

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>Bangor University</p>
<p>Programmes reviewed: <i>This is the NMC programme title(s)</i></p>	<p><i>Pre-registration nurse qualification leading to</i> Registered Nurse – Adult <input checked="" type="checkbox"/> Registered Nurse – Children’s <input type="checkbox"/> Registered Nurse - Learning Disabilities <input type="checkbox"/> Registered Nurse - Mental Health <input checked="" type="checkbox"/> <i>Nursing Degree Apprenticeship (NDA) route</i> NDA Adult <input type="checkbox"/> NDA Children’s <input type="checkbox"/> NDA Learning Disabilities <input type="checkbox"/> NDA Mental Health <input type="checkbox"/> <i>Dual award - pre-registration nursing</i> Dual award - adult/mental health <input type="checkbox"/> Dual award - adult/children’s <input type="checkbox"/> Dual award - adult/learning disabilities <input type="checkbox"/> Dual award - mental health/learning disabilities <input type="checkbox"/> Dual award - mental health/children’s <input type="checkbox"/> Dual award - learning disabilities/children’s <input type="checkbox"/></p>
<p>AEI programme title(s):</p>	
<p>Current AEI programme title(s): <i>Please include all currently approved programme titles</i></p>	<p>Bachelor of Nursing (Hons) Adult Nursing full time Bachelor of Nursing (Hons) Adult Nursing part time Bachelor of Nursing (Hons) Children’s Nursing full time Bachelor of Nursing (Hons) Children’s Nursing part time Bachelor of Nursing (Hons) Learning Disability Nursing full time Bachelor of Nursing (Hons) Learning Disability Nursing part time</p>

	<p>Bachelor of Nursing (Hons) Mental Health Nursing full time</p> <p>Bachelor of Nursing (Hons) Mental Health Nursing part time</p>
<p>Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i></p>	N/A
<p>Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i></p>	<p>MSc Adult Nursing</p> <p>MSc Mental Health Nursing</p>
<p>Academic levels of current programme:</p>	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse – Children’s	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p>

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A
NDA Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
NDA Children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
NDA Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
NDA Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Dual award - adult/mental health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7

	<p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>

Academic levels of modified/additional programme(s)/route(s):

Registered Nurse – Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse – Children’s	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Children’s	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>

<p>NDA Learning Disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>NDA Mental Health</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/mental health</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/children's</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/learning disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - mental health/learning disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - mental health/children's</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>

	<p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Programme approval dates:	
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	17 June 2021
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date:	
RN – Adult	31 January 2022
RN – Children's	N/A
RN - Learning Disabilities	N/A
RN - Mental Health	31 January 2022
NDA Adult	N/A
NDA Children's	N/A
NDA Learning Disabilities	N/A
NDA Mental Health	N/A
Dual award - Adult/Mental Health	N/A

Dual award - Adult/Children's	N/A
Dual award - Adult/Learning Disabilities	N/A
Dual award – Mental Health/Learning Disabilities	N/A
Dual award – Mental Health/Children's	N/A
Dual award – Learning Disabilities/Children's	N/A
Date of modification:	20 October 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Liz Gormley-Fleming

Section two

Summary of review and findings

Bangor University (BU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The school of health science has recently become the school of medical and health sciences (SMHS). The NMC pre-registration nursing programme is in approval since 17 June 2021. This is delivered across two academic sites in Bangor and Wrexham.

The SMHS presents documentation for a modification to the pre-registration programme, introducing a full-time two-year postgraduate Master of Science (MSc). Successful completion of the MSc will lead to eligibility for NMC registration in adult or mental health nursing.

The MSc route will be delivered over two years full-time and is designed in two parts. There's a programme specification, module specifications, learning outcomes and a placement plan. Each part adopts a continuous assessment strategy towards achievement of the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). The MSc is mapped to the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and the FN:SPRN.

Recognition of prior learning (RPL) is compulsory as part of application to the MSc programme. Applicants are required to demonstrate 700 practice hours through RPL at the point of entry to the programme. Once admitted to the MSc, students will complete further practice and theory hours to achieve the NMC requirement of 4,600 hours. There's an equal balance of theory and practice.

The all-Wales practice assessment document (PAD), ongoing achievement record (OAR) and practice learning evaluation questionnaire will be used. These are developed in collaboration with other AEIs across Wales in a 'once for Wales' approach to recruitment and practice learning. There are existing arrangements for preparing and supporting practice supervisors and practice assessors.

Student places on the pre-registration MSc include those commissioned by Health Education and Improvement Wales (HEIW). The programme will be delivered in English and Welsh languages. Students have the option to submit their assessments in Welsh language. They will be supported in practice by Welsh speaking practice supervisors and practice assessors.

Most practice learning experiences are provided by Betsi Cadwaladr University Health Board (BCUHB). There's a strong and well-established partnership between practice learning partners (PLPs) and BU and evidence of governance arrangements. There's a clear escalation policy in place.

The MSc adult or mental health nursing is recommended for approval subject to two NMC conditions and one university condition. One NMC recommendation and three university recommendations are made.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as conditions apply.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The modification visit was undertaken remotely.

Updated 23 November 2021:

The AEI presents documentation to meet the NMC and university conditions. All conditions are now met. The modification is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>Condition one: The programme development team must provide an implementation plan to demonstrate how service users and carers (SUCs) will be involved in student recruitment, design, development, delivery and evaluation of the MSc nursing programme. (SFNME R1.12, R2.7)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>Condition two: Provide programme documentation and a mapping tool to demonstrate how students transferring from the NMC 2010 pre-registration postgraduate diploma will meet the FN:SPRN by the</p>

	<p>end of the MSc nursing programme. (SFNME R2.2, R3.2)</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: Editorial revision and clarifications to be approved by the chair of the approval panel and the external subject specialist. (University condition)</p>
Date condition(s) to be met:	12 November 2021
Recommendations to enhance the programme delivery:	<p>Recommendation one: The programme team to consider review of the process of module and programme evaluation to ensure that it provides consistent opportunities for students to feedback through the MSc nursing programme. (SFNME R3.18)</p> <p>Recommendation two: To consider making more explicit the formative assessments in the documentation. (University recommendation)</p> <p>Recommendation three: To further develop and monitor an implementation plan around the interprofessional education (IPE) provision. (University recommendation)</p> <p>Recommendation four: To engage with Coleg Cymraeg Cenedlaethol to make more explicit the Welsh medium opportunities for study, support and use of Welsh in practice. (University recommendation)</p>
Focused areas for future monitoring:	The implementation of SUC strategy.

Programme is recommended for approval subject to specific conditions being met
<p>Commentary post review of evidence against conditions:</p> <p>The programme team provide a comprehensive plan for the inclusion of SUCs in all aspects of the programme delivery, management and evaluation. SUC involvement is mapped across each year of the programme. A timeframe is identified for implementation and review.</p> <p>Condition one is now met.</p>

A mapping tool is provided which demonstrates how students transferring from the NMC 2010 pre-registration postgraduate diploma will meet the FN:SPRN.

Condition two is now met.

The revised programme documentation demonstrates the changes requested by BU and is confirmed by the approval chair as meeting the university condition.

Condition three is now met.

The SPNP and SFNME are now met.

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	23 November 2021

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points:</p> <p>Standards for pre-registration nursing programmes (NMC, 2018)</p> <p>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standards for student supervision and assessment (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>QA Handbook (NMC, 2020)</p>

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

Findings against the standard and requirements

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

Documentary evidence and the approval visit confirm effective partnerships with PLPs at both operational and strategic levels. At the visit, senior managers, educators, practice education facilitators (PEFs), practice supervisors and practice assessors tell us they understand and are committed to the delivery of the proposed two-year MSc pre-registration nursing programme.

There are well established links with local NHS partners, private, independent, social care and voluntary sectors. There's clear documentary evidence of partnership working at a strategic level and a shared vision for the proposed programme. PLPs tell us there's a partnership approach to fitness to practise, student support and preparation and the ongoing monitoring of the practice learning environment. They understand their responsibility in supporting and assessing students to achieve the FN:SPRN. There's a wide variety of practice learning experiences available to students with exposure to all fields of nursing practice. There are robust quality assurance processes in place to ensure the quality of the practice learning environment.

Current students tell us they're empowered and provided with learning opportunities to enable them to meet the programme outcomes. They're encouraged to be actively engaged in their learning. There's participation in interprofessional learning in the modules and during practice learning experiences. Students tell us they're supported by PLPs and the AEI if they require any adjustments made to accommodate their learning needs. Students confirm they're encouraged to raise any concerns through the practice supervisors, practice assessors and through link lecturers or PEFs. They receive clear information in programme handbooks and through BU online resources of where to seek support when required.

Documentary evidence identifies the process for ensuring student feedback is captured and used to inform the theory and practice components of the programme. Students tell us there's opportunity to give feedback on the programme but further consistency in opportunities to provide feedback would enhance this further. (Recommendation one)

There's a SUC strategy and action plan for the pre-registration programme. Students tell us that they receive SUC feedback when in the practice learning environment. The SUC representative is enthusiastic and confirms involvement in the delivery of learning in the pre-registration programme.

There's insufficient evidence of the application of the SUC strategy and action plan to the MSc nursing programme. There's a lack of evidence of involvement of SUC in recruitment, design, delivery, assessment and evaluation. Students tell us that they have limited exposure to SUCs in taught sessions, assessment and in their recruitment process. BU therefore need to demonstrate a clear plan for

implementing SUC engagement and co-production in the proposed MSc adult or mental health nursing. (Condition one)

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**

There's no evidence of SUC involvement in selection and recruitment, and in the design, delivery and evaluation of the MSc nursing programme.

Condition one: The programme development team must provide an implementation plan to demonstrate how SUCs will be involved in student recruitment, design, development, delivery and evaluation of the MSc nursing programme. (SFNME R1.12, R2.7)

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:

Condition one: BU have provided a comprehensive plan for the inclusion of SUCs in all aspects of the programme delivery, management and evaluation. SUC involvement has been mapped across each year of the programme. Timeframes have been identified for implementation and review.

Condition one is now met.

Evidence:

BU SMHS implementation plan for SUC involvement in the BN and MSc pre-registration nursing programme 23 March 2021, updated 15 November 2021

Stakeholder engagement strategy, undated

Date condition(s) met:

23 November 2021

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

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 evaluative summary 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. Programme documentation identifies that up to a maximum of 50 percent of RPL can be accredited and complies with Article 31 (3) of Directive 2005/36/EC. Entry to the MSc requires that 700 practice hours are recognised as prior learning and students must evidence this in a portfolio and with references from previous employers. RPL applications are accepted for part one of the PAD only. Guidance is provided to candidates to complete the RPL claim and all RPL claims are reviewed by an external examiner. University policy supports the NMC requirements for a maximum of 50 percent RPL of the pre-registration nursing programme.

- 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. Programme documentation identifies the robust approach taken to RPL. The SMHS has an exemption to university regulations to permit entry to the MSc route through RPL of up to 50 percent of the programme to meet NMC requirements. Mapping guidance documents and the portfolio template are provided and enable evidence to be mapped to the programme learning outcomes and the FN:SPRN. The programme team tell us of the support they provide to applicants in guiding them through the process of claiming RPL. The portfolio of evidence is examined and verified by the course lead and reviewed by an external examiner.

- 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 met. Unchanged through the modification.

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

- 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.

It is the AEI's intention to transfer current students from the April 2021 cohort of the current approved postgraduate diploma pre-registration nursing programme onto the proposed MSc nursing programme. Students tell us they've seen the module descriptors and handbook. The process for transferring the students isn't clear. No documentation or mapping from the Standards for pre-registration education (NMC, 2010) to the FN:SPRN is submitted to demonstrate transfer arrangements. (Condition two)

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.

All students are transferred 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**

BU intend to transfer current students from the April 2021 cohort of the current approved postgraduate diploma pre-registration nursing programme onto the proposed MSc nursing programme. Students tell us they've seen the module descriptors and handbook. The AEI aren't clear about the process for transferring the students. No documentation or mapping from the Standards for pre-registration

education (NMC, 2010) to the FN:SPRN is submitted to demonstrate transfer arrangements. (Condition two)

Outcome

Is the standard met? MET NOT MET

BU intend to transfer current students from the April 2021 cohort of the current approved postgraduate diploma pre-registration nursing programme to the proposed MSc nursing programme. There's no documentation and mapping from the Standards for pre-registration education (NMC, 2010) to the FN:SPRN to demonstrate how transferred students will meet FN:SPRN by the completion of the programme.

Condition two: Provide programme documentation and a mapping tool to demonstrate how students transferring from the NMC 2010 pre-registration postgraduate diploma will meet the FN:SPRN by the end of the MSc nursing programme. (SFNME R2.2, R3.2)

Date: 20 October 2021

Post event review

Identify how the condition(s) is met:

Condition two: BU have provided a comprehensive mapping tool to demonstrate how students transferring from the NMC 2010 pre-registration postgraduate diploma will meet the FN:SPRN by the end of the MSc nursing programme.

Condition two is now met.

Evidence:

Mapping tool: Postgraduate diploma NMC (2010) to NMC FN:SPRN, undated

Date condition(s) met:

23 November 2021

Revised outcome after condition(s) met: MET NOT 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

- 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 evaluative summary 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. Documentary analysis and discussion with the programme team and PLPs demonstrate that the proposed programme will support students to gain experience across all fields of nursing practice. BU uses the digital software In Place to support the allocation of students to the practice learning areas required for each field. A hub and spoke model is in place and workbooks are used to enhance these experiences. Students are expected to negotiate placement learning experiences with the practice supervisor and practice assessor. PLPs and students tell us there's support to gain exposure in other fields of nursing practice. The clinical link tutor and the practice education facilitator for each practice learning area supports the practice supervisor and student in identifying suitable learning experiences.

Students are required to complete a reflective portfolio and workbooks on their experiences for all four fields and multi-disciplinary team working and identify learning. The reflective portfolio is verified by an academic assessor. A hub and spoke model is used for adult field students to undertake their maternity placement.

There's evidence in module descriptors that field specific outcomes and module content for fields of practice is included. Successful completion will permit the students to be eligible for registration in that field of practice. The documentation identifies that students will share teaching so will also have an opportunity to learn from the other field of practice.

IPE will be used to develop appropriate themes across the domains and modules. These will support the development of shared decision making, communication

and relationship building and illustrate multidisciplinary team working and care delivery.

Simulation activities are planned and used to provide a safe environment in which students can develop their skills before commencing their practice placement learning in the clinical setting. This won't replace practice placement learning.

- 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. Documentary analysis confirms that field specific learning outcomes are identified in the module descriptors and field specific content is listed in module descriptors. The course field leads are NMC registered nurses in the relevant fields of practice.

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)

YES **NO**

Provide an evaluative summary 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 documentary evidence of detailed mapping. This shows where field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included. The module descriptors provide further detail of their continuation to the content. Assessment of these areas in the practice learning environment is included in the 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. The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the programme specifications and curriculum planner. The module descriptors provide a further breakdown of the theory and practice learning hours. The practice learning hours are clearly stated in the module descriptors.

The masters programme includes 700 practice learning hours gained through RPL. The programme structure will have 1,200 theory hours each year and 825 practice hours each year. The total programme hours are 4,750 hours. Practice hours are confirmed at each part of the programme and are required for progression and completion.

There's evidence of procedures in place to record achievement of designated hours in both theory and practice.

There's a comprehensive range of teaching and learning strategies detailed in the programme documentation. This includes face to face teaching, tutorial, discussion forums, laboratory-based learning, reflective discussions, simulation and practice-based learning. Online learning will include directed and self-directed learning activities.

Student facing programme documentation is detailed and provides information about what to expect within this programme.

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**
- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met

<p>the registration requirement for entry to the register in the adult field of practice (R2.11)</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <ul style="list-style-type: none"> 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) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <ul style="list-style-type: none"> 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) <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>This programme will lead to registration in one field of nursing practice.</p> <ul style="list-style-type: none"> 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) <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>This programme will lead to nursing registration only.</p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p> <p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 20 October 2021</p>
<p>Post event review</p> <p>Identify how the condition(s) is met:</p> <p>N/A</p>
<p>Date condition(s) met:</p> <p>N/A</p>
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>

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 evaluative summary 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. The programme documentation outlines the practice learning opportunities and indicates how students will meet the FN:SPRN in the adult or mental health fields of practice. Students will have a range of practice learning experiences for each part of the course. This will include experience across other fields of practice. Students undertaking the adult field of practice will have experience in the midwifery practice learning environment. Practice learning is supported by simulation-based learning. Students give us examples of how simulation-based learning was used.

Students will organise their own alternate placement experience when they're in a hub placement. They are supported to achieve these experiences by practice supervisors based on their identified learning need. Students have opportunities to work with clinical nurse specialists to provide further opportunities for learning experiences across the four fields of practice.

PLPs tell us they work collaboratively with the programme team to ensure students' practice learning experiences are safe and effective. PLPs tell us they work closely with the university and understand the quality assurance arrangements and student support processes. Students confirm they know how to raise concerns if they have a learning experience that is unsafe.

BCUHB, PLPs and senior managers from the AEI confirm there are enough practice supervisors and practice assessors to support the MSc students in adult or mental health nursing. Formal agreements between PLPs and BU are in place that confirm this.

- 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. Programme documentation outlines initiatives which ensure students experience a variety of practice learning environments and these environments are of appropriate quality. In Place software is used to support the allocation of students to the practice learning experiences required for each field and each part of the programme. Cohort planners identify the dates of placement and placement requirements for each part of the programme. Alternate experience workbooks are used to support learning required for alternate placement experiences.

The documentation provided shows that governance arrangements are in place to oversee the quality of practice learning. Placements are subjected to educational audit and students give feedback on their experiences.

- 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. Unchanged through the modification.

- 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. Unchanged through the modification.

- 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 through the modification.

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

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

Date: 20 October 2021

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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
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 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, R3.8, 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 evaluative summary 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. Unchanged through the modification.

- 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. Unchanged through the modification.

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 evaluative summary 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. The programme documentation shows that there are processes in place to provide students with feedback throughout the programme to support their development. The assessment strategy and module descriptors show both formative and summative assessments. This includes a variety of approaches to assessment.

The PAD specifies the requirement for mid-point written and verbal feedback from the practice assessor, alongside ongoing verbal and written feedback from practice supervisors.

SUCs can give feedback to students through the PAD and practice supervisors and practice assessors have a role in supporting this. Students tell us how feedback from SUCs is gained. Students tell us that feedback on theoretical assessment is formal and structured. Feedback on practice is provided in verbal and written formats.

- 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. Documentary analysis shows that comprehensive mapping documents are in place to ensure students can meet the FN:SPRN and the programme outcomes for their fields of nursing.

The PAD details the proficiencies, skills, professional attitudes, values and behaviours, relationship and management skills and nursing procedural skills to be assessed as part of the programme requirements. The PAD is mapped to the FN:SPRN including the annexe skills and procedures. PLPs tell us they're reviewing staff skills and updating policies to ensure students can learn and practice these skills in a supportive environment.

At the visit the programme team tell us that the field specific practice learning that students undertake provides appropriate opportunities to meet the FN:SPRN and programme outcomes for their field.

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 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <i>Standards of proficiency for registered nurses</i> (R4.10) 	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met		
	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met		
	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 20 October 2021		
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 <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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 are no fall back exit awards 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: 20 October 2021

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

Section four

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and 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"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for registered nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC, 2018) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed.		
List additional documentation: All-Wales evaluation of practice learning experiences, 2021		
Post approval visit documentation to meet conditions: BU SMHS implementation plan for SUC involvement in the BN and MSc pre-registration nursing programme 23 March 2021, updated 15 November 2021		
Stakeholder engagement strategy, undated		
Mapping tool postgraduate diploma NMC (2010) to FN:SPRN, 2018, undated		
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: 2021/postgraduate diploma of nursing (PG Dip) x 2 2019/ PG Dip x 2		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed.		

Additional comments:
Only one SUC attended the visit.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: HIW inspection report Wrexham Maelor Hospital, BCUHB, 14 April 2020 HIW inspection report Wrexham Maelor Hospital, BCUHB, 1 October 2020		
If you stated no above, please provide the reason and mitigation: BU is an established AEI and visits to resources aren't required as part of this modification visit.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author(s):	Liz Gormley-Fleming	Date:	27 October 2021
Checked by:	Patricia Hibberd	Date:	4 November 2021
Submitted by:	Amy Young	Date:	13 December 2021
Approved by:	Emiko Hughes	Date:	13 December 2021