



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

Dual Award - Pre-registration nursing – Adult/Mental Health

Dual Award - Pre-registration nursing – Mental Health/Child

University of Bradford

February 2025

Contents

Key institutional and programme details.....	1
10007785	1
Executive summary	4
Conditions and recommendations	6
Conditions	6
Recommendations for enhancement	7
Statements of good practice	9
Explanation of findings for Part 3	12
1: Selection, admission and progression.....	12
2: Curriculum.....	14
3: Practice learning	22
4: Supervision and assessment.....	25
5: Qualification to be awarded	30

Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of Bradford Faculty of Health Studies University of Bradford Richmond Road Bradford BD7 1DP
AEI Institution Identifier [UKPRN]	10007785
Name and location of programme delivery partner(s) if not the AEI noted above	N/A
Name of employer partners for apprenticeships	
Approval type	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"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing - Child	BSc (Hons) Nursing (Children's)	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) Nursing (Mental Health)	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"/>
Dual Award - Pre-registration nursing - Adult/Mental Health	MNur Nursing (Adult and Mental Health Dual Award)	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"/>
Dual Award - Pre-registration nursing - Mental Health/Child	MNur Nursing (Mental Health and Children's Dual Award)	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) Nursing (Adult) [fall back award]	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	BSc (Hons) Nursing (Children's) [fall back award]	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Interim awards available (only required if leading to NMC registration)					
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	BSc (Hons) Nursing (Adult) [fall back award]	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	BSc (Hons) Nursing (Children's) [fall back award]	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposed programme start date	8 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 an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.				
Date of visit	28 February 2025				
Visitor team	Registrant Visitors: Mrs Veronique Oldfield Dr Joanne Sharpe Lay Visitor: Mr Michael Cottam				

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's 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 28 February 2025.

Context for the review

The University of Bradford (UoB) is proposing a transformation of its nursing programmes, ensuring alignment with the Standards framework for nursing and midwifery education (SFNME).

This is the second stage of UoB's curriculum development. Changes to the practice elements of the pre-registration programmes were approved by the NMC in 2024, and delivery commenced September 2024. The UoB has successfully transitioned and implemented the already approved changes to the programmes' practice learning and the 2025 modifications build on these changes. It is structured to support both new and current students, maintaining academic continuity and quality while enhancing the learning experience.

UoB is not proposing any changes to the current modification relating to Part 2 Standards for Student Supervision and Assessment (SSSA). From September 2025, all new students, as well as those currently in the first stage of their BSc or MNur programmes will progress into the second stage of the newly designed curriculum. This transition is the result of rigorous mapping between the current and new curricula, ensuring that students are neither disadvantaged nor unprepared for the change. Faculty members, students, people who use services and carers (PSCs) and practice learning partners (PLPs) have collaborated to develop a robust framework that guarantees programme learning outcomes and proficiencies are met. An implementation plan is in place to support a smooth transition for students into the revised programme.

Changes are proposed to credit values and a move to 'all field' rather than specific field modules. The modules are changing to 20-credit theory modules and 40-credit practice modules. The Level 7 modules will be moved from year 3 to year 4 of the MNur programme,

field-specific year 3 modules are being replaced with all-field modules that include field-specific content from year 1 of the programme. Opportunities for field-specific application are evident throughout.

The proposed modifications are in response to stakeholder feedback, building on the changes made to the undergraduate nursing programmes last year. The new curriculum is more student-focused and supports students to develop knowledge and skills around independent critical thinking and active engagement in concepts that underpin professional nursing practice. Learning in the new spiral curriculum is scaffolded, with each stage of learning building on the preceding stage: becoming a nurse (year 1) 'what is nursing about?'; developing as a nurse (year 2) 'how do we do that?'; being a nurse (year 3) 'what is nursing's place in the workforce?'; and for those undertaking the 4-year dual award programme, a module that focuses on how a dual award can transform practice.

The UoB has moved away from programme-specific modules that focus on one field of nursing to cross-programme modules that support cross-field learning and practice, which is felt to be more representative of real-world nursing. Every module has been designed to encourage active engagement, with increased opportunities to apply learning in programme-specific seminars. The approach to assessment has also been modified, to be more inclusive and authentic, representing real-world nursing practice. Students will complete a series of 20-credit modules (rather than 30 credits) which utilise a range of methods to assess progression. Practice modules remain largely unchanged, although it is proposed to modify the credit value from 60 to 40 credits/year and to remove the grading from practice modules.

All standards within Part 3 Standards for pre-registration nursing programmes will be in scope as major modifications to the programme are proposed. Although the programme learning outcomes may have minor changes in expression, the meaning behind the programme learning outcome remains the same.

Modules are being redesigned to create a spiral curriculum that leads to nursing registration, restructuring the content to allow space for a holistic approach for enquiry and critical thinking and these changes will impact on how the module learning outcomes will be delivered.

Following engagement with students and other stakeholders, UoB is planning to use a more diverse range of assessment methods to allow students an opportunity to have more inclusive and authentic assessments.

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 detailed 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	Rectify errors in the MNur programme specification and practice learning module descriptors to ensure that the practice hours for the final year of the MNur programmes are noted as 760 hours across all documents. Subsequently, review all references to practice and theory hours in programme specifications and module descriptors to clearly show a 50:50 split between these types of learning has been achieved.	2.9, 2.12, 2.13, 3.4, 3.6 2.1 (SFNME 5.3)	Joint	
C2	Ensure that the wording of regulatory variance regarding compensation and degree classification is clear and consistent between the BSc and MNur programme specifications, and that the terminology relating to dual registration or dual registrants is amended/removed from all MNur documentation, and all relevant systems and processes.	2.5	Joint	
C3	Clarify the assessment and reassessment of the Level 5 numeracy module on the programmes, in terms of opportunities and attempts.	4.6	Joint	
C4	Confirm the teach-in/out and transition arrangements for the curriculum and existing students, including a plan/map for the Mid-Yorkshire hospitals route.			AEI
Date for all conditions to be met to meet intended delivery date		Conditions 1-3 must be met by 14 March 2025 and Condition 4 must be met by 11 April 2025.		

Joint conditions relate to both NMC standards and the AEI 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	NMC only/ Joint	AEI only
R1	Following the completion of condition 1, consider another proof-reading pass of the programme and module specifications for clarity and accuracy. For example, reading ease and comprehension could be improved by ensuring all acronyms are expanded the first time they are used, and terminology like 'expert by experience', 'liberated learning' and 'liberatory nursing framework' could benefit from an explanation intended for a lay/applicant audience.			AEI
R2	In line with the University's reading list policy, add books and learning resources on the Talis Aspire system 12 weeks in advance of the start of modules, for all new and revised modules. It is recommended that the programme team liaise with Library colleagues to ensure best practice in relation to funding resources and populating reading lists.			AEI
R3	Keep under review the admissions criteria to the programmes, considering a simplified tariff structure (clearly showing minimum academic requirements and typical entry offers), explaining or equalising the different tariff for children's nursing, and articulating a typical foundation year offer (including consideration of opening the MNur adult/mental health route to international foundation applicants).			AEI
R4	Consider documenting and highlighting in the programme specification the excellent pre-arrival work that is done along with information for students about how they will transition into starting the programme.			AEI
R5	Agreeing standard ways to refer to central support services (as they currently exist) in programme and module specifications would improve the ease of access to these services by students and help ensure accurate information for how services and support are available to students on the programmes. For example, there are multiple references to support with time management and digital literacy from the Academic Skills Service,			AEI

	which is not accurate in relation to the purpose/remit of that service.			
R6	There are excellent examples of thematic teaching and learning activities on the programmes, as described in your presentation. Including specific reference to these (to pick a few of the named examples brought up: the respiratory system, the dementia and pedagogic research projects, the drugs overdose initiative and the ('A to E') life support & resuscitation training) in your student-facing documentation would help students contextualise their competencies, the learning outcomes and the teaching and assessment strategies to their overall proficiency and confidence as a student nurse.			AEI
R7	Students can feel anxious about group assessment that does not fairly see them as an individual, think about whether the way you assess and manage group tasks could be explained in more detail in module specifications that use group assessment.			AEI
R8	The panel was really impressed with the proposed modifications to the 'enrichment' placement block and the opportunities for peer support of student nurses earlier on by those at a later stage of the programme. While care should be taken to articulate that opportunities can be limited and not all students will be able to get their choice of placement, consider formalising enrichment and peer support as 'HEARable' endorsed activities for the purposes of Bradford Employability awards.			AEI
R9	Consider formalising how academic integrity is introduced to students by embedding the Academic Integrity module as an element - eg formative activity - in a year 1 module.			AEI
R10	Our Digital Learning Development team in LTQE would be happy to liaise with you to ensure the quality and consistency of your flipped classroom learning materials.			AEI
R11	Some of the students and placement providers we spoke to had trouble in actioning feedback in scenarios where it had not been widely or quickly reported either to the provider or to the University. Consider whether the importance of completing the practice assessment record and evaluation (PARE) tool can be increased, possibly by embedding it as a			AEI

	required/monitored activity after placement blocks conclude.			
R12	Your student nurses on the current programme have a valuable voice and will act as word of mouth for Bradford's programme when they graduate and become alumni. They are experiencing a great programme currently and are understanding of the challenges they have experienced over the last three to four years. Consider including students and reps that would not be eligible to join the new programme in your consultation events with a view to ameliorating anxieties that the 'old' curriculum has a deficit compared to the new programme.			AEI

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	The use of a spiral curriculum model with evident identifiable concepts, topics and skills and how their learning would be scaffolded for student nurses.		Joint
GP2	A holistic approach to cross-field learning, building core proficiencies and specialist knowledge with personalised opportunities to consolidate and revisit using the elective/enrichment placement block.		Joint
GP3	The inclusion of digital technologies, particularly the shift towards creative, authentic assessment and placement learning opportunities incorporating student choice. The 'NeonIQ' placement specifically has performed a significant role in improving the student experience and in raising expectations at clinical placements throughout the local sector.		Joint
GP4	The effective engagement with practice partners on their priorities for new curriculum development and in implementing workplace-relevant authentic assessment.		Joint
GP5	The enthusiasm, passion and expertise on display from the programme team across disciplines of nursing and Bradford Curriculum areas in designing, developing and preparing to deliver the new curriculum.		Joint

Response to conditions

The visitor team reviewed in full the response(s) and evidence from UoB to the conditions set. The findings of the visitor team with regard to responses to individual conditions are recorded below.

Response to NMC and Joint NMC/AEI conditions

Response to conditions		
No.	Condition details	Findings
C1	<p>Rectify errors in the MNur programme specification and practice learning module descriptors to ensure that the practice hours for the final year of the MNur programmes are noted as 760 hours across all documents.</p> <p>Subsequently, review all references to practice and theory hours in programme specifications and module descriptors to clearly show a 50:50 split between these types of learning has been achieved.</p> <p>This condition is issued to confirm alignment with the Nursing and Midwifery Council standards: for nursing and midwifery education (2023) part 5.3, and for pre-registration nursing programmes (2023) 2.9, 2.12, 2.13, 3.4 and 3.6</p>	<p>Updated programme specifications have been provided and an updated student planner has also been provided. The total hours for theory and practice are now consistent on all of these documents.</p> <p>Assessment of theory and practice hours plotted throughout the programme has been provided</p> <p>Programme Spec: Pg 3 removed 'liberated nursing care framework'. Pg 11 removed reference to practice hours being '2300+800 in second field'. Pg 12 removed references to Liberatory Nursing Care Framework Pg 14 updated Assessment Regulations information (as detailed in condition 2)</p> <p>Module descriptor: Pg 18 changed Total Hours for module from 885 to 845. Pg 18 changed Clinical Placement (Clinical) hours to from 800 to 760.</p> <p>The team consider that for Condition C1, the UoB has fully addressed the requirements of the condition and therefore Standards 2.9, 2.12, 2.13, 3.4, 3.6 and 2.1 (SFNME 5.3) are now met.</p>
C2	<p>Ensure that the wording of regulatory variance regarding compensation and degree classification is clear and consistent between the BSc and MNur programme specifications, and that the terminology relating to dual registration or dual registrants is amended/removed from all MNur documentation, and all relevant systems and processes.</p>	<p>The Chair of the con-joint panel confirmed by email (dated 30 April 2025) that all internal conditions, as noted in the minutes of the visit, have been met.</p> <p>Updated NMur documentation has been reviewed and Chair has stated that relevant systems and processes have been amended accordingly (02 September 2025).</p> <p>The team consider that for Condition C2, the UoB has fully addressed the requirements of the condition and therefore Condition C2 is met.</p>

C3	Clarify the assessment and reassessment of the Level 5 numeracy module on the programmes, in terms of opportunities and attempts (4.6).	<p>An updated numeracy module descriptor has been provided that states that teaching and learning hours are delivered under the Level 5, Part 2 practice module.</p> <p>The team consider that for Condition C3, the UoB has fully addressed the requirements of the condition and therefore Standard 4.6 is now met.</p>
----	---	---

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

Response to AEI only conditions

Response to AEI/EI only conditions		
No.	Condition details	Findings
C4	Confirm the teach-in/out and transition arrangements for the curriculum and existing students, including a plan/map for the Mid-Yorkshire hospitals route.	<p>The Chair of the con-joint panel confirmed by email (dated 20 May 2025) that all internal conditions, as noted in the minutes of the visit, have been met.</p> <p>The team consider that for Condition C4, the UoB has fully addressed the requirements of the condition and therefore Condition C4 is met.</p>

The **final recommendation** made by the visitor team to the NMC, following consideration of UoB's 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

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 programme outcomes that may be more than 50% of the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The programme specification for each award clearly states that applications for prior learning may be made in line with NMC Standards for education and training.

Where an applicant is not currently or has never been an NMC Registered Nurse they will not be able to import more than 50% of the programme.

The calculation of 50% of the programme equates to 120 credits at Level 4 and 60 credits at Level 5 when importing recognition of prior learning (RPL) into a BSc programme, and 120 credits at Level 4 and 120 credits at Level 5 when importing RPL into a MNur programme.

Where an applicant is an NMC registered nurse, without conditions on their practice, it may be possible for the applicant to import more than 50% of the final award. This is checked during the RPL application process.

Findings

1. In considering Standard 1, the visitor team reviewed a range of evidence including the admissions criteria, and documents associated with the admissions and selection processes. During the visit, the visitor team met the programme team, students, and representatives of PSCs.
2. In relation to Standards 1.1 to 1.6, although these standards are not directly affected by the proposed modification as the recruitment process is unchanged through the modification, UoB submitted evidence for these standards which the visitor team reviewed. UoB's approach was considered in light of the proposed changes to the curriculum and assessment of the programme, and the visitor team confirmed that arrangements remain appropriate.
3. In relation to Standard 1.1, in partnership with practice partners and PSCs, robust admissions processes are in place to ensure that students meet the entry requirements. Applicants are asked the same set of standardised questions to maintain fairness and consistency. The visitor team noted that different UCAS tariff entry requirements were required for the different strands of each programme. Although no rationale was provided for this, the visitor team was satisfied that this does not affect the standard.
4. In relation to Standards 1.2 and 1.3 and 1.4, arrangements for checking, confirming, and making declarations of the health and character of students, including through occupational health and DBS checks, remain current and robust.
5. In relation to Standards 1.5 and 1.6, appropriate arrangements for the recognition of prior learning are in place (as outlined in the metrics above), which are in line with NMC standards. Appropriate arrangements are in place for students transitioning to the new curriculum. Students in Part 1 and 2 of the BSc (Hons) programme will be permitted to transfer onto the MNur programme and may import a maximum of 50%

of the final Integrated master's award. Students that commence studies on either the BSc or the MNur programme will be able to transfer to the BSc/MNur (subject to placement availability and student numbers) up to the end of Part 2 of their programme. At this point of transfer, the student would enter the new programme at the same point as they exited the previous programme. A student in Part 3 of the BSc programme would not be permitted to transfer into the same point of study of the MNur programme and vice versa.

6. In relation to Standard 1.7, the development of student numeracy, literacy, and digital skills is consistently embedded and built into module delivery and assessment across each stage of the new programmes. The curricula also use Health Education England's Health and Care Digital Capability Framework 2018.
7. Additionally, the Wellbeing and Resilience programme provides sessions on academic and assessment skills at key points linked to the assessment schedule, which provides timely support to students when needed. Furthermore, all students have appropriate access to a Personal Academic Tutor for the duration of the programme, and an Academic Supervisor for module assessments. Industry standard software is used to support students to develop their numeracy skills.
8. Students the visitor team met were particularly complimentary of the opportunities to attend virtual wards, and to undertake simulated practice learning, which they felt particularly supported the development of their professional and digital literacy skills.
9. Based on the information made available, the visitor team considers that the UoB has appropriate arrangements in place for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

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

Curriculum requirements

Each year offers 120 credits at levels 4, 5, 6 and 7 (for MNur). Each year, there are four 20 credit theory modules, with a further 40 credits being allocated to practice assessment (utilising the e-PAD). Both programmes meet the expected minimum of 2300 theory hours.

The programmes are designed to include all field modules that include field specific content and opportunities for field specific application. Module specifications clearly highlight module content which has been mapped to ensure they meet NMC requirements. Programmes have been mapped against Standards of proficiencies, including skills annexes. Students are assessed utilising a range of assessments which will demonstrate achievement of learning outcomes.

There is a numeracy assessment which must be passed at 100%.

Practice assessment is documented within the e-PAD and in line with SSSA expectations.

Findings

10. The visitor team considered a range of evidence including module specifications, programme specifications, a rationale for change document and various mapping documents to review the changes to the curriculum. During the visit, the visitor team met the faculty senior management team, the programme development team, students, and representatives of PSCs.
11. In respect of Standard 2.1, the visitor team saw evidence that the modified curriculum was developed in response to stakeholder feedback and that students and other stakeholders have been involved in the development of the new assessment strategy. The programme team spoke of extensive consultation with staff, students, PSCs and practice partners who have provided feedback that has influenced the design of the programmes. It was confirmed that monthly stakeholder meetings are ongoing and continue to involve all stakeholders and will continue until the programme is implemented and established. Students the visitor team met confirmed their involvement with curriculum development meetings and their response to the proposed modifications was positive and expressed excitement about the increased field-specific opportunities. Practice learning partners also confirmed their involvement in the modification process and highlighted the positive collaboration that has occurred and provided positive feedback regarding the innovative approaches to practice learning proposed, which includes simulated practice learning (SPL) experiences. They confirmed that they have been involved and engaged throughout the modification process and that the modified curriculum will be better aligned with what practice partners want from graduates. PSCs also confirmed their involvement and engagement with the modification process and their involvement in weekly operational group meetings, a monthly planning group and module development. PSCs reported feeling 'heard' and feel that their suggestions have been included in programme development and noted feeling respected and supported by the academic team. There are also plans for PSCs to continue to be involved in programme evaluations.
12. The visitor team found that mapping documents demonstrate that all Standards of proficiency (Platforms 1-7) have been mapped to the BSc and MNur curriculums. Module descriptors also demonstrate that the Standards of proficiency are mapped on the module descriptors, further evidencing mapping of required proficiencies in each programme. The Annexe A and B Mapping document demonstrates that all Annexe A and B skills have been mapped across the years of each programme.
13. There is evidence of the programme structure increasing in complexity in the Rationale for change document which details overarching themes for each year of study with year 1 focused on becoming a nurse (year 1) 'what is nursing about?';

developing as a nurse (year 2) 'how do we do that?'; being a nurse (year 3) 'what is nursing's place in the workforce?'; and for those undertaking the 4-year dual award programme, a module that focuses on how a dual award can transform practice. This information is also contained in the MNur programme specification and BSc Nursing programme specification and was confirmed by the programme team members the visitor team met at the visit.

14. The updated programme planner demonstrates that theory and practice have been structured with regular assessment points and discrete theory and practice blocks to support students to manage their practice and theory learning. The assessment calendar demonstrates that assessments are spread throughout the programme and 'bunching of assessment' is minimised.
15. PSCs provide feedback on student performance through the MYEPAD documentation while on placement, and PSCs the visitor team met confirmed their involvement with the assessment process. PSCs confirmed that they are involved in Simulated Practice Learning Assessment, in poster presentation assessments and that they have also previously been involved in Objective Structured Clinical Examination (OSCE) assessments. They reported accessing training to develop their skills as assessors and that they feel well supported and listened to by the academic team in their involvement in assessments.
16. The visitor team noted that practice modules will not be allocated a module mark but will be assessed as a pass/fail outcome and this was confirmed at the visit. UoB has processes in place so that this will not impact classification (that is, overall grade inflation) and will still allow students to achieve the academic credits required for BSc (Hons) or master's award. The visitor team saw evidence that compensation is not allowed in the BSc (Hons) Nursing programme specification which states: 'There is no compensation across modules on an NMC approved programme'. This is further confirmed in the MNur programme specification which specifies: 'There is no compensation against modules on an NMC approved programme, therefore all students must attain at least 40% in all components of assessment'.
17. In respect of Standard 2.2, the visitor team found that UoB embedded SSSA standards in 2020. The operational partnership plan to implement SSSA submitted in 2020 was reviewed by UoB and the process for transition from previous practice assessment standards to the SSSA standards and responsibilities for implementation were considered. The evidence seen by the visitor team confirmed that all students commencing the programme from 2020 onwards are subject to SSSA standards.
18. Programme team members the visitor team met confirmed that staff in practice are supported to access Practice Educator and Assessor Preparation (PEAP) training, an online module and that practice partners keep a register of completion. In addition, the UoB also offers SSSA training for practice partners to ensure that those acting in the capacity of practice assessors (PAs) and practice supervisors (PSs) are appropriately prepared, and a register of attendance is kept.
19. Evidence was provided that UoB utilises the MYEPAD - Pan Midland, Yorkshire and East practice assessment documentation. This demonstrates that SSSA standards are applied to the programme.
20. In respect of Standard 2.3, the visitor team saw evidence that programme learning outcomes have been mapped against the NMC standards for all fields of practice. . The rationale for change document states that the curriculum has been designed to support the effective development of field identity for all students and that although field-specific modules are proposed to be removed from the module, field-specific content has been enhanced across modules from the outset of the programme and

students have the opportunity to meet NMC standards in field-specific seminars and workshops, as well as through shared learning for all fields of practice. This information is also contained in the BSc and MNur programme specifications and was confirmed to the visitor team at the visit by programme team members.

21. The visitor team found that programme learning outcomes for both BSc (Hons) Nursing and the MNur programmes reflect the Standards of proficiency for registered nurses. Programme learning outcomes are generic and apply to all fields of nursing practice. Module Proficiency Mapping and Programme Outcomes and Module Outcomes Quality Mapping demonstrate that all standards of proficiency (Platforms 1-7) have been mapped to the curricula. Standards of proficiency are mapped on the module descriptors, further evidencing mapping of required proficiencies in each programme. Annexe A & B Mapping demonstrates that all Annexe A and B skills have been mapped across the years of each programme.
22. In respect of Standard 2.4, the visitor team considered the narration which states that both the proposed BSc and MNur programmes have been designed to provide exposure to adult, mental health, learning disabilities and children's nursing practice. The modified programme no longer incorporates field-specific modules and rather has modules that have been designed to be shared across all fields of practice, but field-specific learning and teaching opportunities are provided through specific workshops and seminars. This information was confirmed by the programme team at the visit.
23. Placement allocation pathways material details the pathways available to all students to facilitate exposure across other fields of practice. The programme team confirmed that students will have exposure to generic learning but that they have taken steps to ensure that core concepts are made applicable to all fields of nursing and are explicitly covered in field specific seminars. In addition, students access shared learning where they share experiences and understanding from their field with the aim of increasing the knowledge, understanding and value of other fields of nursing practice. The proposed programme will allow field-specific content and exploration of core concepts and how it applies to different fields of practice from the outset, which is not currently the case in the existing curriculum.
24. Learning Disabilities Nursing is not offered as a field of practice at UoB but it was confirmed at the visit that students have access to theoretical learning regarding effectively caring for those with learning disabilities. In addition, the programme team noted that it has developed a bespoke simulated practice experience relating to learning disabilities care. PSCs spoke of being involved in this simulated practice experience and reported that students were engaged and that very positive feedback has been received about the session. Cross-field learning activities also include some exposure to examples of working effectively with those with learning disabilities. Although learning disabilities nursing is not a pathway at UoB, there are learning disability team specialists working within the team who have been involved in developing the learning disabilities specific content available for students.
25. The Placement allocation pathways document demonstrates that all students in all fields of practice have the opportunity to engage in practice enrichment learning opportunities relating to those learning disabilities. Programme team members confirmed that all students will engage in enrichment placements in their programme and will have options on which pathways they wish to take. It was noted that this provision continues to be developed and examples of pathways on offer were given - creative health placement, end of life care placement, practice development experiences, dementia care experiences and alternative field of practice experiences. This provides additional opportunity for students to access learning experiences across all fields of nursing practice.

26. In respect of Standard 2.5, the BSc Nursing programme specification identifies that students can follow the routes of adult, children's or mental health nursing. The MNur programme specification states that students may pursue a route for the dual award of adult and mental health nursing or children's and mental health nursing. It has been noted that the terminology "dual registration" and "dual registrant" has been used, but in the context of the MNur, this terminology should not be used as those on the dual award route are only on one part of the register on qualification. This led to **condition (C2)** being amended to include the requirement to remove all references to "dual registration" and "dual registrant" from all MNur paperwork, systems and processes.
27. The narration states and programme specifications demonstrate that field-specific content will be delivered from the outset of the programme/s and that there is a placement structure in place for students on this pathway to ensure that they are able to meet the practice and theory requirements of both fields of practice. Year 4 (Level 7) of the MNur programme facilitates focused exposure to the second field of nursing practice (mental health) to support students developing skills and identity in that field of nursing also. This information was further confirmed at the visit.
28. With regard to Standard 2.6, Module Proficiency Mapping and Programme Outcomes and Module Outcomes Quality Mapping documents demonstrate that all Standards of Proficiency (Platforms 1-7) have been mapped to the curriculum. Platforms of proficiency are mapped on the module descriptors, further evidencing mapping of required proficiencies in each programme. Annexe A & B Mapping demonstrates that all Annexe A and B skills have been mapped across the years of each programme.
29. In respect of Standard 2.7, updated narrative provided states that content reflecting all fields of nursing practice will be included in modules throughout all years of study. This will include field-specific seminars and workshops and cross-field programme workshops to support the exposure of all fields of nursing through cross-field collaboration. Module learning descriptors provide an overview of the content on each module for students to meet the programme outcomes. This information was also confirmed in the programme specifications and by the programme team at the visit.
30. Module Proficiency Mapping and Programme Outcomes and Module Outcomes Quality Mapping demonstrate how module content is mapped against NMC proficiencies and programme outcomes. The timetable template provides some details of the shared and field-specific teaching opportunities that are available in the programme. It is evident that numerous opportunities for both field specific learning and shared field learning are available in the programme/s.
31. In regard to Standard 2.8, narration provided identifies that field-specific seminars/workshops will be used to deliver field-specific content regarding law, safeguarding, consent, pharmacology, medicines administration and optimisation. The visitor team considered the overview table of field-specific content document which details the modules where field-specific teaching and learning for these elements is provided and concluded that UoB has evidenced the inclusion of relevant field-specific content in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation.
32. In respect of Standard 2.9, 2.12, and 2.13, the BSc Nursing programme specification confirms that students will complete 2,310 hours of theory and 2,320 hours of practice throughout the programme. The MNur programme specification states that students have 3,080 theory hours and 3,080 practice hours throughout the programme. The academic year planner specifies that for the BSc programme, students have 2,310 theory hours and 2,320 practice hours which meets the

requirement for the 50/50 split between theory and practice. For the MNur programme, students will have 3,080 theory hours and 3,080 practice hours achieving an exact 50/50 split.

33. The new module descriptors demonstrate appropriate weighting of theory and practice across the programmes with a mix of four 20-credit theoretical modules and one 40-credit practice module in each year of study. This is an appropriate weighting which is comparable with weighting of theory and practice at other HEIs. Assessments lengths identified are weighted appropriately for the credits attached to each module. However, the total hours for theory and practice specified in the programme specifications and academic year planner were compared by the visitor team with the hours detailed in the module descriptors. A discrepancy was found between the figures in these documents. The theory hours in the module descriptors across the three years of the BSc programme equal 2,295 theory hours and 2,320 practice hours. The theory hours in the module descriptors for the MNur programme across the four years of the programme equal 3,060 hours and 3,080 practice hours. The module descriptors need to be updated to ensure that both theory and practice module hours are consistent with the hours specified in the programme specifications and the academic year planner. Updated narrative provided to the visitor team states that there are 770 theory hours per year (including 90 hours of taught content on the practice modules). The module specifications for the practice modules only identify 85 hours, which also needs updating. The visitor team found that this standard is not met and amendment of this documentation to reflect the correct breakdown of hours for each programme was specified as **condition (C1)** of the programme approval/s.
34. In addition, the visitor team noted an error in the Practice Learning Module Descriptors. The year 4, part 3 practice experience descriptor states that students will have 800 hours of practice over the fourth year. However, other documentation (as cited above) specifies that students will have 760 practice hours. This requires amending on the descriptor. The visitor team found that this standard is not met and an amendment of this documentation to reflect the correct breakdown of hours for each programme was specified as **condition (C1)** of the programme approval/s.
35. In respect of Standard 2.9, the updated narration, modification rationale document and module descriptors identify that a range of different teaching and learning strategies are utilised within the programme including: shared cross-field learning; lead lectures; field-specific workshops and seminars; flipped classroom; practical classes and workshops; and practice experiences. However, the visitor team concluded that there is discrepancy between theory hours stated on module descriptors, programme specifications and the academic year planner so this standard is not met and a **condition (C1)** was applied that these documents need to be amended to ensure accuracy, consistency and clarification of theory and practice hours for each programme.
36. With regard to Standard 2.10, the module descriptors identify a diverse assessment strategy that incorporates the use of Video logs, computer-based examinations, a recorded 'BRAD-X' talk, (a Ted-talk style recording that is aimed at a professional audience and focuses on safe and effective nursing interventions), the creation of digital health resources and pre-recorded audiovisual presentations. The narration provided also states that digital resources to support clinical skills teaching will be used throughout the programme and reference is made to digital resources aimed at developing health numeracy skills. The addition of digital technology to enhance learning and assessment in the theoretical component of the programme aims to complement the existing practice learning enhancements and the introduction of digital teaching and learning resources and technologies that were part of the modification made in 2024.

37. The programme team provided additional information about the placement learning experience, which is supported by technology, and confirmed that the platform utilised meets the requirements for practice learning experiences, adheres to the SSSA, and involves consultations with experts by experience and PSCs. Students gave positive feedback regarding their experiences and their surprise that technology could be used so effectively to provide innovative placement learning experiences.
38. In respect of Standard 2.14, the BSc programme specification specifies that the programme length is three years full time. The MNur programme specification specifies that the programme length is four years full time. This was confirmed by the academic year planner.
39. The visitor team confirmed that students have the opportunity to meet required proficiencies by engaging in theory and practice modules throughout the programme/s. As identified above, updated mapping documents have been submitted. These documents demonstrate that all Standards of proficiency (Platforms 1-7) have been mapped to the curricula. Module descriptors demonstrate that platforms of proficiency are mapped on the module descriptors, further evidencing mapping of required proficiencies in each programme. Annexe A & B mapping demonstrates that all Annexe A and B skills have been mapped across the years of each programme. All of the above demonstrates that the programmes are of suitable length and that nursing proficiencies and outcomes are achieved within a nursing context.
40. Based on the information made available, the visitor team considers that UoB has in place the appropriate arrangements for NMC Standard 2: Curriculum to be met once the conditions are satisfactorily responded to.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 2,320 practice learning hours across the BSc programme and 3,080 hours across the MNur programme:

Year 1 - 720 hours of practice learning equating to 18 weeks (240 hours are simulated practice learning (SPL))

Year 2 - 800 hours of practice learning equating to 20 weeks (40 hours are SPL)

Year 3 - 800 hours of practice learning equating to 20 weeks (40 hours are SPL)

Year 4 - 760 hours of practice learning equating to 19 weeks

Findings

41. The visitor team considered a range of documentary evidence and met with the following groups of stakeholders: students, the programme team, PAs and PSs and PSCs.

42. With regard to Standards 3.1 and 3.2, the visitor team considered the range of placement experiences available to students. The programme team and students confirmed that these included a mix of acute and community settings and that each field of nursing has the opportunity to experience exposure to all fields of nursing during year 2 as part of the enrichment placement. The SPL placement in year 1 also provides cross-field exposure, including a day allocated to learning disability nursing and the role of the LD nurse. An Objective Structured Clinical Assessment (OSCA) programme is being developed to allow students to book into skills sessions where they can be assessed in specific proficiencies which they may not be able to achieve on their placements. Students will be assessed by a designated team of suitably prepared practice assessors to ensure SSSA requirements are fully met.
43. In relation to Standard 3.3, the visitor team saw evidence and heard from stakeholders about the way in which students are supported to achieve communication and relationship management skills. Documentation demonstrates how students will achieve communication and relationship management throughout the programme, highlighting that students will experience a range of placement settings in which to achieve the communication and relationship management skills and nursing procedures, as set out in Standards of proficiency for registered nurses (NMC, 2018). Students reported that they have had very positive experiences during the innovative practice learning experiences, which are specifically supported by innovative technology to support their experience in year 1 and noted that it prepared them to develop their professionalism and digital literacy skills for future placements. Students also reported that their experience of being assessed by the external placement support team as being very positive and that they received very constructive feedback which allowed them to identify their own learning needs for future placements. Students have 320 hours of SPL but variation in the SPL was reported by students, since some students do not currently have an SPL on their programme. Those students who had experienced SPL found this a positive experience in which they had exposure to working with PSCs.
44. In consideration of Standards 3.4 and 3.6, the visitor team found evidence and heard from stakeholders about arrangements for practice hours and simulated practice learning. Students and the programme team confirmed that the SPL provides an authentic simulated learning environment. As already noted, there is variation in the SPL placement but students who have experienced SPL noted this as a positive experience in which they have exposure to working with PSCs, who confirmed that they have some involvement in SPL currently and have been involved in curriculum development surrounding future SPL. They also noted that a request to participate in SPL more frequently has been agreed to further support student learning and preparation for practice. The programme team confirmed that the platform utilised for the SPL meets the requirements of practice learning experiences and provides valuable innovative practice learning experience and includes consultations with experts by experience and PSCs.
45. The visitor team saw evidence that students are provided with 2,320 practice learning hours across the BSc programme and 3,080 hours across the MNur programme. Attendance is monitored closely by the attendance monitoring system, personal academic tutors and the Practice Educator Support Team (PEST) team. Practice hours are recorded on MYEPAD and students and PAs/PSs can see accumulative hours via PebblePad. Practice hours are monitored by the PEST team and any shortfall of hours for a particular placement are identified and a plan to retrieve these hours is arranged between the PEST and the placement area. The programme team confirmed that there is a supplementary learning period at the end of each year to enable students to make up any missed practice hours and proficiencies. Students should achieve 85% of their yearly practice hours to be able to progress to the next year, although there is some flexibility with this which is considered on an individual

basis and would enable a student to carry forward any outstanding hours to the following year. The visitor team saw evidence that students must achieve specific practice learning hours in each year before they can progress to the next year. A discrepancy was noted between some of the documentation relating to the amount of practice hours for MNur year 4. Standard 3.4 has not been met due to the above discrepancy, as confirmation of practice and SPL hours is not clear in the documentation and **condition (C1)** was specified to reflect this. Standard 3.6 has not been met due to the discrepancy of hours in the programme documentation, which did not provide confirmation that students experience the range of hours required for registration. This is reflected in **condition (C1)**.

46. In relation to Standard 3.5, the visitor team considered evidence about support for student individual learning and personal needs while on placement and found that this process is unchanged through this modification. Documentary analysis demonstrates that students can request to change placement if required and are supported with any learning differences through a Learning Support Profile, which is produced in conjunction with the Disability Service. The programme team confirmed that professional suitability processes are in place for students on the programme and students confirmed that they are well-supported on placement and that the module lead provides a weekly drop-in online for students to discuss any concerns they may have. Students also report that their experience of being supervised indirectly is very positive and that they have received very constructive feedback which allowed them to identify their own learning needs for future placements. Students and the programme team report that the external team who provide the technology supported placement learning experience provide the role of PS, and tripartite meetings with the PA and the student enable completion of student assessment for the placement, following discussion between the PA and PS.
47. In consideration of Standard 3.7, the visitor team confirmed that this is unchanged in this modification and the programme team, students, and PAs all confirmed that there are processes in place to manage any concerns raised by students about their supernumerary status.
48. Based on the information made available, the visitor team considers that UoB has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met once **condition (C1)** pertaining to 3.4 and 3.6 is satisfied.

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

49. The visitor team considered a range of evidence including module descriptors, school procedures for managing fitness to practise/study, procedures for raising concerns, student disability support information and staff CVs. During the visit, the visitor team met the faculty senior management team, the programme team, students, representatives of PSCs and practice partners.
50. The NMC Standards for Student Supervision and Assessment (SSSA) were originally implemented by in 2020. The UoB quality mapping of the programme demonstrates that comprehensive and robust approaches are in place to ensure that students have access to a range of practice learning opportunities to develop their understanding and skills and to enable the achievement of practice requirements. Students have the support, supervision, learning and assessment to meet the NMC proficiencies and standards. Furthermore, the practice module descriptors include links to the NMC

standards framework and identify what students need to achieve in practice to gain a positive assessment, providing clarity and transparency regarding practice requirements and achievements. Practice module descriptors have been mapped to the NMC standards and the approved practice assessment tool ensures that the required standards of proficiency and Annexe A and B requirements are assessed in accordance with the SSSA.

51. Students are supported by PAs and PSs throughout their practice placement experiences and by Practice Learning Facilitators and the PEST. Students are allocated an academic assessor (AA) as per SSSA. The programme/s promote transparent roles and collaborative working between the UoB and practice partners to provide safe and effective learning experiences. The effective embedding of the SSSA empowers students by providing objective assessments of practice and robust support processes, which enables students to take an active role in their learning journey.
52. Effective arrangements are in place for supporting students with learning differences and disabilities through the Disability Service and the reasonable adjustments procedure. Additionally, a placement support agreement provides evidence of the process in place for sharing of information regarding student additional needs with practice partners. Furthermore, the Student Fitness to Practise Procedure and Fitness to Study policy demonstrate that effective arrangements for fitness to practise and fitness for study are in place. There is evidence that once a student discloses an additional need, the process of accessing support in theory and practice commences.
53. Students confirmed that they have opportunity to provide feedback on their placement experiences through the Practice Assessment Record Evaluation (PARE) Toolkit and generally felt that feedback is acted upon and taken seriously. They were able to provide examples of how negative feedback had been acted upon, although it is of note that they recognised this through discussions with other students who had accessed the placement areas, rather than due to receiving specific information about how their feedback had been actioned. Practice partners stated that feedback given via the PARE toolkit is monitored through the placement auditing process by the UoB and practice partners to address any issues and ensure that timely action is taken.
54. The arrangements for support, supervision, learning, and assessment are also reinforced by the Escalation of Concerns Process, which contains clear processes for students raising concerns about assessment and supervision in practice and if the student raises concerns about the practice learning environment. The document also includes a clear process for practice staff to take should they have concerns about a student's progression, professional behaviours or health and wellbeing that may impact practice.
55. The visitor team saw evidence that once a student discloses an additional need, the process of accessing support in theory and practice commences. The process and support available is detailed in the Disability Service Supporting Information and Standard Operating Procedure Reasonable Adjustments. A placement support agreement document provides evidence of the process in place for sharing of information regarding student additional needs with practice partners, to support reasonable adjustments being implemented where required.
56. The Faculty of Health Studies Escalation of Concerns Process for Health Students document details the processes that students and staff can take when issues relating to poor learning culture are evident in a placement area. This document contains clear processes for students raising concerns about assessment and supervision in practice and if the student raises concerns about the practice learning environment.

The document also includes a clear process for practice staff to take should they have concerns about a student's progression, professional behaviours or health and wellbeing that may impact practice.

57. In consideration of Standard 4.2, the visitor team found clear evidence of compliance with the NMC SSSA because students are supported by PAs, PSs, AAs, there is a nominated person, the PEST and Practice Learning Facilitators. Preparation for PAs, PSs and AAs is specified in the document and the function of each role is made clear and allocation process of PA/AA for each student is also specified and meets the standards required. The PAN-Midlands, Yorkshire and East practice documentation which is employed by multiple HEIs to assess practice proficiencies and Annexe A and B skills is utilised to aid and record assessment in the practice context.
58. In respect of Standard 4.3, CVs for the current Programme Leaders for both the BSc and MNur programmes provide evidence that both programme leaders are experienced educators and also NMC registrants. This updated information has met the requirement to inform the NMC of the name of the registered nurse responsible for directing the programmes of education.
59. In consideration of Standard 4.4, the visitor team saw evidence and heard confirmation from the programme team that the feedback strategy and forms of formative and summative assessments remain aligned to evidence submitted for the 2020 validation process. A feedback and feedforward approach is taken, and this is provided to students within 20 working days of the submission of their assessments. Generic feedback for summative exams is given in group sessions and students who fail a written examination can access face-to-face feedback from the marker of their paper. All modules continue to use the marking rubric template to provide feedback to students, in addition to in-text annotations to provide transparency regarding achievements and areas for development. Formative assessment is provided throughout the programme via peer and self-assessments, interactive in-lecture quizzes, activities, and discussion boards. It has also been confirmed that Personal Academic Tutors meet with students at regular intervals throughout the year and can provide further guidance on the student's progress and advise them of relevant learning opportunities and support as necessary. Furthermore, peer-led formative assessment tasks and summative assessments have been identified for each module and are articulated in the module descriptors. Feedback is also provided throughout the practice modules via the MYEPAD. The MYEPAD includes initial, midway and final interviews which all provide opportunity to be given informal feedback, alongside the day-to-day, received during the shift.
60. In respect of Standards 4.5, 4.7 and 4.8, the visitor team found evidence that demonstrates that all Standards of Proficiency (Platforms 1-7) have been mapped to the curricula and programme learning outcomes have been mapped to module learning outcomes. Module descriptors demonstrate that platforms of proficiency are mapped on the module descriptors, further evidencing mapping of required proficiencies in each programme. In addition, Annexe A & B Mapping demonstrates that all Annexe A and B skills have been mapped across the years of each programme. This evidences that students from all fields of practice have the opportunity to meet all required communication, relationship management and nursing procedures skills. These skills are also assessed throughout the practice modules within the programme/s, as evidenced by practice assessment documentation. The inclusion and assessment of all Annexe A and B skills provides evidence that students are given opportunity and need to meet all communication and relationship management skills and nursing procedures within their fields of nursing practice to succeed on the programme/s. The visitor team found that the Guidance for Proficiencies Toolkit for adult field of practice, child field of practice and mental health field of practice offered guidance for PSs and PAs and students

regarding the assessment of proficiencies for each field of practice to enhance opportunity for achievement in the different fields of practice. This demonstrates that students are assessed to confirm proficiency in preparation for professional practice as a registered nurse.

61. In consideration of Standard 4.6, the visitor team found evidence that students are required to complete a health numeracy assessment which must be passed with a 100% mark. This means that the requirement for the programmes to include a health numeracy assessment relating to nursing proficiencies and calculation of medicines which must be passed with a score of 100% has been met. The programme team confirmed at the visit that as numeracy is considered an extension of practice, students have two summative attempts to pass this element. However, there was a lack of clarity about the resubmission attempts that students are entitled to for the numeracy examination in the module specifications and in the programme specifications. Therefore Standard 4.6 has not been met and a joint **condition (C3)** was specified to reflect this.
62. In consideration of Standard 4.8, the visitor team found that the Guidance for Proficiencies Toolkit for adult field of practice, child field of practice and mental health field of practice offered guidance for PSs and PAs and students regarding the assessment of proficiencies for each field of practice to enhance opportunity for achievement in the different fields of practice. This demonstrates that students are assessed to confirm proficiency in preparation for professional practice as a registered nurse.
63. In consideration of Standard 4.9, the visitor team found that the module descriptors demonstrate that at each level of study, students will have one 40-credit practice module and four 20-credit theory modules. A variety of new assessments have been introduced with the aim of enhancing assessment authenticity and increasing inclusion and achievement for widening participation students. Practice continues to be assessed via the MYEPAD. The length of assessments proposed for theoretical assessments and practice assessments and credits attached to each module is appropriate and comparable to other HEIs. Programme team members the visitor team met confirmed that the practice modules will be assessed as pass/fail outcomes and that a mark will not be awarded for these modules. UoB has an appropriate process in place to ensure that students still have enough marked academic credits to be calculated for their final award classification.
64. The visitor team reviewed information regarding the revised assessment strategy in the rationale for change document. This identifies a move away from purely written assignments and the incorporation of authentic assessment. Module descriptors evidence that assessments have been aligned with the module learning outcomes providing the opportunity for students to demonstrate the achievement of all proficiencies and requirements throughout the programme. The new assessments are diverse and demonstrate a move away from purely essay writing to meet the needs of those from a widening participation background, increasing fairness and removing potential barriers for achievement, while ensuring a robust assessment of learning outcomes and requirements. This information was confirmed by the programme team at the visit.
65. Module descriptors show that assessment is mapped to the curriculum and that assessment occurs throughout the programme. The academic year planner shows that assessment weeks are plotted throughout the programme. The module descriptors also demonstrate that student reflection is embedded within the theory and practice assessment strategies.

66. In respect of Standard 4.10, the visitor team found that the ongoing achievement record is included in the MYEPAD documentation which includes a record of proficiencies and skills required to achieve a pass for each practice module throughout the programme and contains feedback on progress and development, which can be accessed by the student, PA and AA.
67. Based on the information made available, the visitor team considers that UoB has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met once **condition (C3)** pertaining to 4.6 is satisfied.

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

68. In considering Standard 5, the visitor team reviewed a range of evidence including the programme specifications and met the programme team.
69. In relation to Standard 5.1, the visitor team found that the programme specifications clearly confirm that on successful completion of all required elements of the programme students will be awarded a BSc (Hons) or MNur award in the appropriate field/s of nursing, which is in line with the NMC requirements for the minimum award for a pre-registration nursing programme.
70. The title of the BSc (Hons) is BSc (Honours) Nursing (Adult), BSc (Hons) Nursing (Children's) or BSc (Hons) Nursing (Mental Health) and the programme is three years full time in length. The title of the MNur award is MNur Adult/Mental Health or MNur Children's/Mental Health and the programme is four years full time in length. The programme specifications clearly articulate that students not obtaining all credit and programme requirements will be eligible for an exit award. The title of these exit awards, for Ordinary Degree, Diploma of Higher Education and Certificate of Higher Education, is Health Studies. The programme specifications also clearly state which awards qualify students to register with the NMC, and those exit awards which do not. The programme specifications clearly state that only the full awards of BSc (Hons) and MNur qualify students to register with the NMC, which is in line with the standard.
71. In relation to Standard 5.2, the visitor team found that the requirement for students to register their award within five years of completion, and the consequences of not doing so, are clearly stated in the programme specifications, through a link in the Programme Handbooks, and in the NMC registration process document. The programme specifications are stored in the programme space on the virtual learning environment and students are introduced to the programme space during their initial induction to the programme. As part of the induction, students are also made aware of the standard stating the maximum time for registration, this is also revisited during the introduction into each year of study. Furthermore, the information regarding the NMC registration requirements and timescales is reiterated to students at the end of their programme.
72. Based on the information made available, the visitor team considers that UoB has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

QAA2943 - R14857 – June 25

© The Quality Assurance Agency for Higher Education 2025
Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

Tel: 01452 557075
Web: www.qaa.ac.uk/nmc