

**Programme Major Modification report**

**Section one**

<b>Programme provider name:</b>	Brunel University London
<b>Programmes reviewed:</b> <i>This is the NMC programme title(s)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Children’s <input checked="" type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input type="checkbox"/></p> <p>NDA Children’s <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input type="checkbox"/></p> <p>Dual award - adult/children’s <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/children’s <input type="checkbox"/></p> <p>Dual award - learning disabilities/children’s <input type="checkbox"/></p>
<b>AEI programme title(s):</b>	
<b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i>	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Child Health) BSc (Hons) Nursing (Mental Health)
<b>Modified AEI programme title(s) if applicable:</b> <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>	N/A
<b>Additional AEI programme title(s) if applicable:</b> <i>Please include any additional AEI programme title(s) for approval as a</i>	MSc Registered Nurse (Adult) MSc Registered Nurse (Child) MSc Registered Nurse (Mental Health)

<p><i>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>Post Graduate Diploma in Nursing (adult) Post Graduate Diploma in Nursing (child) Post Graduate Diploma in Nursing (mental health)</p>
<p><b>Academic levels of current programme:</b></p>	
<p>Registered Nurse – Adult</p>	<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>
<p>Registered Nurse – Children’s</p>	<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>
<p>Registered Nurse - 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>Registered Nurse - Mental Health</p>	<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>
<p>NDA Adult</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input 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 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  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/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

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>
<b>Academic levels of modified/additional programme(s)/route(s):</b>	
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 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  <input 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  <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  <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  <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  <input checked="" type="checkbox"/> N/A</p>
NDA 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  <input checked="" type="checkbox"/> N/A</p>
NDA Mental Health	<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>

	<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  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/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
Dual award - adult/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
Dual award - mental health/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
Dual award - mental health/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
Dual award - learning disabilities/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
<b>Programme approval dates:</b>	
<b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i>	20 May 2021
<b>Date(s) of NMC approval of any modifications since last approval:</b>	N/A
<b>Programme start dates:</b>	
<b>Current modification programme start date:</b>	
RN – Adult	16 September 2024
RN – Children’s	16 September 2024
RN - Learning Disabilities	N/A
RN - Mental Health	16 September 2024
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
<b>Date of modification:</b>	31 October 2023
<b>Type of modification:</b>	Visit
<b>QA visitor(s):</b>	Registrant Visitor: Elizabeth Ann Mason

## Section two

### Summary of review and findings

Brunel University London (BUL), department of health sciences (DoHS) nursing division presents documentation to support a modification to the Bachelor of Science (BSc) with honours (Hons) nursing (adult), BSc (Hons) nursing (mental health), BSc (Hons) nursing (child health), approved by the Nursing and Midwifery Council (NMC) on 20 May 2021.

BUL is seeking NMC approval for delivery of a two-year full-time Master of Science (MSc) pre-registration nursing programme in the fields of adult, mental health and children's nursing. We're told that BUL, in collaboration with practice learning partners (PLPs), seek to educate and develop individuals with an existing undergraduate degree to a higher academic level, who'll contribute to the workforce in a shorter period. These routes aim to support key initiatives provided by the health foundation (2022) and the NHS long term workforce plan (NHS, 2023). BUL tell us, as prospective employees to the UK healthcare workforce, the graduates from the MSc programme will offer their employers an enhanced capability in leadership, research, knowledge and skills essential to respond to the challenging healthcare needs of a diverse and complex population. The MSc programme is part of BUL's strategic plan to continue to expand their diverse student population and nurse education programmes. BUL has invested in the recruitment of academic staff and a simulation and anatomy suite to promote immersive learning for health students. The MSc students are based at the BUL Kingston Road campus, in Uxbridge.

The visit is undertaken via remote means.

Programme documentation and the modification visit confirm robust evidence of partnership working between BUL and key stakeholders. The evidence presented and meetings with PLPs, people who use services and carers (PUSCs) and students demonstrate their contribution to the development and co-production of the pre-registration programmes through workshops. There's evidence of regular quality assurance meetings and partnership working at both operational and strategic levels with shared governance process to manage the quality of practice placement learning. BUL works collaboratively with its PLPs to understand any concerns raised in external system regulator reports, including those from the Care Quality Commission (CQC). Appropriate action plans are developed in collaboration with PLPs and are monitored in relation to the achievement of actions through the BUL and PLP joint working forum (JWF) meetings.

The pan London practice assessment document (PLPAD) is used for the MSc routes. Practice supervisors and practice assessors confirm partnership working with academic assessors at BUL to support student learning and assessment and

in managing reasonable adjustments in student learning and managing student progression.

The evidence presented by BUL demonstrates robust policies and systems are in place to monitor the equality, diversity and inclusion (EDI) of their students, including attainment by ethnicity and age. BUL has an EDI framework and governance structure and this includes the EDI management committee created to influence and exercise strategic EDI for employees and students at BUL. EDI data for BUL is included in the BUL student EDI annual report 2021– 2022 and this outlines the university-wide monitoring of equality relating to students studying at BUL and its alignment with the equality legislation. This includes gender, ethnicity, age, disability, attrition and awarding outcomes. BUL has research projects in place to review and action the awarding gap and to address gaps in attainment.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level as a condition applies.

The Standards for student supervision and assessment (SSSA) (NMC, 2018, updated 2023) are met at programme level.

The programme is recommended to the NMC for approval subject to one NMC condition and one university condition. One NMC and one university recommendation are made.

Update 2 January 2024:

Evidence is provided to meet the NMC condition. The NMC condition is met. The university condition is confirmed as met.

The modification is recommended for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<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>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p>

	<p><b>Selection, admission and progression:</b></p> <p>Condition one: The programme team must amend the record of prior learning (RPL) portfolio and guidance to assure applicants' completion of 500 hours care experience for home and international students is verified and reviewed by an external examiner prior to enrolment. (SFNME R2.1; Standards for pre-registration nursing programmes (SPNP) (NMC, 2018, updated 2023) R1.5)</p> <p><b>Practice learning:</b></p> <p>None Identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition two: The programme team must complete amendments to the programme documentation to include changing the module and learning outcomes to reflect level seven academic requirements and the summative assessment load and weighting. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>18 December 2023</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Consider providing students with examples of what supernumerary status means in practice placement learning and what is considered participatory learning. (SPNP R3.7)</p> <p>Recommendation two: Provide mental health first aid training for child and adult field students. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Review student experience of shared learning modules and exposure to field of practice.</p> <p>Roll-out of electronic-PAD (e-PAD).</p>

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions:</b>	
<p>Condition one: The programme team has provided a revised RPL document that demonstrate assurance of the completion of 500 hours care experience and that this is verified by the programme team and external examiner prior to enrolment. Condition one is now met.</p> <p>Condition two: The BUL quality assurance team has confirmed the programme documents have been amended and have recommend the assessment load and the student experience of this will be evaluated after the first year of delivery as part of quality assurance processes. Condition two is now met.</p> <p>The AEI has confirmed that the university condition is met.</p>	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	2 January 2024

### Section three

<b>NMC Programme standards</b>
Please refer to NMC standards reference points: <a href="#">Standards for pre-registration nursing programmes</a> (NMC 2018, updated 2023) <a href="#">Future nurse: Standards of proficiency for registered nurses</a> (NMC, 2018) <a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023) <a href="#">Standards for student supervision and assessment</a> (NMC 2018, updated 2023) <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018) <a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020) <a href="#">QA Handbook</a> (NMC, 2022)

## Partnerships

The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)

### **Standard 1: The learning culture:**

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services 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 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme
- 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 people who use services 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 people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

**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 users of services, 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, people who use services, students and any other stakeholders.**

Documentary evidence and the modification visit confirm that BUL is committed to robust partnership working with all stakeholders including students, PUSCs and PLPs at a strategic and operational level. There's evidence of co-production in the design, development, planned delivery and evaluation of the programme.

The evidence presented indicates PLPs from the NHS and private and independent health providers contribute to the programme design to ensure the programme meets future workforce and health needs. We're told PLPs continue to be involved in the ongoing evaluation of the programme and the selection of students. Quality assurance processes are discussed and evaluated at the PLP and BUL JWF meetings.

We hear that all PLPs attend the practice education advisory committee which provides a strategic overview for the quality assurance of practice education and matters relating to practice learning. The MSc routes will be added to this quality assurance meeting. The practice education strategy facilitates processes for communication and sharing information between BUL and PLPs. The strategy includes processes to prepare students for practice learning, and which, enables them to take responsibility for their own learning in the placement setting and negotiate hub placements.

BUL is a member of the pan London practice learning group (PLPLG) and collaborates with other approved education institutions (AEIs) across London. BUL is approved to use the PLPAD and ongoing achievement record (OAR) to meet the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). The PLPAD is used by MSc students to plan, record and assess student learning in practice and to provide feedback on progression.

The NMC annual self-report (ASR) submitted by BUL in January 2023 indicates a strong partnership working approach to address issues of risk related to practice

placement learning. Information is provided as to how CQC reports related to practice learning placements are managed jointly by BUL and PLPs. The ASR and the modification visit confirm the academic lead for practice and the programme lead attend joint partnership meetings managed by the BUL academic partnership, which include senior management staff from PLPs. The BUL JWF has a standing agenda item requiring all PLPs to update the university regarding their most up to date CQC report including their overall rating and the overview under the categories of safe, effective, caring, responsive and well led.

Discussion with PUSCs demonstrates that they're involved in the delivery of modules and student recruitment and inform the questions asked of applicants. PUSCs tell us there's strong partnership working with active participation in observed structured clinical examinations (OSCEs), formative and summative student presentations, patient stories and role play to promote therapeutic relationship building and communication skills. In addition to EDI training, PUSCs tell us that they meet with academic colleagues for pre-session preparation and debriefing after clinical skills and sessions that have challenging content. They also participate in programme level meetings. PUSCs tell us they feel involved, valued and listened to for all aspects of partnership working. The students we meet confirm the partnership working with PUSCs and the value this brings to their learning and that they participate in the development of the MSc routes.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, 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, people who use services, 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:**

N/A

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 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing
  - 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully
- 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
- 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

[Standards framework for nursing and midwifery education](#) specifically R2.6, R2.7, R2.8, R2.9, R2.11

**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, updated 2023).

**Proposed transfer of current students to the [Standards for student supervision and assessment](#)** (NMC 2018, updated 2023).  
Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

### 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 people who use services 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

- 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. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.2)

YES  NO

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made

by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully. (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 (R1.5)

MET  NOT MET

R1.5 is not met. Applicants for the MSc routes are required to produce a portfolio of evidence that provides RPL equivalent to one year of academic credit for that route (three years reduced to two years in total). Four of the domains covered by RPL relate to modules undertaken by the first year BSc (Hons) students; the fifth domain covers graduate attributes and requires the student to reflect on skills gained during undergraduate study.

Applicants are initially screened to ensure they have the required academic qualifications and are given guidance about how to make an RPL claim. Applicants for the MSc routes are required to evidence 500 hours of theoretical learning and 500 practice learning hours. We're told that 10 percent of all RPL claims are verified by the employer once the applicant has submitted the RPL portfolio, with the programme lead contacting the employer for verification. We're not assured as to how practice learning and care experience is verified for home and international applicants and that this is verified by an external examiner prior to enrolment on the programme. (Condition one)

- 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 through this modification.

- 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. Evidence of numeracy, literacy, digital and technological literacy are transparent within the programme documents. This is evidenced through the admissions processes and the summative assessments for drug calculations undertaken in part one/year one for the developing skills for practice generic module and the part two/year one field specific module enhancing skills for nursing practice. This assessment must be passed at 100 percent.

Students are introduced to 'digital professionalism' from the start of the programme and students are expected to gain proficiency in using a range of digital resources to support their journey through the programme. These include the placement database, webinars, Skype and other video communication tools.

Students tell us they're supported in theory and practice learning environments in relation to their development of proficiencies in numeracy, literacy, digital and technological literacy. The virtual learning environment (VLE) is used to support programme learning and acts as a communication medium between the programme team and students. Students are introduced to the VLE and receive training on how to use it at the beginning of the programme. Literacy and skills of critical evaluation for master's level study are supported through the programme by developing skills in communication, reading, interpretation, application and analysis. Additional support and resourcing are available through the library services and the Tutoring@Brunel initiative. The PLPAD and OAR implemented as part of the SSSA are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. BUL is implementing an e-PAD from January 2024.

#### **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.**

Existing students won't be transferred to the MSc routes.

**Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).**

**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.**

The SSSA was fully implemented by BUL for the first cohort of students following the NMC pre-registration nursing programme approval in May 2020.

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

YES  NO

The RPL processes don't provide sufficient detail of the governance processes to assure the completion of 500 hours care experience for home and international students. The RPL portfolio and guidance needs to be revised to provide assurance of the applicant's attainment of 500 hours care experience for home and international students and that this is verified by an external examiner prior to enrolment on the programme. (Condition one)

**Outcome**

**Is the standard met?**

MET  NOT MET

The RPL processes don't provide sufficient detail of the governance processes to assure the completion of 500 hours care experience has been completed for home and international students.

Condition one: The programme team must amend the RPL portfolio and guidance to assure applicants' completion of 500 hours care experience for home and international students is verified and reviewed by an external examiner prior to enrolment. (SFNME R2.1; SPNP R1.5)

**Date:** 31 October 2023

**Post event review**

**Identify how the condition(s) is met:**

The programme team has provided an amended RPL document that demonstrates a process of assurance for the completion of 500 hours care experience and that this is verified by the programme team and external examiner prior to enrolment.

Condition one is now met.

Evidence:

MSc registered nurse RPL portfolio (amended), undated

MSc registered nurse RPL portfolio guidance for students FINAL, undated

**Date condition(s) met:** 2 January 2024

**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 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies
- R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment
- R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours
- 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, R2.15, R2.16, R2.19, R2.20; 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 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 (R2.3)  
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. There's documentary evidence demonstrating the design and delivery of the programme supports students' learning in all four fields of nursing practice. The MSc routes don't include a learning disabilities pathway; however, the

documentary evidence clearly identifies how the design and delivery of the MSc routes supports students in both theory and practice to experience across all four fields of nursing practice.

PLPs and the programme team tell us that there are sufficient practice learning opportunities for students to gain experience across all four fields of nursing practice.

Placement allocation is undertaken by the BUL placement team which has processes in place to ensure all students have practice learning experiences suitable to achieve the required FN:SPRN across the lifespan and four fields of nursing practice. PLPs confirm providing 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, the 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.

The evidence presented demonstrates that the MSc routes provide shared learning in the core modules which span the four fields of nursing practice. During part one/year one, the content for the developing skills for practice generic module indicates this includes an introduction to mental health, maternity and child development for all students. The enhancing health and integrated care in society generic module also delivered in part one includes theory of the principles of health promotion across the lifespan. The MSc routes part three/year two includes the transition to registered nurse generic module that enables students to discuss leadership and management within the differing settings of adult, mental health, learning disabilities and child nursing. We're told the students are facilitated to experience the range of four field exposure via skills and simulation, if not achieved via placement. For example, 22.5 simulated hours for practice learning incorporates patient scenarios across the life span with learning disabilities, maternity and mental health issues. The integration of learning disabilities nursing strategy supports students in theory and practice learning to gain insight into this field. PUSCs tell us they participate in activities to support learning about the four fields of practice with specific activities related to learning disabilities including patient stories and experiences of caring for a child with a disability.

- 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 proposed content of core and field specific MSc modules enables students to gain experience of the four fields of practice. We're told students are provided with a hub and spoke approach to placements that enables them to gain practice learning opportunities and experiences that are proactively planned in an alternate field of practice to their own. The MSc students also document and reflect on episodes of care for PUSCs from alternate fields of nursing.

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

- There is evidence that mapping has been undertaken to show how the general and professional content meets NMC requirements of the *Standards of proficiency for registered nurses* and programme outcomes (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. Programme documentation provides evidence that supports the development of field specific content in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in one of the three fields of nursing practice. Medicines administration is assessed with a pass mark of 100 percent in part two/year one of the programme. The PLPAD is designed to assess pharmacology and medicines administration for entry to the register. The programme development documentation demonstrates the MSc routes are collaboratively developed with relevant students and PLPs to ensure appropriate field specific content.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent 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 two-year programme structure for the MSc routes demonstrates an equal balance of theory and practice learning in each part of the programme. This is clearly indicated in programme documents and these demonstrate how programme hours are achieved. There's evidence the NMC requirements are met and the MSc routes provide a minimum of 2300 hours theory and 2300 hours practice learning. There are processes in place to allow for RPL to demonstrate applicants' prior clinical experience and theoretical learning and this allows for 500 hours theory and 500 hours care experience. These hours contribute to the 4,600 total hours for the programme. Simulated practice learning (SPL) is used for 22.5 hours of practice learning and meets the NMC requirements for supervision and assessment. The programme is provided in three parts, with students completing all FN:SPRN and outcomes before progression to the following part. Attendance is monitored and students are informed they must attend all theory sessions and complete all practice learning hours and must report and provide relevant evidence for absences. The programme planner provides time for students to make up practice placement hours missed through absence. Absence for theory is managed through the student's personal tutor and a student is permitted to make up 15 percent of on-campus theory learning using an action plan agreed between the student and personal tutor. Absence above 15 percent is managed through BUL fitness to practise proceedings.

The programme specification, module and student documents provide details of learning outcomes. In part one, students complete three generic theory modules and parts two and three combine generic and field specific modules. Inter-professional learning (IPL) is embedded in the programme and the MSc students participate in learning activities with other health and care students. There's evidence of a range of teaching and learning strategies used in the programme, including lectures, simulation activity, group work, online learning, student led seminars and reflection on practice-based learning. Students demonstrate their learning through a range of formative and summative assessments including OSCEs, examinations, presentations and written assignments. Students tell us they feel supported to complete their learning and receive detailed feedback on their work. All modules must be completed and passed to progress to the following part and complete the programme. Students who fail the dissertation module at

second attempt, but complete and pass all other programme outcomes are reviewed during the year two examination board and awarded a postgraduate diploma with eligibility for registration with the NMC. Teaching, learning and assessment strategies, module content, the programme structure for theory and placement and timetabling are detailed in student facing documentation.

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment (R2.10)

**MET**  **NOT MET**

R2.10 is met. We're told technology is integrated into all aspects of learning through the use of the simulation and anatomy suite. The peer enhanced e-learning practice (PEeP) strategy demonstrates shared learning through 22.5 hours of SPL. The PEeP strategy provides for four learning opportunities for shared SPL with four different topics in parts one, two and three, these are: mental health, communication, community nursing and leadership and student supervision. Documentation and discussion with the programme team provide assurance the planned 22.5 hours of SPL is consistent with NMC requirements for practice learning. BUL uses experienced practice assessors, practice supervisors and academic assessors for all SPL activities. We're told that those supporting SPL are provided with training to ensure they've a clear understanding of both nursing practice and simulation methodologies. This is provided through SSSA workshops delivered by BUL to support SPL.

We're told that the MSc students from adult, child and mental health fields attend a learning disabilities conference in part three. There's comprehensive mapping of the programme, practice learning experiences and planning of the student journey to ensure students are able to meet the FN:SPRN and the learning outcomes for their 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 (R2.11)

**YES**  **NO**  **N/A**

This programme is delivered in England only.

- Evidence to ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours (R2.12)

**YES**  **NO**

<ul style="list-style-type: none"> <li>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)</li> </ul> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>	
<p>The programme leads to registration in one field of nursing.</p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>	
<p>The programme prepares for 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><b>Outcome</b></p>	
<p>Is the standard met? <span style="float: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></span></p>	
<p>Date: 31 October 2023</p>	
<p><b>Post event review</b></p>	
<p>Identify how the condition(s) is met: N/A</p>	
<p>Date condition(s) met: N/A</p>	
<p>Revised outcome after condition(s) met: <span style="float: right;">MET <input type="checkbox"/> NOT MET <input type="checkbox"/></span> N/A</p>	
<p><b>Standard 3: Practice learning</b></p>	
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R3.1 provide practice learning opportunities that allow students to develop and meet the <i>Standards of proficiency for registered nurses</i> to deliver safe and</p>	

- 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 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning
- 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; R2.10, R2.12; 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. Students are provided with a range of placements using a hub and spoke model during which they have supernumerary status and are supported by a practice supervisor and practice assessor. The student is required to work with the practice supervisor to undertake spoke placements to gain a range of experiences related to the four fields of practice. Practice supervisors and practice assessors tell us how students are supported in arranging spoke experiences to allow a range of learning experiences across the fields of practice. BUL and PLPs

confirm there's sufficient capacity within placement areas to support the additional students.

- 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 demonstrates that in designing the MSc routes the learning outcomes are developed in partnership with stakeholders to meet the FN:SPRN. We're told the integration of the FN:SPRN within the seven platforms including annexe a and b into the programme forms the basis for the curriculum design and the development of the learning outcomes. In order to demonstrate this, the programme learning outcomes are mapped against the seven platforms including annexe a and b. The integrated theory and practice learning structure for the MSc routes provides assurance that students have opportunities to develop both clinical and theoretical skills to deliver safe and effective care and meet the diverse needs of people. Proactive planning for practice learning experiences ensures access to a variety of learning opportunities using a hub and spoke approach. Theoretical content prepares students for their practice learning experience. Students record their experiences with PUSCs in the PLPAD.

- 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 documents presented identify where cross field teaching, learning and assessment takes place via generic modules and a placement planner for adult, child and mental health pathways across the two years. Students undertake a total of six placements over the two years, including a final management placement of 12 weeks at the end of part three. Placements indicated in the student handbook confirm a range of opportunities relevant to the field of practice which includes community and secondary care. Programme documentation indicates the placements include a field acute specialism placement in part three. The evidence presented demonstrates the MSc routes are designed to ensure that students meet the FN:SPRN and programme outcomes for their specific field of practice. The programme learning outcomes are mapped to the modular assessments and the FN:SPRN are mapped to the modular

learning outcomes and content. Evidence indicates the programme and each field facilitate students' exposure in theory and practice learning to their chosen field of practice. Year one of the programme is generic and years two and three contain both field specific and generic modules to maximise student learning. Evidence indicates that throughout the programme there are opportunities for students to be assessed to ensure they're meeting the FN:SPRN and programme outcomes for their fields of nursing practice.

- Evidence to ensure the programme is no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning (R3.4)

**MET**  **NOT MET**

R3.4 is met. Documentation and discussion with the programme team provide assurance the MSc routes provide a minimum of 2300 practice learning hours; this includes 500 hours of care experience demonstrated within the RPL portfolio and 22.5 hours of SPL in total. The planned 22.5 hours of SPL is delivered to be consistent with NMC requirements for practice learning. The BUL SPL strategy is updated and includes a strategy for evaluating the student experience of SPL to ensure continuous improvement. BUL are using experienced practice assessors, practice supervisors and academic assessors for SPL activities. We're told that those supporting SPL are provided with training to ensure they've a clear understanding of both nursing practice and simulation methodologies and the SSSA roles and responsibilities. One SPL hour equates to one practice learning hour.

- 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. Programme documentation and the modification process confirm that BUL has robust policies and procedures in place to ensure students' individual needs and circumstances are considered at all levels of the programme. This allows reasonable adjustments to be made as appropriate. This is explicit in the student handbook, however the students we met don't have direct experience of requesting reasonable adjustments.

**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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Processes are in place to ensure that students are supernumerary (R3.7)</li> </ul>	
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 practice learning 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> relevant to practice learning are met	
YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 31 October 2023	
<b>Post event review</b>	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: N/A	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>

<b>Standard 4: Supervision and assessment</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme</p> <p>R4.4 provide students with constructive feedback throughout the programme to support their development</p> <p>R4.5 ensure throughout the programme that students meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes for their fields of</p>

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*.

*Standards framework for nursing and midwifery education, specifically:*

*R2.12; 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*

### 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 this 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 this 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 constructive feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

MET  NOT MET

R4.4 is met. Programme documents demonstrate feedback and feed forward mechanisms are integral parts of the programme with the intention to support student's development within both theory and practice settings. Students tell us there's a positive approach to formative and summative feedback for theory learning and that feedback is constructive and detailed.

The MSc routes have a spiral curriculum and integrate theory and practice at increasing levels of complexity. The assessment strategy reflects a developmental approach whereby learning is assessed using a variety of assessment methods throughout the programme. Evidence provided indicates students receive feedback on summative theoretical work within three weeks of submission via 'Wiseflow' (a digital and assessment platform) which is part of the VLE. In practice placement learning students receive regular feedback from the practice supervisor, practice assessor and academic assessor which is documented in the PLPAD. Practice supervisors and practice assessors record their decisions on the student's progress and proficiency. Students receive further feedback via their OAR and completion of the skills in annexes a and b. There are opportunities for PUSCs to provide formative feedback incorporated within the PLPAD.

- 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. The programme comprises of field and generic modules and includes the opportunity for shared learning in all parts of the programme. BUL doesn't provide learning disability field routes. Students attend and participate at a learning

disabilities conference in year two which is supported by PUSCs. In addition, a range of other learning activities are supported by PUSCs where learning disabilities scenarios are embedded in learning activities.

**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  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

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

<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 31 October 2023	
<b>Post event review</b>	
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	

<b>Standard 5: Qualification to be awarded</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and</p> <p>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.</p> <p><i>Standards framework for nursing and midwifery education, specifically R2.12, R2.21</i></p>
<b>Findings against the standards and requirements</b>
<p><b>Evidence provides assurance that the following QA approval criteria are met:</b></p> <ul style="list-style-type: none"> <li>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) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> </li> <li>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. (R5.2) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> </li> </ul>

**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

BUL provide a postgraduate diploma fall back exit award with NMC registration in the field of practice studied. The fall back exit award is provided to those students who fail the MSc dissertation module following two unsuccessful attempts, but do complete 2,300 hours theory and 2,300 hours practice placement learning with all FN:SPRN completed. The fall back exit awards are:

- Post Graduate Diploma in Nursing (adult)
- Post Graduate Diploma in Nursing (child)
- Post Graduate Diploma in Nursing (mental health)

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: 31 October 2023

**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):

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
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, updated 2023) (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, updated 2023) 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, updated 2023) (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 type="checkbox"/>	<input checked="" 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:		
The placement agreements aren't changed for this modification.		
The modification doesn't include an apprenticeship route.		
List additional documentation:		
Condition evidence:		
MSc registered nurse RPL portfolio (amended), undated		
MSc registered nurse RPL portfolio guidance for students FINAL, undated		
Additional comments:		
None identified.		

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

	<b>YES</b>	<b>NO</b>
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 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:		
BSc (Hons) nursing (adult) third year student x one.		
BSc (Hons) nursing (child health) third year student x one.		
BSc (Hons) nursing (mental health) third year student x one.		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you stated no above, please provide the reason and mitigation:

An apprenticeship route isn't presented.

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)	<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:		
CQC, St George's University Hospitals NHS Foundation Trust St George's Hospital (Tooting) inspection report, 17 August 2023		
CQC, Mid and South Essex NHS Foundation Trust, Broomfield Hospital inspection report, 16 June 2023		
CQC, East Suffolk and North Essex NHS Foundation Trust, Colchester General Hospital inspection report, 5 May 2023		
CQC, Oxford University Hospitals NHS Foundation Trust John Radcliffe Hospital inspection report, 6 April 2023		
CQC, The Hillingdon Hospitals NHS Foundation Trust The Hillingdon Hospital inspection report, 18 January 2023		
CQC, Mid and South Essex NHS Foundation Trust inspection report, 23 December 2022		
CQC, London North West University Healthcare NHS Trust inspection report, 20 May 2022		
CQC, West Hertfordshire Teaching Hospitals NHS Trust Watford General Hospital inspection report, 22 December 2021		
CQC, East Suffolk and North Essex NHS Foundation Trust inspection report, 8 January 2020		

CQC, St George's University Hospitals NHS Foundation Trust inspection report, 8 December 2019

CQC, The Hillingdon Hospitals NHS Foundation Trust inspection report, 24 July 2018

If you stated no above, please provide the reason and mitigation:  
A resource check isn't required as BUL is an established AEI.

Additional comments:  
None identified.

### **Mott MacDonald Group Disclaimer**

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

### **Issue record**

#### **Final Report**

Author(s):	Elizabeth Mason	Date:	8 November 2023
Checked by:	Pamela Page	Date:	23 November 2023
Submitted by:	Leeann Greer	Date:	17 January 2024
Approved by:	Natasha Thompson	Date:	17 January 2024