



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration nurse qualification leading to:

Pre-registration nursing - Adult

Pre-registration nursing - Child

Pre-registration nursing - Mental Health

Bournemouth University

April 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Bournemouth University Bournemouth Gateway Building St Pauls Lane Bournemouth BH8 8GP
AEI Institution Identifier [UKPRN]	10000824
Name and location of programme delivery partner(s) if not the AEI/EI noted above	N/A
Name of employer partners for apprenticeships	There are no new employer partners
Approval type	Major modification

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

Interim awards available There are no interim awards for this qualification that lead to NMC registration	
Proposed programme start date	1 September 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 Note that the AEI has taken a programme-centred approach to Part 2: Standards for student supervision and assessment and therefore Part 2 has been reviewed, in the context of this programme, through this current review.
Date of visit	Desk-based review April 2025
Visitor team	Registrant Visitor: Mr Ronnie Meechan

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 from the Approved Education Institution (AEI). All evidence submitted by the AEI is reviewed by the visitors.

Desk-based reviews of evidence inform the NMC visitors' judgements and enables them to make recommendations about the AEI's ability to meet the NMC standards.

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

The desk-based review of the AEI concluded on 24 April 2025.

Context for the review

This major modification brings forward Bournemouth University's (BU's) proposal to award academic credit to practice assessments within its existing suite of approved pre-registration nursing programmes. There is no credit associated with the practice assessments within these programmes, although they are programme requirements. This modification realigns the student assessment workload such that practice units are worth 40 credits, in each part of each programme; a part corresponds to one year of full-time study.

This modification includes adjustments to the curriculum which impacts on NMC Part 3: Standards for pre-registration nursing programmes. Only those standards which are directly affected are in scope for this review and the report clearly indicates where any standard is not in scope.

The **final recommendation** made by the visitor 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 detailed findings of the NMC visitor'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

The **provisional judgement** of the visitor was 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.

Conditions

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

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI only
	None			

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/ joint
	None		

Explanation of findings for Part 3

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

1. Arrangements for Selection, admission and progression have not changed as a result of the modification and therefore this standard was not considered.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 and nursing proficiencies and outcomes are achieved in a nursing context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Curriculum requirements

The two-year full-time MSc programmes have 2,375 hours of theory (50.2%) and 2,360 hours of practice learning (49.8%).

The degree apprenticeships are three and a half to four years in duration and have 2,300 hours of theory (49.8%) and 2,317.5 hours of practice learning (50.2%).

The non-apprenticeship undergraduate degrees are three-year full-time programmes and have 2,362.5 hours of theory (50.0%) and 2,360 hours of practice learning (50.0%).

Findings

2. The visitor considered a range of evidence including programme specifications, mapping documents, unit specifications and delivery planning documents.
3. Standards 2.1, 2.2 and 2.5 are not in scope for this review because arrangements have not changed as a result of the modification.
4. In considering Standard 2.3, mapping documents for each programme identify where outcomes and content address the Standards of proficiency for registered nurses. Unit specifications articulate relevant and appropriate indicative content in relation to the students'/apprentices' field of practice in both field-specific and shared units of study. BU has provided evidence in relation to how the modified pre-registration programmes are underpinned by a conceptual and philosophical framework that supports the Standards of proficiency for registered nurses.
5. In considering Standard 2.4, programme specifications and mapping documents evidence that the design of the programmes supports the acquisition of relevant knowledge and skills in each of the four fields of nursing practice. This is supported by the proposed delivery approaches that include seminars and case studies which are applied in field-specific practice learning settings. Programme handbooks describe a hub and spoke model for practice learning which is supported by practice assessors and practice supervisors to maximise students'/apprentices' cross-field of practice learning opportunities during their pre-registration nursing programme.
6. In considering Standard 2.6, programme and unit specifications set out the general and professional content necessary to meet the Standards of proficiency for registered nurses.
7. In considering Standard 2.7, programme specifications set out aims and learning outcomes for each of the pre-registration programmes, and mapping documents indicate where these programme learning outcomes are mapped to the Standards of proficiency for registered nurses. Unit specifications articulate the indicative content in relation to learning outcomes to support achievement of overall programme outcomes for each field of nursing practice.

8. In considering Standard 2.8, relevant content in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation is evidenced within unit specifications and mapping documents.
9. In considering Standard 2.9, BU's Plan of practice and theory hours sets out the total hours for each modified programme demonstrating that each programme has a 50/50 balance of theory and practice learning. The MSc programmes have 2,375 hours of theory (including 650 hours of recognition of prior learning (RPL)) and 2,360 hours of practice learning (including 720 hours of RPL). The degree apprenticeships have 2,300 hours of theory and 2,317.5 hours of practice learning. The non-apprenticeship undergraduate degrees have 2,362.5 hours of theory and 2,360 hours of practice learning.
10. In considering Standard 2.10, programme and unit specifications and digital skills mapping set out how technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment. Students and apprentices have access to appropriate simulation facilities including medium and high-fidelity laboratories and a newly installed Blended Learning Interactive Simulation (BLIS) room.
11. In considering Standard 2.12, programme specifications and programme planners confirm that each undergraduate programme consists of a minimum of 4,600 hours and the postgraduate programmes, including RPL, meet the equivalent of minimum length of three (academic) years.
12. Based on the information made available, the visitor considers that BU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice learning requirements and simulated learning hours

The degree apprenticeship programmes have 2,300 hours of theory and 2,317.5 hours of practice.

The non-apprenticeship undergraduate programmes have 2,300 hours of theory and 2,360 hours of practice learning. The practice learning includes 130 hours of simulated practice learning.

The postgraduate programmes include 2,375 hours of theory (including 650 hours of RPL) and 2,360 hours of practice learning. The practice learning includes 80 hours of simulated practice learning.

Findings

13. The visitor considered a range of evidence including practice learning documentation, theory and practice learning planning and audit documents, mapping documents, unit specifications and delivery planning documents.
14. In considering Standard 3.1, BU works with a wide range of practice learning partners (PLPs) and employer partners (EPs) that enable students and apprentices

to experience a diverse range of people who use services and carers (PSCs) across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing. Student/apprentice facing documentation, which has been updated as part of this modification, provides appropriate information on the process for raising and escalating concerns and relevant information about what to expect from their practice learning experiences. BU is approved to use the regional South Practice Assessment Document (PAD) as an ongoing achievement record (OAR) which is mapped to the Standards of proficiency for registered nurses to facilitate and record students'/apprentices' progression and achievement of proficiencies in relation to their field of practice.

15. In considering Standard 3.2, BU's theory and practice learning plan indicates that students and apprentices will have sufficient and proportionate opportunities to experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages within periods of theory and practice learning which are sequential and provide appropriate variation in learning opportunities.
16. In considering Standard 3.3, BU's programme specifications, programme mapping documents and unit specifications have clear learning outcomes and practice learning opportunities that allow students and apprentices 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. The South PAD and programme mapping documentation clearly set out where communication and management skills and nursing procedures are delivered and assessed on the pre-registration nursing programmes. The South PAD provides students and apprentices with opportunities to record achievement of proficiencies, reflections on episodes of care as well as relevant interactions with PSCs in relation to communication skills. The South PAD and integrated OAR also facilitate interaction and feedback from practice assessors, practice supervisors and academic assessors in relation to achievement of proficiency in each part of the student's/apprentice's programme. The approved South PAD has been mapped to Annexes A and B of the Standards of proficiency for registered nurses.
17. In considering Standard 3.4, BU sets out the programme practice learning hours in a Plan of practice and theory. There is a total of 2,317.5 hours of practice learning for undergraduate apprenticeship programmes, with no planned simulated learning. For non-apprenticeship undergraduate programmes, there is a total of 2,360 hours of practice learning including 50 hours of simulated practice learning in part one of the programme and 40 hours in each of parts two and three, totalling 130 hours. For postgraduate programmes there is a total of 2,360 hours of practice learning, including 80 hours of simulated practice learning.
18. In considering Standard 3.5, BU's practice placement documentation sets out how students' individual needs and personal circumstances are taken into account when allocating their practice learning including making reasonable adjustments for students with disabilities, and demonstrates that there has been no change to the process or opportunity for reasonable adjustment since the approval of the programmes in September 2019.
19. In considering Standard 3.6, student and apprentice facing programme handbooks clearly set out the requirement that students and apprentices are required to experience the range of hours expected of registered nurses. BU's partnership with PLPs and EPs provides sufficient practice learning organisations to facilitate

students'/apprentices' experience of a wide range of working patterns prior to completing their educational programme.

20. Standard 3.7 is not in scope for this review because arrangements have not changed as a result of the modification.
21. Based on the information made available, the visitor considers that BU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

22. The visitor considered a range of evidence including practice learning documentation, theory and practice learning planning and audit documents, mapping documents, unit specifications and delivery planning documents.
23. Standards 4.1, 4.2, 4.3, 4.4, 4.8 and 4.10 are not in scope for this review because arrangements have not changed as a result of the modification.
24. In considering Standard 4.5, the programme specifications provide relevant and proportionate learning outcomes that reflect the field of practice for the final award. The unit descriptors demonstrate that students/apprentices have appropriate opportunities to meet their programme outcomes. BU has mapped the programmes

to the Standards of proficiency for registered nurses as well as to the relevant apprenticeship knowledge, skills and behaviours. The South PAD and the OAR provide opportunities for students/apprentices, practice assessors and practice supervisors to record the achievement and progress of meeting the standards of proficiency.

25. In considering Standard 4.6, BU uses the 'safeMedicate' online platform to facilitate health numeracy and calculations of medicines and also to administer examinations in relation to this learning. The programme specifications state that this health numeracy assessment must be passed with a score of 100% for students and apprentices to achieve their programme. In particular, BU indicates that this learning and assessment is integrated into the Level 6 unit Nursing management of people with complex health needs for undergraduate programmes and the Level 7 unit Evaluating nursing care of people with complex health needs for the MSc programmes.
26. In considering Standard 4.7, BU provides mapping within the programme specifications for each of the programmes which articulate where communication and management skills are mapped to the Standards of proficiency for registered nurses. Additionally, BU's conceptual framework and curriculum philosophy documents support the development of the proficiencies set out in Annexes A and B of the Standards of proficiency for registered nurses. The South PAD and OAR enable students and apprentices, practice assessors and practice supervisors to record and track the achievement of proficiencies throughout the student's/apprentice's education.
27. In considering Standard 4.9, the programme specifications set out BU's approach to assessment weighting across the programmes in line with their academic regulations. In order to progress between programme parts, all students/apprentices must pass both theory and practice assessments and no compensation is permitted.
28. Based on the information made available, the visitor considers that BU has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

29. Arrangements for the award of qualifications have not changed as a result of the modification and therefore this standard was not considered.

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