are provided that allow students to meet the communication and relationship management skills and nursing procedures, as set out in the SPRN, in their selected field of nursing practice. Students tell us that theory-based activities prepare them and give them confidence in communication and relationship management skills. The programme team tell us they deliver teaching sessions to students which develop their communication skills and are then used in practice. The communication and relationship management skills and nursing procedures are mapped in the south PAD providing assurance these skills will be met at the end of the programme.

- Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (R3.4)

  MET ☒   NOT MET ☐

R3.4 is met. There's evidence indicating technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment in the programme, including the use of the multi-professional skills simulation suite which helps students to develop their skills using a variety of scenarios reflecting the four fields of nursing and interprofessional learning. Video recorded group sessions involving real people, including SUCs, are used for student reflection and feedback.

The programme team tell us of their plans to use simulation to enhance the

student learning experience for the additional routes. Simulation-based learning is included in module teaching and learning strategies and is part of formative learning processes. UoB students have access to a VLE. UoB uses My Studies via Blackboard technology which provides students with an online platform to support their learning which includes educational resources, activities and assessments. Students tell us technology enhanced learning is available to them in practice learning environments. Students confirm they are prepared to use these technologies during programme induction and theory-based learning.

- There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities (R3.5)

MET ☒   **NOT MET** ☐

R3.5 is met. Unchanged since original approval on 2 July 2019.

There's documentary evidence to confirm that processes are in place to identify and support students with reasonable adjustments in the theory and practice parts of the programme. There's a UoB student support policy and guide which includes the duty requirement to make reasonable adjustments for students with disabilities. The programme team, employer partners, practice supervisors, practice assessors and students tell us they are aware of the process for making reasonable adjustments, in academic and practice learning environments, for students with disabilities and difficult personal or social circumstances.

The south PAD provides students with guidance on how to alert practice supervisors and practice assessors to their reasonable adjustment needs.

Evidence provides assurance that the following QA approval criteria are met:

- Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days, night shifts planned examples) (R3.6)

YES ☒   **NO** ☐

- Processes are in place to ensure that students are supernumerary (R3.7)

YES ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met

YES ☒   **NO** ☐

Outcome

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Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 6 October 2020

Post event review
Identify how the condition(s) is met:
N/A
Date condition(s) met:
N/A

Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐

N/A

Standard 4: Supervision and assessment

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*

R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 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

R4.6 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%

R4.7 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

R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

R4.9 ensure that there is equal weighting in the assessment of theory and practice

R4.10 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*, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in

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Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education, specifically*:*
R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment, specifically *R4.1 – R4.11*

Findings against the standards and requirements

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)

MET ☒   NOT MET ☐

R4.1 is met. There are UoB academic regulations, moderation and external examiner processes to ensure consistency and fairness of assessment processes.

We find effective partnership working between UoB and employer partners to provide student support, supervision, learning and assessment. Students receive support from the PLL, academic assessor, practice supervisor and practice assessor for their learning and assessment in academic and practice learning environments.

There's partnership and joint working arrangements for sharing good practice via the placement support process, which includes practice supervisor and practice assessor preparation workshops.

There's a strategy and process for auditing practice learning environments which provides evidence of consistent and objective criteria for approving and monitoring practice learning opportunities. This includes scrutinising processes to ensure the availability of suitably qualified practice supervisors and practice assessors and monitoring action plans with AEIs who share practice learning environments with UoB. Students tell us they're well supported by their practice supervisors and practice assessors.

Students tell us they know how to raise and escalate concerns. We find academic staff are experienced in delivering programmes in higher education settings and have relevant clinical backgrounds.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2)

MET ☒   NOT MET ☐

R4.2 is met. Documentary evidence and discussion at the major modification visit confirm there's extensive consultation and collaboration between UoB and employer partners to meet the SSSA. There's a plan in place to implement the SSSA for the NDA programme. Information about the SSSA is clear in the programme and practice learning guide attached to the south PAD. The role of the PLL in providing support for students in practice and their practice supervisors and practice assessors is clearly defined in the programme specification, programme handbook and the south PAD.

Practice supervisors and practice assessors are prepared for their roles by jointly run workshops from UoB and employer partners. The south PAD records student learning, assessment and progress throughout the programme. Introductory guidance details the role responsibilities for practice supervisors and practice assessors. Practice assessors record their decisions on student assessment, progress and proficiency in the south PAD. The south PADs are reviewed by a moderation process which involves academic assessors, module leaders, employer partners and the relevant external examiner.

We find academic assessors are prepared for their role by UoB which supports continued professional development of academic staff. Details of the practice assessor and practice supervisor roles in supporting NDA students in practice learning are included in student facing documentation. There's evidence of the allocation of different academic assessors in each stage of the programme.

Evidence provides assurance that the following QA approval criteria are met:

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)

YES ☒   NO ☐

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- There are processes in place to provide students with feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

MET ☒   NOT MET ☐

R4.4 is met. There are opportunities for formative feed forward guidance against a student's own development goals. Student feedback is provided by the academic personal tutor. Within each module there are mid-point opportunities to discuss students' progress towards summative assessments. There are formative assessment points within each module and summative feedback is provided for assessed work. The academic assessor has oversight of a student's progression for the year. PADs have a mid-point review with opportunities for feed forward, and a summative end point assessment. Formative and summative assessment is outlined in the module and programme specifications.

- There is appropriate mapping of the curriculum and practice learning placements to 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 (R4.5)

MET ☒   **NOT MET** ☐

R4.5 is met. There's documentary evidence of mapping to the SPRN and to meet programme outcomes and practice learning for all fields of nursing practice.

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

YES ☒   **NO** ☐

- Processes are in place to 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 (R4.7)

YES ☒   **NO** ☐

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)

YES ☒   **NO** ☐

- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

YES ☒   **NO** ☐

- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)

YES ☒   **NO** ☐

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nursing associate education.

• Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)	YES ☒ NO ☐
Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to supervision and assessment are met	YES ☒ NO ☐
Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ are met	YES ☒ NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 6 October 2020		

Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET ☐	NOT MET ☐
N/A		

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and   R5.2 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.   _Standards framework for nursing and midwifery education, specifically R2.11, R2.20_

Findings against the standards and requirements

Evidence provides assurance that the following QA approval criteria are met:

- The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)

  YES ☒   **NO** ☐

- Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

  YES ☒   **NO** ☐

Fall Back Award

If there is a fall-back exit award with registration as a nurse all NMC standards and proficiencies are met within the award

    YES ☐   **NO** ☐   **N/A** ☒

There is no fall-back exit award with registration as a nurse.

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met

    YES ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☒   **NOT MET** ☐

Date: 6 October 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐

N/A

Sources of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☐	☒
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐

If you stated no above, please provide the reason and mitigation: There are details of placement allocation, however there's a lack of detail in a structure diagram detailing the hours allocated to defined hours and confusion over the use of terms semester and trimester. (Condition one)

List additional documentation: Programme team presentation slides, 6 October 2020 Post approval visit documentary evidence to meet conditions: Information for prospective employers and apprentice applicants, August 2020. 9 November 2020 Revised UoB NDA programme specification, November 2020

Additional comments: None identified

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: One, year one BSc (Hons) nursing adult One, year three BSc (Hons) nursing adult One, year two BSc (Hons) nursing mental health One, year three BSc (Hons) nursing mental health One, year two BSc (Hons) nursing child One, year two BSc (Hons) nursing child		
Service users and carers	☒	☐

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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If you stated no above, please provide the reason and mitigation:
Additional comments: None identified

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list CQC report: Brighton and Sussex University Hospitals NHS Trust, 8 January 2019		
If you stated no above, please provide the reason and mitigation: UoB is an established AEI. There was no requirement to visit UoB facilities during the visit. Practice visits not required for this major modification.		
Additional comments: None identified		

Issue record			
Final Report			
Author(s):	David Mudd	Date:	15 October 2020
Checked by:	Pamela Page	Date:	17 November 2020