



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration nurse qualification leading to:

Pre-registration nursing – Adult

Pre-registration nursing – Mental Health

Birmingham Newman University

November 2024

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Birmingham Newman University Genners Lane, Bartley Green, Birmingham, B32 3NT England
AEI/EI Institution Identifier	10007832
Name and location of programme delivery partner(s) if not the AEI/EI noted above	Not applicable
Name of employer partners for apprenticeships	Not applicable
Approval type	Major modification

Name of programme				
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Full-time	Part-time
Pre-registration nursing - Adult	MSc Nursing (Adult)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	MSc Nursing (Mental Health)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Proposed programme start date	7 April 2025
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes
Date of visit	28 November 2024
Visitor team	Registrant Visitors: Mrs Paula Libberton Miss Nicola Rochnia Lay Visitor: Mrs Catherine Cruickshank

Executive summary

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

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

Visits enable both the NMC visitors and the AEI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI or EI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and carers, employers, practice learning partners, the programme team and senior managers.

Following a review, a draft report is shared with the AEI for the purposes of confirming factual accuracy before the report is finalised.

The conjoint on-site visit with the AEI approval panel took place on 28 November 2024.

Context for the review

This modification introduces two postgraduate routes to the Pre-registration Nursing Adult and Pre-registration Nursing Mental Health NMC-approved programmes. The development of the MSc Nursing (Adult) and the MSc Nursing (Mental Health) is part of a planned expansion of Birmingham Newman University's (BNU) portfolio. In line with BNU's values and social mission and with support from Newman University Council, it is seeking to expand its existing portfolio of Nursing and Allied Health courses to develop additional programmes that support public service employment in the local and regional area.

The School of Nursing & Allied Health (SoNAH) within BNU has an existing suite of courses that commenced for the first time in September 2023: BSc (Hons) Adult Nursing; BSc (Hons) Mental Health Nursing; BSc (Hons) Physiotherapy. These were joined by BSc (Hons) Occupational Therapy and BSc (Hons) Paramedic Science in September of this year. The University also offers a range of subjects aligned with health and care education. These include undergraduate and postgraduate programmes in Counselling and Psychotherapy, Health and Social Care, Psychology, Education, Sport and Exercise and Law. This provides the University with a solid foundation to extend its portfolio to include Postgraduate nursing courses within the School. BNU therefore seeks to modify its Pre-registration Nursing NMC approved programmes by introducing two postgraduate routes, an MSc Nursing (Adult) and MSc Nursing (Mental Health). The modifications impact on Part 3 Standards for pre-registration nursing only.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI response to any conditions required by the approval panel, is as follows:

Programme is recommended to the NMC for approval. The programme **meets** all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

The findings of the NMC visitor team's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

Conditions and recommendations

Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only/ Joint	AEI/EI only
	None			

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI/EI only
R2	Ensure academic regulations and policies are updated to reflect the current academic year.	2.1	NMC only	
R1	The centrality of Experts by Experience (EBE) to the programme design was commended, but it was recommended that work on developing the diversity of the EBE group continues.	2.1	Joint	

Recommendations are to be addressed and reported in the annual self-assessment report.

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/ joint
GP1	The approach to clinical skills and simulated practice was highly commended, in particular the quality of the facilities and the timing and frequency of delivery.	2.10	Joint
GP2	The support provided to students both in theory and practice was highly commended, in particular for those with declared learning differences, including neurodiversity.	3.5	Joint
GP3	Exceptional communication with Birmingham Newman University was noted by partners, notably the academic assessors' visits when students are on practice. It was recommended that this excellent practice continues within the MSc as it is practised within the BSc.	2.2; 4.1; 4.2	Joint

Explanation of findings for Part 3

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
1.1	<p>Confirm on entry to the programme that students:</p> <p>1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>1.1.2 demonstrate values in accordance with the Code</p> <p>1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>1.1.5 can demonstrate proficiency in English language</p> <p>1.1.6 have capability in literacy to meet programme outcomes</p> <p>1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision making guidance. This includes satisfactory occupational health assessment and criminal record checks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute is able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50% of the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	For NMC registered nurses, permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	programme outcomes that may be more than 50% of the programme.				
1.7	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recognition of prior learning metrics

Recognition of prior learning (RPL) will apply to the academic attributes the student should demonstrate to satisfy assessment of the ability to study and flourish at Level 7. As a condition of entry, the evidence must show 600 hours of care experience, signed by a registered health care professional and evidence of experiential learning with reference to the standards and NMC Code. They must also produce evidence of 600 hours of theoretical learning from their previous degree.

The course will be split into three parts, meaning students will demonstrate all the Standards of Proficiency for Registered Nurses (NMC 2018) within the course, therefore the RPL process will not normally assess this element.

RPL up to a maximum of 90 Level 7 credits is permitted.

Findings

1. The visitor team considered a range of evidence including programme specifications, programme handbooks and the BNU Recognition of Prior Learning Policy (RPL). The team also held meetings with those involved in the selection process - BNU staff, people who use services and carers (PSCs) and students.
2. In considering Standard 1.1, the visitor team noted that entry requirements are clearly stated in the programme specification. The metrics for RPL are set out above. The required care experience portfolio provides evidence that candidates understand and have the ability to work within the NMC Code of conduct. Practice partners or Experts by Experience (EBEs) will be involved in the interview panel to provide a perspective from the care setting.
3. In considering Standards 1.2, 1.3 and 1.4, the visitor team was able to determine that BNU has appropriate and effective processes in place to 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 in line with the NMC's health and character standard for AEIs. This includes satisfactory occupational health assessment and disclosure and barring checks. Prior to entry to the course, students are subjected to an enhanced Disclosure and Barring Service (DBS) check and to Occupational Health assessment. The DBS policy states that if students commit offences during their course, they must notify the Programme Leader. Should they fail to report such instances the fitness to practise procedure is implemented. This information is clearly stated in the student handbook. Students must also declare that there have been no changes to their DBS check each year on re-enrolment. The visitor team assessed that there is a robust policy and process to manage the fitness to practise policy in line with NMC standards. The DBS flowchart shows the list of panel members and confirms that matters are dealt with promptly. The narrative explains that DBS panels are convened as needed on a case-by-case basis. Staff providing declarations of good health and character are suitably experienced and qualified to provide this as

evidenced by their CVs. Because there are well documented policies and procedures that are already in place and implemented within the undergraduate programmes, the visitor team concluded that Standards 1.2, 1.3 and 1.4 are met.

4. In considering Standard 1.5, the visitor team determined that there is clear information about what applicants are required to evidence to be considered for entry to the programme. The evidence must show 600 hours of care experience, signed by a registered health care professional and evidence of experiential learning with reference to the standards and NMC Code. They must also produce evidence of 600 hours of theoretical learning from their previous degree. The RPL evidence mapping document sets out a framework for organising the mapping.
5. In considering Standard 1.6, the visitor team noted that in the case of already NMC-registered nurses, RPL that is capable of being mapped to the Standards of proficiency for registered nurses (SPFRN) and programme outcomes may be more than 50% of the programme. Registered nurse graduates, who may, for example, be seeking an additional registration, must produce evidence of 600 hours of practice and 600 hours of theory for RPL. Any further RPL would have to be at Level 7 and up to a maximum 90 Level 7 credits
6. In considering Standard 1.7, the visitor team noted that the arrangements proposed to support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes are appropriate and designed to meet the standard. Development of students' skills in numeracy, literacy and digital and technological literacy are built into the MSc Nursing programme and are incorporated into the course aims and intended learning outcomes. A range of formative and summative assessment methods are set out to support this and therefore the visitor team considers this aspect of the standard to be met.
7. Based on the information made available, the visitor team considers that BNU has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

Standard 2: Curriculum

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

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

The MSc Nursing programme is a full-time two-year programme which consists of three parts. Each part of the programme consists of 60 credits to equate to 180 credits at the end of the two years. Theory hours have been balanced across each part of the programme; 15 weeks in part one, 14 weeks in part two and 15 weeks in part three. Similarly, part one has 12 weeks of practice learning, part two 14 weeks and part three 17 weeks. This is augmented by one week of simulated practice learning in each part. Each week of learning equates to 40 hours of learning in all learning environments. In adherence to NMC requirements, students will achieve a minimum of 2,300 hours of practice learning and 2,300 hours of theoretical learning, some of which, 600 hours, will be credited through the RPL process. University regulations in relation to compensation or condonement of modules or compensation between theory and practice on NMC approved programmes do not apply. In order for students to be considered for registration with the NMC, all NMC proficiencies in theory and practice must be achieved.

Findings

8. The visitor team examined a range of evidence in assessing these standards including programme specifications, programme guides, curriculum mapping documents, module specifications and practice assessment documentation.
9. In considering Standard 2.1, the team noted that there is evidence that the Standards Framework for Nursing and Midwifery Education is met. The learning culture is supported by an Accessible and Inclusive Learning Policy and for those requiring reasonable adjustments there is a Learner Support Agreement Process. The Educational Governance and Quality is outlined in the Learning, Teaching and Academic Quality Committee terms of reference as well as the general academic regulations. Student empowerment is achieved through a Staff Student Consultative Committee. Educators and academic assessors are suitably qualified as outlined in the MSc context document with a plan to employ additional staff to support the MSc route as it is rolled out. The curricula and assessment are supported by a Curriculum Development Steering Group for the BSc in addition to a more recent meeting where the MSc route was presented. When analysing the evidence for this standard, the visitor team noted that some of the policies, procedures and other documentation had dates that were no longer current; for example, the Accessible and Inclusive Learning Policy and the Reasonable Adjustments Plan. The team was advised during meetings with BNU staff that the relevant documents were still current, but the dates needed to be revised to reflect the current academic year. The visitor team therefore made the **recommendation (R1)** that BNU ensure academic regulations and policies are updated to reflect the current academic year.
10. There is strong and comprehensive evidence to support partnership working of the existing BSc programmes with all stakeholders. The documentary evidence indicated a wide range of meetings and events intended to ensure the veracity and genuineness of the co-production activity. It was, however, noted that this is more limited for the proposed MSc routes, although meetings were held with the Experts by Experience (EBE) group, current nursing students, as well as Postgraduate Certificate in Education, Qualified Teacher Status (PGCE, QTS) students, and practice partners. It was also noted that the diversity of those involved in coproduction could be widened. The centrality of EBEs to the programme

design was noted, but the visitor team made the **recommendation (R2)** that work on developing the diversity of the EBE group continues. The School of Nursing and Allied Health (SoNAH) MSc context document outlines how the Standards for Pre-registration Nursing Programmes are met including in relation to field and drug calculations (see also Standards 2.7 and 2.8). There is evidence of mapping of modules for both MSc Adult Nursing and MSc Mental Health Nursing to the SPFRN. Because of the convincing evidence base, supported by narratives provided by all stakeholders, the visitor team determined that Standard 2.1 is met.

11. In considering Standard 2.2, the visitor team noted that the Standards for Student Supervision and Assessment is evidenced in Gateway 2 which has previously gained approval. The MSc Nursing Midlands Yorkshire and East Practice Assessment Document (MYEPAD) is used to record and track assessments including formative and summative assessments as well as providing a record of progression towards, and achievement of, proficiency. The MSc Nursing Programme Handbook contains information about practice learning and an MSc Nursing Practice Learning Handbook provides detailed guidance on the approach to practice learning. The visitor team particularly noted the Academic Assessor and Personal Tutor policy which helpfully distinguishes the relationship between these two roles in supporting students. There is a strong framework of policy, procedure and guidance supporting compliance with the NMC Standards for student supervision and assessment and narratives supplied by the programme team, students and practice assessors led the visitor team to conclude that Standard 2.2 is met.
12. In considering Standard 2.3, the visitor team noted that the Standards of Proficiency for Registered Nurses are addressed in the MSc programme specification document and a mapping document shows how the standards relate to the MSc Nursing (Adult) and MSc Nursing (Mental Health) programme learning outcomes. The module data sets outline the content that will be delivered in each module which demonstrates how the SPFRN are addressed. There are routes for Adult Nursing and Mental Health Nursing with shared and field-specific learning. The visitor team was satisfied that this evidence demonstrates that Standard 2.3 is met.
13. When considering Standard 2.4, the team considered that the design and proposed delivery of the programme intends to ensure that there will be exposure to all four fields of nursing practice. The module data sets outline what will be taught on the programme and the proficiencies in MYEPAD demonstrate what will be assessed. The intention to ensure that students will be exposed to all four fields of nursing is evident in these documents and leads the team to conclude that Standard 2.4 is met.
14. In considering Standard 2.5, the visitor team noted that there is an MSc Nursing programme specification that covers the routes for Adult Nursing and Mental Health Nursing. This clearly sets out separate routes that are specific to the two fields. Consequently, the visitor team concluded Standard 2.5 is met.
15. In considering Standard 2.6 the visitor team noted that the content necessary to meet the SPFRN and the programme outcomes are explicitly outlined in the MSc programme specification, MSc module data sets, MSc student handbook and MSc context document. The visitor team concluded that Standard 2.6 is met.
16. In considering Standard 2.7, the visitor team was able to confirm that the content necessary to meet the programme outcomes for Adult Nursing and Mental Health Nursing is set out in the MSc programme specification, MSc module data sets, MSc mapping document and MYEPAD Achievement of Proficiencies. These documents

clearly indicate the outcomes that are required across all four fields across all care settings and where there is a greater depth of field-specific knowledge required to meet the needs of people in their chosen field of nursing practice. The intentions set out in the documentation were supported by narratives provided by the programme team, students, and PAs and practice supervisors (PSs). Consequently, the visitor team confirmed that Standard 2.7 is met.

17. In considering Standard 2.8, the visitor team noted that content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is set out in the MSc programme specification, MSc module data sets, MSc context document and MSc mapping document for both Adult Nursing and Mental Health Nursing. The clarity of the documentary evidence, which explicitly addresses the areas required by this standard led the visitor team to conclude that Standard 2.8 is met.
18. In considering Standard 2.9 concerning the balance between theory and practice in the curriculum, the visitor team noted that the MSc Nursing programme specification shows that consideration has been given to an equal balance of theory and practice learning. The equal balance requirement is incorporated into the academic regulations. The MSc programme planner shows what this looks like over the course of the programme. The RPL requirements show equal weighting of theory and practice. Given the comprehensive nature of the evidence, the visitor team concluded that Standard 2.9 is met.
19. In considering Standard 2.10 concerning the use of technology and simulation opportunities, the visitor team particularly noted the commitment of the AEI and the programme team to the development of and specific investment in simulation facilities, as well as the range of appropriate technology employed to support student learning including the ARC student placement management system. Careful and considered planning of simulated learning ensures its use is proportionate and equally shared across the three parts of the programme. It accounts for 40 hours of simulated practice learning in each part, a total of 120 hours. The visitor team was fully satisfied that the proposals for using technological and simulated learning are appropriate and allow for Standard 2.10 to be met. The approach to clinical skills and simulated practice was highly commended by the panel, in particular the quality of the facilities and the timing and frequency of delivery which ensures that the contribution simulated practice makes to the development of clinical skills is optimal and noted as **good practice (GP1)**. The visitor team was fully satisfied that the proposals for using technological and simulated learning are appropriate and allow for Standard 2.10 to be met.
20. In considering Standard 2.12, the visitor team was able to confirm that the MSc Nursing programme is designed to meet the equivalent minimum length of three (academic) years for full-time programmes, which consists of a minimum of 4,600 hours using RPL of 1,200 hours (600 theory and 600 practice).
21. Based on the information made available, the visitor team considers that BNU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	Provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care to a diverse range of people across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in Standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure students experience the range of hours expected of registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Ensure that students are supernumerary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice learning requirements and simulated learning hours

There are three parts to the programme: part one has 12 weeks of practice learning, part two 14 weeks and part three 17 weeks. This is augmented by one week of simulated practice learning in each of the three parts. To meet NMC requirements students will achieve a minimum of 2,300 hours of practice learning, some of which will be achieved through RPL.

Findings

22. The visitor team examined a range of evidence in assessing these standards including programme specifications, student handbooks, curriculum mapping documents and module data sets. The team met with students, representatives from practice learning settings as well as viewing the simulated practice learning facilities.
23. In considering Standard 3.1, the visitor team noted that the MSc Nursing programme specification outlines the modules, including the indicative content that relates to the student's field of practice including where theory and practice components relate to the four fields of nursing. The module data sets outline the breakdown of theory and practice hours, with 600 hours accounted for through RPL and 120 hours of simulated learning integrated throughout the programme. The sample simulation

practice week plan, simulation week example, and simulation scenario design template demonstrate how simulated activities are structured to support practice learning across diverse populations in all four nursing fields. This is supported by the simulation strategy in which it outlines the approach to simulated practice learning and its integration within the pre-registration nursing programme. The mapping documents provide detailed evidence to where Standards of proficiency for registered nurses (SPFRN) are delivered and assessed across the MSc Nursing (Adult) and the MSc Nursing (Mental Health) programme. The module data sets provide an overview of the module content and assessment in all learning environments.

24. Evidence in Gateway 2 has previously been approved in which assurance has been confirmed of a partnership approach to placement allocation supported by the review of placement environment profiles and learning environment audits. The MSc Nursing context document affirms this. Educational agreements confirm that partnership working is formally in place and the operationalisation of this was supported by practice learning representatives met by the visitor team.
25. The visitor team concluded that Standard 3.1 is met because the key course documentation clearly sets out the intention for practice learning to provide opportunities to meet the SPFRN in order 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. The strength of the partnership working arrangements set out formally and supported in narratives provided by the programme team and practice partners gave the visitor team confidence that the Standard is met.
26. In considering Standard 3.2, the programme specification advises that the learners experience a total of 2,300 hours of practice learning of which 120 will be simulated practice learning under direct supervision and/or indirect supervision. The Practice Allocation Map and the Placement Allocation Timeline identify processes for the approach to placement allocation and timing including the onboarding of new placements. An example of a student's allocation demonstrated a student's journey in which they are allocated to a range of practice learning opportunities to enable them to meet a range of diverse people, thus meeting the holistic needs of people of all ages. Based on this documentary evidence and the narratives provided by the programme team and students, the visitor team determined that Standard 3.2 is met.
27. In considering Standard 3.3, the visitor team noted that the module data sets outline module content and assessments across learning environments, providing clarity on how theoretical and practical learning supports the development of communication, relationship management skills, and nursing procedures to meet the SPFRN in adult, mental health, learning disabilities, and children's nursing. The mapping documents identify where SPFRN standards are delivered and assessed within the MSc Nursing programmes, covering the seven platforms of the SPFRN, Annex A (communication and relationship management skills), and Annex B (nursing procedures). The MSc Nursing programme specification details how 120 hours of simulated practice learning will enhance practice opportunities, supporting students in achieving proficiency in communication, relationship management skills, and nursing procedures. The design template for simulation scenarios provides evidence of an approach that promotes the development of communication skills. This is supported by three practice learning modules with defined outcomes, enabling students to develop and meet proficiencies as identified in the MYEPAD for each part. The visitor team was satisfied that the evidence provided clearly and logically sets out approaches that enable Standard 3.3 to be met.

28. In considering Standard 3.4, the visitor team confirmed that the previously approved AEI general academic regulations document states that students in an NMC-approved programme must complete 2,300 hours of theory and 2,300 hours of practice learning. The programme handbook and programme specification confirm students will achieve 2,300 hours of practice in order to enter the NMC register as a registrant. The module data sets outline the breakdown of theory and practice hours, with 600 hours accounted for through RPL and 120 hours of simulated practice learning integrated throughout the programme. The sample simulation practice week plan, simulation week example, and simulation scenario design template demonstrate how simulated activities are structured to support practice learning across diverse populations in all four nursing fields. This is supported by the simulation strategy which outlines the approach to simulated practice learning and its integration within the pre-registration nursing programme. The MSc Nursing programme handbook and placement handbook specify that students will complete 40 hours of clinical practice each week, including 2.5 hours dedicated to reflection. Protected time is allocated for reflective practice and guidance on the support available for reflective activities is set out in the placement handbook. The programme planner outlines the structure of the programme, clearly differentiating between theory and practice weeks. Given the comprehensive and robust presentation of this evidence, the visitor team concluded that Standard 3.4 is met.
29. In considering Standard 3.5, the visitor team noted that the MSc Part 2 MYEPAD provides assurance that students' individual needs and personal circumstances are met through the 'all about me' section. Students are advised to discuss their individual needs with their PAs and PSs. Evidence previously submitted for Gateway 2 confirms the SoNAH has a placement allocations policy to ensure students are allocated to practice learning experiences in a structured and timely manner. Placement allocations are undertaken in partnership with placement partners and BNU via the ARC technologies placement management system. Allocation of BNU students is guided by the placement environment profile as well as the learning environment audit to ensure students can deliver safe and effective care to a diverse range of people across the four fields of nursing (across the lifespan) and to achieve NMC and programme outcomes in their field of practice. Narratives affirming the support and guidance provided to students for their individual needs were given by students, practice placement representatives and the programme team. The documentary evidence and the narratives showed a high level of support and the visitor team acknowledged that the support provided to students both in theory and practice was highly effective, in particular for those with declared learning differences, including neurodiversity and that this was identified as **good practice (GP2)**. The visitor team was satisfied that the evidence, supported by narratives from the programme team, students and practice placement providers demonstrates that Standard 3.5 is met.
30. In considering Standard 3.6, the visitor team noted that the MSc Nursing placement handbook and MSc Nursing programme handbook provide assurance that students will experience a range of hours expected of registered nurses. Within the documents there is guidance regarding a need for 24-hour care provision, seven days a week in which two weekends per month are an expectation along with some night duty. There is guidance provided for students should they find it difficult to work night duty for any reason. The clear and direct guidance ensures that Standard 3.6 is met.
31. In considering Standard 3.7, the visitor team noted that the MSc Nursing programme handbook, placement handbook and MSc Nursing Part 2 MYEPAD provide

consistent and clear explanations of the nature and meaning of supernumerary status. The visitor team therefore considers Standard 3.7 to be met.

32. Based on the information made available, the visitor team considers that BNU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Ensure that there is equal weighting in the assessment of theory and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10	Ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in standards of proficiency for registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

33. The visitor team examined a range of evidence in assessing these standards including programme specifications, student handbooks, curriculum mapping documents and module data sets. The visitor team met with the programme team, students and representatives from practice learning settings.
34. In considering Standards 4.1 and 4.2, the visitor team noted that the MSc Nursing programme specification outlines the modules, including the indicative content that relates to the student's field of practice, including where theory and practice components relate to the four fields of nursing and the SPFRN. It also confirms simulated and real-life experiences under direct supervision and/or indirect supervision will support the development of students and the SPFRN. This is confirmed by the mapping documents which provide detailed evidence as to where

the SPFRN are delivered and assessed across the MSc Nursing (Adult) and the MSc Nursing (Mental Health) programmes. The module data set provides an overview of the module content and associated assessment in all learning environments. There is well documented evidence that Experts by Experience (EBEs), PAs, PSs and students have been involved in the development of the programmes, and this was confirmed in meetings the visitor team held with these stakeholders. Exceptional communication with Birmingham Newman University was noted by partners, notably the academic assessors' visits when students are on practice. The excellent levels of communication with partners was noted as an area of **good practice (GP3)**.

35. Standards for Student Supervision and Assessment are evidenced in Gateway 2, which has already gained approval. The MSc Nursing module data sets, MSc Nursing mapping documents and the MSc Nursing assessment matrix provide comprehensive evidence of where the programme learning outcomes and NMC proficiencies are delivered and assessed. The practice assessment document, MYEPAD provides a means of tracking and recording assessment. The visitor team was satisfied that both Standards 4.1 and 4.2 are met.
36. In considering Standard 4.3, the visitor team was able to confirm that the MSc Nursing context document provides an overview of staffing resources. Staff CVs articulate all AHP and Nursing roles and responsibilities. The Head of Subject and Head of School contracts provided assurance of the named registered nurse responsible for directing the education programme. The visitor team concluded that Standard 4.3 is met.
37. In considering Standard 4.4, the visitor team confirmed that the module data sets and programme specification provide assurance that feedback is provided at a modular level for both theory and practice and at the end of the programme. Feedback on theory is provided by annotating scripts via the plagiarism-detection software Turnitin. Practice feedback is provided in the MYEPAD in the form of initial, intermediate and final interviews as well as against assessed elements. The Academic Assessor Policy (previously approved) outlines the lines of communication and feedback for supporting PSs and PAs where there may be concerns regarding students who are failing. This process is used with SoNAH Raising and Escalating Concerns Policy (previously approved). Previously approved academic regulations stipulate external examiner involvement in the scrutiny of and feedback on the assessment process. The opportunities for feedback were confirmed by students in the meeting held with the visitor team. The evidence provided is consistent in its identification of opportunities for feedback to students on their assessments and was confirmed by students, as such the visitor team concluded that Standard 4.4 is met.
38. In considering Standard 4.5, the visitor team noted that the MSc Nursing programme specification outlines the modules, including the indicative content that relates to the student's field of practice, including where theory and practice components relate to the four fields of nursing and SPFRN. It also confirms simulated and real-life experiences under direct supervision or indirect supervision will support the development of students and the SPFRN. It advises simulated practice will be used to address some of the proficiencies. The mapping documents provide detailed evidence as to where the SPFRN are delivered and assessed across the MSc Nursing (Adult) and the MSc Nursing (Mental Health) programme. The module data sets provide an overview of the module content and assessment in all learning environments, thus providing confirmation that Standard 4.5 is met.
39. In considering Standard 4.6, the visitor team noted that the programme specification

document and MSc Nursing placement handbook advises that all programmes include health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed in Part 3 with a score of 100%. The module data set articulates how the modules and assessments contribute to the overall programme including Pharmacology and Numeracy. The MSc Nursing context document confirms that safeMedicate will be the platform of choice to assess this, supported by Script an eLearning programme. The proposed arrangements confirm that Standard 4.6 is met.

40. In considering Standard 4.7, the visitor team confirmed that there is evidence 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. This is demonstrated in the MSc Nursing programme specification where there is indicative content that relates to communication and relationship management skills and nursing procedures. This is also the case within module data sets where module content and assessments across learning environments provide clarity on how students meet all communication and relationship management skills and nursing procedures.
41. The simulated practice learning documents identify the approaches used within the simulation including a plan for the week and the use of scenarios to ensure authenticity. The SPFRN and episodes of care within the MYEPAD, along with the OAR ensure there is documentary evidence of students meeting all communication and relationship management skills and nursing procedures. Skills from Annex A are integrated into the curriculum and appropriately evidenced. These specified skills are assessed in theory and practice through MYEPAD and within the three practice modules of the MSc Nursing programme. This comprehensive evidence portfolio enabled the visitor team to confirm that Standard 4.7 is met.
42. In considering Standard 4.8, the visitor team noted that the university regulations stipulate that programme outcomes and modules must be passed with no condonement in either theory or practice. The latter is echoed in the MSc Nursing programme handbook. The MSc Nursing module data sets, MSc Nursing mapping documents and the MSc Nursing assessment matrix evidence where the programme learning outcomes and NMC SPFRN are delivered and assessed. The module data set confirms drug calculations are assessed as requiring a pass rate of 100% in Part 3. External examiner requirements, CVs and reports provide evidence of the approach used to quality assure the assessments undertaken in order to confirm proficiency in preparation for professional practice as a registered nurse. The documented arrangements are clearly explained and comprehensive in nature and allow the visitor team to conclude that Standard 4.8 is met.
43. In considering Standard 4.9, the visitor team noted the MSc Nursing programme handbook and programme specification identify assessment weighting and processes and confirm that assessment of theory and practice is equally weighted. The module data sets outline the breakdown of theory and practice at a module level. The visitor team concluded that Standard 4.9 is met.
44. In considering Standard 4.10, the visitor team noted that all proficiencies are recorded in an ongoing record of achievement, the MYEPAD, which demonstrates the achievement of proficiencies and skills set out in the SPFRN and therefore Standard 4.10 is met.
45. Based on the information made available, the visitor team considers that BNU has in

place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	Ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

46. In considering Standard 5.1, the visitor team noted that as this modification is for a Level 7 master's programme it meets Standard 5.1, in that it exceeds the minimum award of a pre-registration nursing programme as being a bachelor's degree.
47. In considering Standard 5.2, the visitor team confirmed that the MSc Nursing programme handbook contains clear information that the award must be registered with the NMC within five years and of the consequences of failing to register the award. The information is consistent with Standard 5.2 and it is therefore met.
48. Based on the information made available, the visitor team considers that BNU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

QAA2907 – R14807 – April 25

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