



# **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**

**BPP University**

**February 2025**

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## Key institutional and programme details

<b>Name and location of Approved Education Institution (AEI)</b>	BPP University School of Health 137 Stamford Street London SE1 9NN
<b>AEI/EI Institution Identifier [UKPRN]</b>	<u>10031982</u>
<b>Name and location of programme delivery partner(s) if not the AEI/EI noted above</b>	BPP Bristol Study Centre Queen Square, Grove Ave, Bristol BS1 4QY
<b>Name of employer partners for apprenticeships</b>	Not applicable
<b>Approval type</b>	Major modification

Name of programme					
NMC programme title	AEI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	BSc (Hons) Nursing (Adult)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing – Adult	BSc (Hons) Nursing (Adult) (Nursing degree apprenticeship)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing – Child	BSc (Hons) Nursing (Child)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing – Child	BSc (Hons) Nursing (Child) (Nursing degree apprenticeship, flexible)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing - Mental Health	BSc (Hons) Nursing (Mental Health)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing - Mental Health	BSc (Hons) Nursing (Mental Health ) (3-year apprenticeship)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Interim awards available (only required if leading to NMC registration)				
NMC programme title	AEI programme title (in full)	Academic level(s)	Full-time	Part-time
Pre-registration nursing - Adult	BSc (Ordinary) Nursing (Adult)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing - Child	BSc (Ordinary) Nursing (Child)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing – Mental Health	BSc (Ordinary) Nursing (Mental Health)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Proposed programme start date</b>	01 May 2025			
<b>Standard(s) under assessment</b>	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes			
<b>Date of visit</b>	25 February 2025			
<b>Visitor team</b>	Registrant Visitors: Dr Joanne Rouse Mrs Laura Lowe  Lay Visitor: Professor Mark Davies			

## 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 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 visit with the AEI approval panel took place on 25 March 2025.

### Context for the review

BPP University's (BPPU) purpose for this review is to seek the approval of the Bristol Study Centre, as a new additional site for the delivery of the approved nursing programmes (20 September 2020). This new site is being proposed to further benefit students who live and undertake practice learning in Bristol and the surrounding areas but currently need to travel to BPP University's approved study centre and delivery location in Southampton.

Establishing a local delivery location will reduce travel time and cost for students and demonstrates BPP University's commitment to working in partnership with regional key stakeholders. BPPU intends this modification proposal to focus on quality assurance, resources, partnerships and student support, while maintaining the consistency of its blended delivery approach across all delivery locations.

The programmes will maintain their existing structures, learning outcomes, and assessments while being delivered at the Bristol delivery location to enhance accessibility for local students and meet local workforce demand. The focus of the major modification is therefore focused on the suitability of the Bristol delivery location for the provision of the above programmes.

The infrastructure at BPPU is designed to successfully manage a multi-site education delivery model to meet regulatory standards for all subject areas. Thus, measures in place to meet NMC standards are applied consistently across the current approved delivery locations in Waterloo, Southampton and Doncaster and will be replicated for Bristol through the implementation of the established and successful model of nationwide nursing educational delivery.

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

The **provisional judgement** (following the visit and prior to the consideration of the AEI response to any conditions) was as follows:

**Programme is recommended to the NMC for approval after conditions are met to ensure 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
C1	BPP University is required to provide detailed transition plans confirming arrangements for students/apprentices currently on programme who wish to transition from other BPP University satellite centres to the Bristol satellite centre for their theory instruction, to ensure students/apprentices are appropriately consulted in the decision making and there are adequate resources to support and safeguard their learning.	2.1 (SFNME 2.10)	Joint	
C2	BPP University must demonstrate it has the capacity, facilities and resources for clinical skills delivery and library resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes.	2.1 (SFNME 2.15)	Joint	
Date for all conditions to be met to meet intended delivery date		7 April 2025		

Joint conditions relate to both NMC standards and the AEI's programme approval outcomes. All conditions must be met in order for a programme to be recommended to the NMC for final approval.

### Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI only
R1	BPP University should continue its work to develop and enhance its PSCs group to ensure programmes are designed, developed, delivered, evaluated and co-produced with	2.1 (SFNME 1.12)	Joint	

	PSCs and other stakeholders, with specific attention to preventing any conflicts of interest.	SPRNP 2.		
R2	As provision grows in the Bristol area BPP University should continue to develop a range of practice learning opportunities to ensure students/apprentices have opportunities throughout their programme to work with and learn from a range of people in a variety of practice settings, preparing them to provide care for people with diverse needs, ensuring parity of experience with students at other BPP University satellite centres and across fields of practice.	2.1 (SFNME 3.3)  3.1	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 standards	NMC only/ joint
GP1	BPP University employability programme and career development in preparing students for employment throughout their studentship.	SPRNP2.1	Joint
GP2	Effective student engagement in feedback opportunities that have had tangible impact on student experience.	SPRNP2.1	Joint

## Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	BPP University is required to provide detailed transition plans confirming arrangements for students/apprentices currently on programme who wish to transition from other BPP University satellite centres to the Bristol satellite centre for their theory instruction, to ensure students/apprentices are appropriately consulted in the decision making and there are adequate	The visitor team reviewed the post-moderation visit evidence confirming arrangements for students/apprentices currently on programme who wish to transition from other BPP satellite centres to the Bristol satellite centre for their theory instruction. The visitor team is assured 158 students/apprentices were appropriately consulted regarding their option to transfer their theory learning to the Bristol study centre and there are adequate resources to support continuity and safeguard their learning. The team noted BPP University confirmed this condition is met. The visitor team was also satisfied that students/apprentices could opt not to transfer their theory learning.



	resources to support and safeguard their learning.  2.1 (SFNME 2.10)	
C2	BPP university must demonstrate it has the capacity, facilities and resources for clinical skills delivery and library resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes.  2.1 (SFNME 2.15)	The visitor team reviewed the post-moderation visit evidence assuring BPP University has the capacity, facilities and resources for clinical skills delivery and library resources in place to deliver safe and effective learning opportunities and practical experiences for students at all levels and fields of nursing as required by their programme learning outcomes. The team noted that BPPU has confirmed this condition is met.

The visitor team reviewed in full the response(s) and evidence from the AEI to the conditions set. The findings of the visitor team with regard to responses to individual conditions are recorded in the main body of this report.

The visitor team considers that all conditions have been satisfactorily addressed resulting in the team being able to confirm that all required standards are met.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI/EI response to any conditions set, is therefore as follows:

All conditions relating to this programme have been addressed and **the 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.

## 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

BPP University permits recognition of prior learning (RPL) up to a maximum of 50% of the programme, in line with NMC requirements.

The way that recognition can be applied across Levels 4 and 5 makes it impossible for recognition to be granted for more than 50% of either the practice or theory elements of the programme. The University's maximum permitted recognition is two-thirds of a whole programme and thus the NMC's upper limit of 50% is within the University's academic regulations. The RPL document also stipulates that for registrants RPL can be awarded for more than 50% of the programme, though the upper limit is two-thirds, as set by the University's academic regulations.

## Findings

1. The visitor team considered a range of evidence for this standard including a self-evaluation narrative, policies, procedures and forms, programme documents, and student support documentation. The visitor team also met with the programme team and senior staff, students and practice learning partners and employers.
2. In considering Standard 1.1, the visitor team found that admissions are the responsibility of a centralised Admissions Team and that the process for apprentices is 'employer led'. BPPU admissions requirements and procedures have all been previously approved by the NMC and are the responsibility of the Programme Award Leader. The support students receive is consistent with that provided across all BPP campuses. The visitor team found that the programme approval record shows that some elements of Standard 1.1 are taken into account, but the required level is not specified. For example, a condition of admission is 'digital literacy' without any qualifying explanation. BPPU documents evidence its processes for recruitment. These processes do not explicitly address all elements of Standard 1.1, but the visitor team was satisfied that the interview pro forma clearly shows that all elements of this standard are taken into account in practice. The visitor team heard at the visit with programme team that the questions used at interview probe for level of attainment.
3. With regard to Standard 1.2, the visitor team established that health and DBS checks are performed on the acceptance of each student, though for apprentices DBS and occupational health clearance including certification of fitness by a general practitioner are pre-requirements for admission. Students are required to complete a self-declaration at each progression point. The team found detailed evidence to demonstrate that BPPU DBS and health checks were in line with NMC guidance, including its fitness to practise standards and Guidance for Health and Character.
4. In considering Standard 1.3, the visitor team found that the Student Handbook notes the requirement of students to self-declare at progression points and for them to immediately declare cautions, convictions, pending charges or adverse determinations and that failure to do so will be a fitness to practise issue. The handbook does not

explicitly require students to immediately disclose health issues, though this requirement is explained to students in a presentation during induction. Students are reminded in their practice assessment document (PAD) to declare any DBS-relevant changes that occur while on placement. Declarations are dealt with following the University's Fitness to Practise policy. The University provided a student-facing document outlining the procedures to be followed and the Fitness to Practise policy itself is based on principles of fairness and natural justice and specifies swift resolutions where possible. The policy also specifies the procedures to be followed, which the team regarded as lawful.

5. With regard to Standard 1.4, the visitor team found that two Programme Award Leaders act across all BPP campuses in providing supporting declarations of health and character for students who have completed a pre-registration nursing programme: one for BSc direct entry and one for BSc apprenticeships. In providing supporting declarations the relevant Programme Award Leader reviews each student's electronic learner record held centrally by the University.
6. In considering Standards 1.5 and 1.6, the visitor team found that the BPPU School of Nursing has an Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) document, which sets out the principles on which APL and RPL are to be applied, the process involved, and stipulates a mapping and means for the mapping of prior learning to the standards of proficiency for registered nurses. The way that recognition can be applied across Levels 4 and 5 makes it impossible for recognition to be granted for more than 50% of either the practice or theory elements of the programme. The University's maximum permitted recognition is two-thirds of a whole programme and thus the NMC's upper limit of 50% is within the University's academic regulations. The RPL document also stipulates that for registrants RPL can be awarded for more than 50% of the programme, though the upper limit is two-thirds, as set by the University's academic regulations. The visitor team viewed the University's RPL procedures as robust and fit-for-purpose.
7. With regard to Standard 1.7, the visitor team found that the development of abilities in numeracy, literacy, and digital and technological literacy feature appropriately in programme and module learning outcomes. Extracurricular support is available to students as outlined and signposted in the University's generic student handbook and the visitor team noted that this explicitly includes the Bristol campus. Students met by the visitor team were aware of these opportunities. BPPU states that the 'BPP School of Nursing recognises that personal tutoring is the foundation for supporting students personally, professionally and academically' and the team found that personal tutors play a key role in guiding students to appropriate support services when they detect concerns about a student's progress. Personal tutors fulfil the role of NMC academic assessors and are trained for that role and in identifying weaknesses in a student's academic profile and promoting remedy in relation to NMC standards. Documentary evidence confirms that the academic assessor will be different for different parts of the programme; students have one academic assessor for Levels 4 & 6 and a different one for Level 5. Where issues are detected, they may be dealt with through individual learning support agreements. Students met by the team were aware of these agreements and considered them of significant value.
8. Based on the information made available, the visitor team considers that BPPU 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 and nursing proficiencies and outcomes are achieved in a nursing context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Curriculum requirements

The Gateway 3 narrative noted that this standard was unchanged through this modification. The visitor team endorses that curriculum requirements are unchanged from the preceding NMC approval.

## Findings

9. The visitor team considered a range of evidence in relation to the curriculum including strategy and curriculum information, teaching resources and clinical skills and simulation resources. The team also met with key stakeholders, including senior managers, members of the programme team, students/apprentices, people who use services and their carers (PSCs), and practice learning and employer partners. Gateway 3 narrative noted that Standard 2 was unchanged through this modification from evidence submitted for the preceding NMC approval. The team reviewed all the evidence submitted for Standard 2 and considered the documentary evidence and information gained during the visit for this modification for the addition of Bristol study centre as a satellite site.
10. In considering Standard 2.1, the visitor team compared the resources at Bristol Study Centre and other BPPU satellite sites and noted that there appeared to be parity between resources and facilities at Bristol Study Centre and other BPPU sites. The team confirmed that students and apprentices at Bristol Study Centre had access to online centralised BPPU facilities. The visitor team noted initial plans to transition up to 140 apprentices already on programme from other BBP satellite centres to the Bristol study centre. Documentary analysis indicates a significant resource of highly skilled and experienced academic team and associate academics, with representation across the four fields of nursing practice, who will participate in blended sessions, creating opportunities for inter-site collaboration, consistency and broader exposure to subject matter experts, such as expert panels as part of BPP's employability programme. Further documentary evidence confirmed that the Bristol based associate academic will commence in post imminently.
11. At the time of the visit the team could find no evidence of details or plans of consultation with apprentices. Therefore, it was found that there was no evidence to give assurance that the requirements of 2.1 of Standards Framework for Nursing and Midwifery Education (SFNME 2.10) are met ensuring students and apprentices are appropriately consulted in the decision-making and that there are adequate resources to support and safeguard their learning. Analysis of the evidence and discussion at the visit led the visitor team to require **condition (C1)** for BPPU to provide detailed transition plans confirming arrangements for students and apprentices currently on programme who wish to transition from other BPPU satellite centres to the Bristol study centre for their theory instruction, to ensure that students and apprentices are appropriately consulted in the decision-making and there are adequate resources to support and safeguard their learning.
12. In further consideration of Standard 2.1, the visitor team noted at the meeting with senior managers and the programme team, and from the tour of resources at the Bristol study centre the plans to resource programme delivery. These include a clinical skills room with appropriate equipment for students/apprentices to learn a range of invasive and non-invasive clinical skills and communication and relationship management skills, as well as a variety of appropriate subject-specific library texts. At the time of the visit clinical skills and simulation resources and subject-specific library texts were not available and the visitor team concluded that there was no evidence to assure that requirements of 2.15 of Standards Framework for Nursing and Midwifery

Education (SFNME) are met to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes. Discussion at the visit led the visitor team to require **condition (C2)** for BPPU to demonstrate that it has the capacity, facilities and resources for clinical skills delivery and library resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes.

13. In considering Standard 2.2, the visitor team noted from meetings with senior managers and the programme team, and PSCs that a review of the BPP University PSCs group was in progress with most PSCs in the group also holding positions as associate academics. The visitor team, in collaboration with the panel makes **recommendation (R1)** that BPP University should continue its work to develop and enhance its PSCs group to ensure programmes are designed, developed, delivered, evaluated and co-produced with PSCs and other stakeholders, with specific attention to preventing any conflicts of interest.
14. In considering Standard 2.3, the visitor team noted that there is a clear collaborative approach to supporting students' employability and career development, and confirmed through meetings with the programme team, practice learning partners (PLPs) and employer partners (EPs), as well as students and apprentices the opportunities made available for meetings with registrants, access to the careers hub, support to develop LinkedIn profiles and CV writing. The BPPU employability programme and career development in preparing students for employment throughout their studentship was regarded as a feature of **good practice (GP1)**.
15. In considering Standard 2.4, the visitor team noted and confirmed by students and apprentices at the meeting that they thought highly of the student representation system through which they raise concerns related to their learning experiences. The team noted the positive impact student feedback, including suggestions for change, had on the student experience. The team, in collaboration with the panel, agreed effective student engagement in feedback opportunities that has had tangible impact on student experience, for example a change of assessment type, is **good practice (GP2)**.
16. In considering Standards 2.2-2.10 and 2.12, the visitor team noted evidence demonstrating that there is clear mapping of module learning outcomes to programme outcomes which demonstrate that the programme has the required content to ensure all NMC standards of proficiency for registered nurses and each of the three fields of nursing practice: adult, mental health, and children's nursing are met. Field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register, which is unchanged from the previous approval event. Total hours completed meet the requirements of 4,600 hours and the award achieved is a degree. Mapping documents clearly demonstrate where all elements of platforms are mapped to curriculum. There are separate mapping documents showing knowledge, skills and behaviours relevant for nurse degree apprenticeships to NMC platforms. Teaching and learning strategies are varied across the programme, documented in the course documents, which are unchanged from the previous approval event. A blended learning approach has been approved for this programme. The visitor team also noted evidence in the programme handbook demonstrating the curriculum provides an equal balance of 50% theory and 50% practice learning, which is unchanged from the previous approval event. Technology and simulation opportunities are planned to be used effectively and proportionately across the curriculum to support supervision, learning and assessment, remaining unchanged from the previous approval event but the realisation of these plans is subject to the resolution of Condition C2 (see

paragraph 12 above and 17 below).

17. In relation to Standard 2.11, 2.13 and 2.14, there is no intention to deliver the programme in Wales, using the Welsh language and Standards 2.13 and 2.14 are also not applicable.
18. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that, subject to meeting Condition C1 and Condition C2, BPPU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards 2.2 to 2.10 and 2.12 to continue 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

The Gateway 3 narrative noted that this standard was unchanged through this modification. The visitor team confirms that practice learning requirements are unchanged from the preceding NMC approval. The visitor team heard that students and apprentices from these fields of practice would value greater diversity in the range of practice learning opportunities offered. This led the panel visitor to recommend that as provision grows in the Bristol area BPP University should continue to develop practice learning opportunities to ensure students/apprentices have opportunities throughout their programme to work with and learn from a range of people in a variety of settings, preparing them to provide care to people with diverse needs, ensuring parity of experience with students at other BPP University satellite centres and across fields of practice. Recommendation (R2). The visitor team also noted that BPP University does not deliver simulated practice learning as practice learning hours. This is unchanged from the previous approval.

### Findings

- The visitor team considered a range of evidence in relation to practice learning including strategy documentation, programme handbooks, practice assessment documents, and ongoing achievement records and information for practice learning.

The team also met with the programme team, students and apprentices and practice learning and employer partners.

20. The Gateway 3 narrative noted that Standard 3 was unchanged through this modification from evidence submitted for the preceding NMC approval.
21. In considering Standard 3.1, the visitor team noted from meetings with students and apprentices studying children's and mental health fields of practice that they felt confident they have opportunities that enable them to meet the requirements of the standards of proficiency. However, the visitor team also heard that students and apprentices from these fields of practice would value greater diversity in their placement experiences. This led the panel visitor to recommend that as provision grows in the Bristol area BPP University should continue to develop the practice learning circuit to ensure students/apprentices have opportunities throughout their programme to work with and learn from a range of people in a variety of practice settings, preparing them to provide care to people with diverse needs, ensuring parity of experience with students at other BPP University satellite centres and across fields of practice **recommendation (R2)**. The visitor team confirmed that at present there appears to be enough placement capacity and variety to meet the numbers and fields of the students and therefore Standard 3.1 is met.
22. The visitor team reviewed all the documentary evidence submitted for Standards 3.2-3.3 and confirms that for this modification the standards remain as met from the preceding approval for practice learning for students and apprentices at the Bristol study centre satellite site. Students and apprentices experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages. Practice learning opportunities allow students and apprentices 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, and children's nursing remaining unchanged from the previous approval event.
23. In relation to Standard 3.4, the visitor team confirms BPP University, together with practice learning partners, provide no less than 2,300 practice learning hours. The visitor team noted BPP University does not deliver simulated practice learning as practice learning hours; this is unchanged from the previous approval event.
24. In considering Standards 3.5-3.7, the visitor team reviewed all the evidence submitted to demonstrate that students' and apprentices' individual needs and personal circumstances are considered when allocating their practice learning, including making reasonable adjustments for students with disabilities. The evidence the visitor team reviewed, BBPU equality and diversity policy, student welfare and support, and partner flow chart raising concerns confirms that students and apprentices experience the range of hours expected of registered nurses, and that students and apprentices are supernumerary. This is unchanged from previous approval.
25. The addition of the Bristol study centre satellite site has involved collaborative working to ensure adequate practice learning opportunities for all students and apprentices. The visitor team noted from meetings with senior practice and employer partners, and with senior managers and the programme team that BPPU works closely with practice learning partners in the Bristol and Bath geographical areas and the Integrated Care System (ICS) for Bristol, North Somerset and South Gloucestershire to enhance and expand the capacity for student and apprentice practice learning locally. The visitor team found BPP University had placements with existing practice learning partners and approved employer partners. The team heard

that BPP University plans to seek approval of new employer partners and is assured BPP University understands the NMC moderation process for seeking approval of new employer partners.

26. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that BPP University has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards 3.1 to 3.7 to continue 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

27. Considering Standard 4, the visitor team reviewed a range of evidence in relation to Supervision and assessment, including documentary evidence detailing the preparation of practice assessors and academic assessors around supporting and assessing students in practice and at university. The team also met a range of key stakeholders during the onsite visit, including students and apprentices, members of the programme team, senior managers, PSCs, and practice and employer partners in order to triangulate the findings. The visitor team reviewed all the evidence submitted for Standard 4 and considered the documentary evidence and information gained from the onsite visit for this modification of an additional satellite site based in Bristol.

28. The self-assessment briefing and Gateway 3 narrative noted that Standard 4 was unchanged through this modification from evidence submitted for the previous NMC approval.
29. In respect of Standards 4.1, 4.2, 4.4, the visitor team reviewed the evidence submitted and confirms from this evidence that standards remain as met from the preceding approval for practice learning for students and apprentices at the approved BPP sites. The support, supervision, assessment and feedback are in line with the NMC standards and with the experience of BPP students at the other sites. Practice assessors, academic assessors and academic staff are well prepared to ensure the support, supervision and assessment of students and learners is comprehensive and they receive timely and positive feedback. This remains unchanged from the previous approval event.
30. Considering Standard 4.3, the visitor team reviewed the evidence submitted concerning the named nurse responsible for the education programmes and confirmed that this remains unchanged from the previous approval event.
31. In considering Standards 4.5, 4.7, 4.8, 4.10, the visitor team reviewed the evidence submitted for the required standards of proficiency, and communication and relationship management skills and nursing procedures for all fields of nursing offered at BPP and triangulated this in meetings with key stakeholders, members of the programme team and senior managers at the on-site visit. The visitor team was satisfied that these standards remain unchanged from the previous approval event and students are enabled to meet these through theory and practice placements, ensuring parity of experience with students at other BPP sites. The recording of these proficiencies was also unchanged from the previous approval event as the OAR and PAD documents are the same used at the other NMC approved BPP sites. This remains unchanged from the previous approval event.
32. In considering Standard 4.6, the visitor team reviewed the documentary evidence and triangulated this in meetings with members of the programme team and is satisfied that there is a health numeracy assessment which must be passed 100%. This remains unchanged from the previous approval event.
33. In considering Standard 4.9, the visitor team reviewed the documentary evidence and confirmed that the nursing programmes offered by BPP have an equal weighting in the assessment of theory and practice. This remains unchanged from the previous approval event as the students and learners at the Bristol satellite site will engage in the same programme as students at the other approved BPP sites.
34. Based on the evidence submitted and meetings with key stakeholders at the onsite visit, the visitor team is satisfied that BPP University has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC Standards 4.1-4.10 to be met at the Bristol satellite site.

## 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

35. The visitor team considered a range of documentation for this standard including programme approval records, programme specifications and student handbooks and correspondence examples.
36. For Standard 5.1, the programme specifications dated 2020 clearly specify the programmes as being at FHEQ Level 6 BSc (Honours) level and leading to that award on successful completion. Students who do not complete the programme may be eligible for a bachelor's degree without honours, and this may be in Health Studies or Nursing, the difference being that Health Studies graduates complete theory credits only. In the latter case graduates will be able to register with the NMC. It is clear that those leaving with other interim awards are not eligible for registration with the NMC.
37. For Standard 5.2, students are informed in their handbook of the need to register their qualification within five years of completion of the programme or else they will have to complete a Return to Practice Programme. Further, on completion of the programme graduates are sent a letter informing them of this position and are asked to sign and return the letter to indicate that they have understood its contents.
38. Based on the information made available, the team considers that BPPU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

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