



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration nurse qualification leading to:

Pre-registration – Adult

Pre-registration – Mental Health

Pre-registration – Child

University of Bedfordshire

May 2025

Contents

Key institutional and programme details	1
Executive summary	4
Conditions and recommendations	6
Conditions	6
Recommendations for enhancement.....	6
Explanation of findings for Part 3	7
1: Selection, admission and progression	7
2: Curriculum	9
3: Practice learning	13
4: Supervision and assessment	16
5: Qualification to be awarded.....	18

Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of Bedfordshire University Square Luton, LU1 3JU United Kingdom				
AEI/EI Institution Identifier [UKPRN]	10007152				
Name and location of new programme delivery partner(s) if not the AEI/EI noted above					
Name of new employer partners for apprenticeships	There are no new employer partners.				
Approval type	Major modification				
Name of programme					
NMC programme title	AEI/EI programme title(s) (in full)	Academic level(s)	Apprentice-ship	Full-time	Part-time
Pre-registration nursing - Adult	BSc (Hons) Adult Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Adult	BSc (Hons) Adult Nursing (Apprenticeship)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Adult	MSc Adult Nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Adult	MSc Adult Nursing (Apprenticeship)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	BSc (Hons) Children and Young People's Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<input type="checkbox"/> Level 7			
Pre-registration nursing - Child	BSc (Hons) Children and Young People's Nursing (Apprenticeship)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	MSc Children and Young People's Nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	MSc Children and Young People's Nursing (Apprenticeship)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	BSc (Hons) Mental Health Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	BSc (Hons) Mental Health Nursing (Apprenticeship)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	MSc Mental Health Nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	MSc Mental Health Nursing (Apprenticeship)	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Interim awards available	
There are no interim awards for this qualification that lead to NMC registration	
Proposed programme start date	15 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	Desk-based review completed on 12 May 2025
Visitor team	Registrant Visitor: Ms Jenny Pinfield

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(s). 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) or Education Institution (EI) programme approval panel. All evidence submitted by the AEI or EI is reviewed by the visitors.

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

For programme approvals all standards within Part 3: Standards for pre-registration nursing are reported upon. For major modifications only those Part 3 standards impacted by the modification are reported upon. The visitor team confirms with the AEI/EI which Part 3 standards are in scope for a major modification.

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

This modification was undertaken as a desk-based review in May 2025.

Context for the review

This major modification proposal by the University of Bedfordshire (UoB) is to allow for full use to be made of the 600 hours of simulated practice learning (SPL) provided for under Section 3: Practice learning of these Part 3 Standards, specifically Standard 3.4. The rationale put forward for the modification is that SPL provides a safe, supportive environment in which learners improve their competence and confidence through practice, repetition and reflection. SPL enables an equitable practice learning experience to be offered so learners have the same opportunity to practise scenarios and proficiencies which may be opportunistic in an allocated placement learning setting. The modifications apply to all pre-registration fields of practice offered by UoB.

UoB has undertaken a range of approaches to the co-production of these modifications. There has been full involvement of practice learning partners (PLPs) and people who use services and carers (PSCs), including in the early development of scenarios to be used in SPL. Students were actively involved in development through a pilot scheme in which they provided direct feedback that subsequently drove further developments.

The **final recommendation** made by the visitor to the NMC, following consideration of the UoB 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 visitor review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

Conditions and recommendations

The **provisional judgement** of the visitor following the visit

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

Conditions

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

Recommendations for enhancement

Recommendations				
No.	Recommendation details	Specific standard(s)	NMC only/ Joint	AEI/EI only
R1	Have in place a robust rationale to support the arrangements for SPL in the master's programmes and to keep the arrangements under review.	2.9; 3.4	NMC Only	
R2	Develop SPL scenarios that reflect the learning disability field of practice. This would provide the full range of learning opportunities for students to develop and meet the Standards of proficiency to deliver safe and effective practice across a diverse range of people across the four fields of practice within the SPL context.	3.1; 3.2; 3.4; 4.5	NMC Only	

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

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

Explanation of findings for Part 3

1: Selection, admission and progression

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

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

Recognition of prior learning metrics

For undergraduate routes, UoB permits recognition of prior learning (RPL) of up to 50% (or more than 50% for registered nurses) if it is capable of being mapped to the Standards of proficiency for registered nurses and to the programme outcomes. 50% recognition of prior learning requires students to complete 180 credits, 60 at Level 5 and 120 at Level 6.

For all master's routes, UoB permits 1,200 hours of recognition of prior learning. This equates to 600 theory hours and 600 practice hours. Students complete 180 credits for the MSc route and complete 1,705 theory hours and 1,725 practice hours.

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

2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.5	State routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.6	Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13	Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.14	Ensure programmes leading to nursing registration and registration in another profession are of suitable length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	and nursing proficiencies and outcomes are achieved in a nursing context.				
--	---	--	--	--	--

Curriculum requirements

The undergraduate curriculum, delivered over a three-year full-time programme, provides 4,680 hours of learning which consists of 2,317.5 theory learning and 2,362.5 hours of practice learning. Practice learning hours are allocated across multiple units, not just the units where SPL has been allocated. The 2,362.5 hours of practice learning includes 600 hours of SPL.

The master's curriculum, delivered over a two-year full-time programme provides 4,630 hours of learning time which includes 1,200 hours of RPL (600 theory and 600 practice). After RPL has been accounted for, this equates to 1,705 theory and 1,725 practice.

Findings

2. A range of evidence for this standard, including meeting notes of PSC collaboration, specialist PLP meetings, feedback for simulation trial, simulation handbook and workload planning documents was submitted by UoB. Two further requests for additional evidence were made to provide additional detail or to clarify the original evidence submission, this included an updated business case, copies of more recent minutes and details concerning workload planning. It was evident from the documents provided that UoB has undertaken a planned and strategic approach to ensuring that the modifications proposed comply with the NMC Standards framework for nursing and midwifery education.
3. The focus of the modification is on the provision of 600 hours SPL for all fields of practice and all routes to be included in the minimum 2,300 hours devoted to practice learning experience. The standards under Section 2: Curriculum that are impacted by this modification and for which UoB supplied evidence are 2.1, 2.2, 2.9, and 2.10.
4. In considering Standard 2.1, narrative and evidence concerning co-production of the modification were provided. Minutes of meetings were made available and these demonstrated involvement of PLPs and PSCs, including strategically regarding the plans for introduction and operationally in, for example, the early development of scenarios to be used. Students have been actively involved through a pilot offering of SPL during this current academic year. Student feedback on what went well and what needs further development as a result of the pilot provided generally positive results. Positive comments include working with students from other academic years, particularly around teaching and sharing knowledge, applying learning and opportunity to practise skills. Areas for development focused on organisational aspects. Ongoing evaluation is planned at operational level and a lead for SPL has been appointed to work strategically with PLPs.
5. The visitor evaluated a business plan, rationale and strategy for the modification. These documents outline how the tariff funding will permit the recruitment of three full-time registrant staff (two 'adult' and one 'children'). Early discussion has also suggested seconded posts to cover Mental Health SPL. Detail of support staff to deliver SPL is also provided such as skills technicians and detail of planned equipment and software is identified. Staff will be prepared for delivering SPL, including training for practice supervisors (PSs) and practice assessors (PAs).
6. The commitment of the Executive Dean for health and social sciences to ensure staffing will be in place for the start of the 2025/26 academic year to support the

delivery of SPL was formally provided. A new principal lecturer for SPL has recently been appointed. Evidence was provided that workload planning includes a specific allocation of hours for all staff for the academic assessor (AA), PA and PS roles. The evidence examined shows that UoB has taken diligent steps to ensure that the programmes comply with the NMC Standards framework for nursing and midwifery education.

7. With regard to Standard 2.2, it was noted that all academic staff are undertaking PS and PA training. A register of those who have undertaken the training is being maintained by UoB. Documentation gives assurance that academic staff will not be the PA or the PS to the same students for whom they are AA. This is managed by the course lead for all new and returning students and audited by the portfolio lead. The course lead is responsible for ensuring that the PA, the PS and the AA roles are not performed by the same person. This was further evidenced through documentary analysis of the PAD which confirmed that these roles were performed by separate individuals. All individuals supporting the delivery of simulated practice learning were NMC registered Nurses.
8. Documentary evidence details the differences in the roles of PA, PS and AA and also details how students will be made aware of who their allocated PS and PA is going to be during SPL and mechanisms are in place to ensure the AA does not perform the role of the PA or PS. This involves the Principal Lecturer for Simulated Practice Learning allocating the PS and PA. Learners will record the names of the PS and PA within their ePAD document.
9. In considering Standard 2.9, evidence provided confirms the BSc Nursing route - all fields - meets NMC requirements and provides 4,680 hours which consists of 2,317.5 theory learning and 2,362.5 hours of practice learning. Practice learning hours are allocated across multiple units, not just the units where SPL has been allocated. The 2,362.5 hours of practice learning includes 600 hours of SPL.
10. The master's routes provide 4,630 learning time hours which includes 1,200 hours of RPL (600 theory and 600 practice). After RPL has been accounted for, this equates to 1,705 theory and 1,725 practice. However, 600 hours of SPL are still planned as part of the 1,725 practice hours. This will result in master's students completing just 1,125 hours on clinical placement. UoB indicated that the aim is to provide master's students with a similar experience to the BSc students. However, including 600 hours of SPL when the master's routes equate to 1,725 hours, means a third of the total practice learning hours consist of SPL. This provides a different experience to the undergraduate programmes, as it permits 600 hours RPL for practice learning hours. Students that RPL into the BSc, for example apprentices completing the 'top-up' from nursing associate programmes, do not complete the 600 hours SPL. While this modification is within the requirements of the standard, the impact on the student learning experience should be monitored. UoB is **recommended (R1)** to have in place a robust rationale to support the arrangements for SPL in the master's programmes and to keep the arrangements under review (see also Standard 3.4).
11. Regarding Standard 2.10, UoB confirms it is using an integrated scenario management system, iRIS. This system enables the mapping of courses and scenarios to any frameworks and provides a bank of over 1,000 shared scenarios. An example of what one full week's SPL would look like for a student was provided as evidence and demonstrates a range of scenarios, pre-session work and post-session reflection. Examples of simulation handbooks have been developed to help prepare and guide students through the pre, post and actual simulation activities. These are field specific and for each year of the programme. The SPL plan identified

how the Standards for Student Supervision and Assessment (SSSA) are to be applied including workload allocation for those acting as PS or PA ensuring AAs are not also the PS or the PA, the management of the roles of AA, PAs and PSs is managed by the course lead with oversight by the portfolio lead, and students are informed who their PS and PA is by the lead for SPL and recorded in their ePAD. Taken overall, the planned arrangements provide a strong indication that steps are being taken to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.

12. Based on the information made available, the visitor considers that the UoB has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	Provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care to a diverse range of people across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in Standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.7	Ensure that students are supernumerary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice learning requirements and simulated learning hours

All fields of practice in the undergraduate routes should provide no less than 2,300 practice learning hours - 2,362.5 practice learning hours are provided. Practice learning hours are allocated across multiple units, not just those units where SPL has been allocated. The 2,362.5 hours include 600 hours of SPL.

The master's programmes are delivered over two years and provide no less than 2,300 practice learning hours. The total number of practice learning hours within the on-programme learning is 1,725. A further 600 of the practice learning hours are accounted for through SPL making a total of 2,325.

Findings

13. The visitor considered a range of evidence for this standard including a business case, strategy, SPL mapping document. Further documentation was supplied on request, this included an SPL implementation plan and details of the process for allocating AAs, PSs and PAs.
14. The standards under Practice learning that are impacted by this modification and for which UoB supplied evidence are 3.1, 3.2, 3.4 and 3.5.

15. In considering Standard 3.1, it was noted that SPL has been mapped to the Standards of proficiency for registered nurses and communication and relationship management skills and nursing procedures. Gap analysis has been conducted to identify specific proficiencies that are to be the focus of SPL across each year of the programme. An SPL implementation plan provides details of how SPL, related to specific proficiencies, is to be delivered to students from differing fields of practice using scenarios (see recommendation R2 below). The mapping and gap analysis together show that the design of the programme, including SPL, provides 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. An aim of SPL is to ensure all students have equal opportunity to access hard to achieve proficiencies. Overall, the SPL mapping and gap analysis demonstrate considerable work to ensure that it sufficiently enables students across all fields to meet all relevant proficiencies.
16. Regarding Standard 3.2, as noted under Standard 3.1, SPL mapping, gap analysis and the development of scenarios have been undertaken to ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages (see recommendation R2 below). Additional evidence supplied by UoB on request provides an example of what one full week's SPL will look like for a student and demonstrates a range of scenarios, pre-session work and post session reflection. Sessions are clearly linked to the Standards of proficiency for registered nurses. The planned arrangements will ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.
17. As noted in paragraph 10, a range of scenarios is being developed, including adult and children's, with examples of mental health scenarios already shared. However, UoB has not yet developed any learning disability scenarios as they do not deliver learning disability nursing. The visitor was reassured by UoB that scenarios for the learning disability field of practice would be in place when the modifications are implemented. It is however **recommended (R2)** that UoB develop SPL scenarios that reflect the learning disability field of practice in order to provide students with the opportunity to develop and meet the Standards of proficiency to deliver safe and effective practice across a diverse range of people across the four fields of practice within the SPL context.
18. In considering Standard 3.4, evidence provided confirms the undergraduate programmes - all fields - meet NMC requirements to provide no less than 2,300 practice learning hours in that 2,362.5 practice learning hours are provided. Practice learning hours are allocated across multiple units, not just those units where SPL has been allocated. The 2,362.5 hours include 600 hours of SPL. The response to a request for additional information confirms that 30 hours of simulation delivered at the Trusts and attached to the Level 6 year 3 practice unit are theory hours, as they relate specifically to skill development rather than SPL.
19. The two-year MSc Nursing programme also provides no less than 2,300 practice learning hours; 600 hours are accounted for by RPL leaving 1,725 hours to be achieved through in-programme learning, of which 600 hours will be through SPL. See also **recommendation (R1)**.
20. Examples of simulation handbooks have been developed to help prepare and guide students through the pre, post and actual simulation activities. These are field specific and for each year of the programme.

21. Regarding Standard 3.5, the evidence submitted states that SPL will ensure more opportunities exist to adapt placement learning opportunities to support and make reasonable adjustments for students with specific learning needs. The learning log in the Practice Assessment Document (PAD) is to be used to document individual learning plans. The UoB provided an example of an ePAD action plan to demonstrate how this will be used within the SPL context. The evidence supplied enabled the visitor to have confidence that UoB takes account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.
22. Based on the information made available, the visitor considers that the UoB has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

4: Supervision and assessment

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

23. The visitor considered a range of evidence for this standard including a business case, strategy, SPL mapping document. Further documentation was supplied at the request of the visitor, this included an SPL implementation plan and details of the process for allocating AAs, PSs and PAs.
24. The standards under this section that are impacted by this modification and for which UoB supplied evidence are 4.2, 4.5 and 4.10.
25. In considering Standard 4.2, the documentary evidence confirms that all staff involved in SPL will have completed PS and PA training to ensure they are compliant with SSSA requirements. This training is being provided via the Open University. A register of those completing the training is being maintained. The evidence seen

states that academic staff will not be PA or PS to the same students for whom they are the AA and also confirms that the PA role and PS role is performed by different individuals. UoB provided additional evidence that confirmed the course lead manages the process for all new and returning students and is audited by the portfolio lead. Arrangements for ongoing monitoring of compliance are in place. The evidence confirms that the support, supervision, learning and assessment provided complies with the NMC SSSA.

26. With reference to Standard 4.5, the narrative and documentary evidence states that SPL will be used to support students to demonstrate proficiencies that would otherwise be undertaken in a practice placement setting. Students have the opportunity to demonstrate proficiencies that may be difficult to evidence, or where opportunities may not be readily available, in practice placement settings. This further supports the need to develop learning disability scenarios as highlighted in **recommendation (R2)**. SPL will also be used to assist students who need reasonable adjustments, due to specific learning needs, to demonstrate proficiencies that they may otherwise struggle to evidence in practice placement settings.
27. Regarding Standard 4.10, the documentation provided confirms that all SPL will be recorded in the same way that practice learning is recorded in the ePAD. The PA and AA will confirm in the ePAD that proficiencies have been taught and assessed in SPL. The mapping of Standards of proficiency and a gap analysis have allowed for the identification of which proficiencies will be addressed by SPL and mapped across each programme by part/year. Workload planning includes a specific allocation of hours for the AA, PA and PS roles. The evidence confirms that the modifications proposed have mechanisms to ensure that all proficiencies are recorded in an ongoing record of achievement which demonstrates the achievement of proficiencies and skills set out in standards of proficiency for registered nurses.
28. Based on the information made available, the visitor considers that the UoB has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

5: Qualification to be awarded

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

Findings

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

QAA2946 – R14891 – 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