

Programme approval visit report

Section one

Programme provider name:	University of Bradford
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Bradford District Care NHS Foundation Trust Airedale NHS Foundation Trust Bradford Teaching Hospitals NHS Foundation Trust Harrogate and District NHS Foundation Trust Mid Yorkshire Hospitals NHS Trust Calderdale and Huddersfield NHS Foundation Trust Leeds Teaching Hospitals NHS Trust Private, voluntary and independent health care providers
<p>Programme(s) reviewed:</p> <p>Programme: Pre-registration nursing - Adult Title of programme: BSc (Hons) Nursing (Adult) Programme start date: 6 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Pre-registration nursing - Mental Health Title of programme: BSc (Hons) Nursing (Mental Health) Programme start date: 6 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Pre-registration nursing - Child Title of programme: BSc (Hons) Nursing (Children's) Programme start date: 6 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	

Programme: Dual award- pre-registration nursing – adult/mental health
Title of programme: MNurs Nursing (Adult and Mental Health Dual Award)
Programme start date: 6 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 7

Programme: Dual award- pre-registration nursing – mental health/child
Title of programme: MNurs Nursing (Mental Health and Children's Dual Award)
Programme start date: 6 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 7

Date of approval	19 June 2020
QA visitor(s):	Registrant Visitor: Jennifer Pinfield Lay Visitor: Philip Stephenson

Section two

Summary of review and findings

The University of Bradford (UoB), school of nursing and healthcare leadership, faculty of health studies presented documentation for the approval of a full-time pre-registration programme with two routes. A three-year BSc (Hons) nursing (adult, children's and mental health) and a four-year, dual award MNurse (adult and mental health dual award) and MNurse (children's and mental health dual award).

UoB is an established approved education institution (AEI) provider of undergraduate pre-registration nursing and has been successfully delivering nursing programmes for over 15 years. The proposed programme presented for approval has been developed in collaboration with their practice learning partners (PLPs). The approval process demonstrates robust and effective partnership working with key stakeholders, particularly students and PLPs. Service users and carers' (SUCs) involvement was articulated at the approval visit.

The design of the programme makes clear there's one pre-registration programme with fields and routes. The first two years of the programme are core for both undergraduate and postgraduate routes and all fields of nursing practice. The final year of the BSc is focused on the students' chosen field of nursing practice. The third year of the MNurse focuses on one of the chosen fields of nursing practice in the dual award route, with the fourth year focused on the second field of practice.

The MNurse has a fall-back award at the end of year three, allowing the student to exit with a BSc and eligibility to register in one field of nursing practice. The award will reflect the field of practice studied during year three. For the MNurse adult and mental health dual award the fall-back awards are BSc (Hons) nursing (adult or mental health). For the MNurse children's and mental health dual award, the fall-back awards are BSc (Hons) nursing (children's or mental health).

The programme presented for approval reflects the Nursing and Midwifery Council (NMC) Future nurse: Standards of proficiency for registered nurses (NMC, 2018). Its development follows a comprehensive review process of the current BSc programme to improve and enhance the BSc route and introduce a new integrated masters route with dual field registration.

UoB is part of the Midlands, Yorkshire and east of England practice learning group (MYEPLG). The Midlands, Yorkshire and east of England practice assessment documentation (MYEPAD) and ongoing achievement record (OAR) used for this programme has been developed collaboratively within this group. The programme team and PLPs tell us they will grade practice using a rubric integrated into the MYEPAD.

The documentation and evidence from the approval visit confirm the programme meets the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) aren't met at programme level as conditions apply.

The programme is recommended for approval to the NMC subject to four conditions. UoB made two further conditions. There's one NMC recommendation and three university recommendations.

Updated 30 July 2020:

Evidence is provided that the changes required to meet the NMC conditions have been made. UoB confirms that the university conditions have been met. The conditions and related standards and requirements are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition three: Provide a written strategy that demonstrates the systematic engagement of SUCs to formalise the arrangements verbalised at the approval visit. (SFNME R1.12)</p> <p>Selection, admission and progression:</p> <p>Condition one: Provide a clear and detailed plan to manage the transition of students from all fields of practice currently in year two of the pre-registration nursing curriculum moving into year three of the new curriculum BSc route. (SFNME R2.1)</p> <p>Condition four: Provide programme planners and updated documentation for BSc and MNurse routes,</p>

	<p>that demonstrate an equal balance of theory and practice. (SPNP R2.9)</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>Condition two: Provide clear articulation of the process for grading practice, to include an identification of which elements of practice assessment will be graded and how the assessment process will be scaffolded within the MYEPAD platform. (SPNP R4.8)</p> <p>Education governance: management and quality assurance:</p> <p>Condition five: The programme aims and learning outcomes of the MNurse programmes need to be revisited to ensure that they reflect the levels of the framework for higher education qualifications (FHEQs). The aims and learning outcomes of the MNurse need to be sufficiently different to the BSc route to distinguish between the two award outcomes. (University condition)</p> <p>Condition six: The module descriptors across all programmes need to be revisited in relation to the approval panels feedback, including consistency, the assessment strategy, module hours, learning and teaching strategy, learning outcomes, aims, indicative content to reflect all four fields of practice and reading lists. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>25 July 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: That the admissions process is enhanced to ensure that the programme team robustly assess digital literacy on entry to the programme to ensure students are directed to the most appropriate support for their needs. (SPNP R1.7)</p> <p>Recommendation two: To clearly articulate to current and prospective students the support scaffolding designed into the programme to support students in their progression between stages, specifically from year two to three of the MNurse route where students</p>

	<p>will be studying a level seven module by the end of the stage. (University recommendation)</p> <p>Recommendation three: That the programme team plan in conjunction with the subject librarian for the progressive development of information literacy. (University recommendation)</p> <p>Recommendation four: That the team review the programme offer and student journey from application to award through the lens of an international student to identify programme enhancements needed to market the programme to international students. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Student practice learning experiences across the lifespan and fields of practice using the hub and spoke placement model.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

UoB have provided documentary evidence to meet the conditions.

A narrative and mapping document provided demonstrate how the programme team plan to manage the transition of students from all fields of practice currently in year two of the pre-registration nursing curriculum onto year three of the new curriculum BSc route. Condition one is now met.

A marking rubric and supporting paper provided demonstrate how the grading of practice will be used alongside the MYEPAD. This documentation identifies which elements of the MYEPAD will be graded. Condition two is now met.

A detailed written service user strategy, in the form of an action plan, has been provided and demonstrates planned service user involvement in the programme across a wide range of areas, including recruitment, learning, teaching and assessment. Condition three is now met.

Exemplars of programme planners for both the BSc and MNurse routes demonstrate an equal balance of theory and practice hours. Condition four is now met.

Confirmation is provided from UoB that the university conditions are met.

The SFNME are now met at programme level.

The SPNP are now met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	25 July 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for pre-registration nursing programmes (NMC, 2018)

Future nurse: Standards of proficiency for registered nurses (NMC, 2018)

Standards framework for nursing and midwifery education (NMC, 2018)

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses and midwives

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of

communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders

The programme documentation and evidence from the approval visit demonstrates robust partnership working with a range of PLPs. PLPs at the approval visit confirm their involvement in the development of the programme, their planned involvement in the delivery of the programme and in all aspects of educational governance and quality assurance. PLPs spoke very positively about the development of the MNurse route and confirmed dual awards of adult and mental health fields of nursing practice and children's and mental health fields of nursing practice reflect workforce requirements.

An operational partnership plan (OPP) has been developed to implement the SSSA. This has been developed with involvement from PLPs and feedback from service users and current students. UoB will use resources from the MYEPLG for implementation of the SSSA. Implementation was due to start in September 2020, but the NMC (2020) emergency standards have brought this implementation process forward. PLPs spoke very positively about their experiences of the SSSA during this time. Students tell us they see the move to the SSSA as a positive

improvement from the former mentoring system.

Documentation shows collaborative working is evidenced through scheduled meetings and working groups that support placement experience. The faculty practice education group meets bi-annually and has placement provider, academic, student and service user representation. The practice education support team meets monthly with PLPs and designated academic link lecturers. Across the Yorkshire and Humber region the regional practice learning group (nursing) meets bi-annually and is a shared university and placement provider meeting. Students, SUCs and PLPs tell us that communication with UoB is very open and effective.

UoB has undertaken a comprehensive review of its current programme based on feedback from stakeholders, particularly students, following negative feedback from the national student survey. Students tell us that the new programme is a significant improvement and their views have really been listened to. For example, the organisation of teaching sessions into a two-day period, more variety in assessment methods and a shortening of the academic year. Students confirm they have all been consulted about transferring to the new programme.

While the programme documentation provided limited insight into the involvement of SUCs, discussions at the approval visit confirm SUCs have been included in curriculum development through a SUC world café event held to gather ideas for what they wanted to be included in the new programme. Service users have been kept informed about the curriculum through the practice education group and there is a SUC representative on the curriculum development group. Evidence from the approval visit confirms that SUCs are involved in recruitment and selection and all aspects of assessment, including setting assessments, providing evaluation and feedback in practice and assessing presentations. SUCs have also made two films for inter-professional education days. SUCs tell us that they very much feel part of the team.

While UoB has articulated some clear plans to increase and strengthen SUC involvement, this isn't currently articulated in a written strategy. (Condition three)

They have appointed a member of staff to coordinate and lead the work of the SUCs.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education

Not Met

SFNME R1.12 is not met at programme level. During the approval visit the

programme team and SUCs confirm SUC involvement in all aspects of the programme. But programme documentation provides limited evidence to support the identified involvement. No SUC plan or strategy was provided. (Condition three)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

During the approval visit the programme team and SUCs confirm SUC involvement in all aspects of the programme. However, programme documentation provides limited evidence to support the identified involvement and therefore doesn't meet SFNME R1.12.

Condition three: Provide a written strategy that demonstrates the systematic engagement of SUCs to formalise the arrangements verbalised at the approval visit. (SFNME R1.12)

Post Event Review

Identify how the condition is met:

Condition three: A service user written strategy, in the form of a detailed action plan, demonstrates planned service user involvement across the programme, including recruitment, learning, teaching and assessment. Condition three is now met. Assurance is provided that SFNME R1.12 is now met.

Evidence:

SUC action plan, July 2020

Action tracker for pre-registration nursing, June 2020

Date condition(s) met: 25 July 2020

Revised outcome after condition(s) met:

Met

Condition three is now met.

Assurance is provided that SFNME R1.12 is now met.

Student journey through the programme

Standard 1. Selection, admission and progression

Approved education institutions, together with practice learning partners, must:

R1.1 Confirm on entry to the programme that students:

R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

R1.1.7 have capability for digital and technological literacy to meet programme outcomes

R1.2 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

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.

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R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme

R1.5 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 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 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 percent of the programme

R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards For pre-registration nursing programmes (NMC, 2018).

Evidence provides assurance that the following QA approval criteria are met

Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

Yes

Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 –

R1.1.7)

Yes

There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

Yes

Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

Yes

Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

Yes

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

Met

R1.5 is met. Programme documentation and discussions at the approval visit confirm UoB has a process for recognition of prior learning (RPL) which the student and admissions tutor or programme leader completes. UoB policy for RPL allows RPL to a maximum of 50 percent of the final programme award. Any student (who isn't a registrant) who enters the MNurse programme with the maximum 50 percent RPL, will be required to complete the full MNurse award and won't be eligible for the fall-back BSc (Hons) award.

Details of prior learning and copies of evidence are taken by UoB. In addition to the standard university form, the programme team has introduced a supplementary form for pre-registration nursing awards which records further programme specific information, including the requirement that any RPL is capable of being mapped to the NMC standards of proficiency for registered nurses and programme outcomes. A mapping form facilitates mapping of RPL to programme

and module learning outcomes for both the BSc and MNurse route. All RPL applications received for entry onto the pre-registration nursing programme are reviewed by an external examiner.

Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes (R1.6)

Met

R1.6 is met. The amended supplementary form states applicants that are currently registered nurses may be permitted (subject to learning outcome mapping) to import RPL of more than 50 percent of the programme. This is considered on an individual basis for both the BSc and MNurse routes, using a mapping form which facilitates mapping to the programme learning outcomes and Standards of proficiency for registered nurses.

Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

Met

R1.7 is met. The UoB academic skills and advice website offers additional support to all students in all areas of academic study in the form of online guidance, drop-ins and face to face appointments. Students tell us they are well supported to develop their skills in literacy, numeracy, and digital and technological literacy.

Documentation states that multiple numeracy, literacy and digital technology opportunities have been built into the curriculum to enable skills to be developed.

For numeracy development specifically, successful completion of the safeMedicate digital package and online examination is a requirement within the second practice placement every year of the programme; in year one the pass mark is 80 percent, in year two this is 90 percent and in year three (and four for MNurse students) the pass mark is 100 percent.

Documentation and discussions at the approval visit suggest that the admissions process should be enhanced to ensure that the programme team robustly assess

digital literacy on entry to the programme to ensure students are directed to the most appropriate support for their needs. (Recommendation one)

All students have a personal academic tutor (PAT) for the duration of the programme; this is effective, supportive and well-established. They also have an academic supervisor who provides student support for module assessments.

The virtual learning environment (VLE) houses all programme and module information. Students build a record of their practice learning and experiences through the use of an e-portfolio, MYEPAD. Students have access to electronic patient records in practice and are supervised to utilise these to support patient care. Digital literacy is assessed in theory and practice.

Evidence provides assurance that the following QA approval criteria are met:

Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

Yes

Proposed transfer of current students to the programme under review

There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place

Not Met

The preferred option for UoB is to transfer all current students onto the new curriculum from September 2020. Initial feedback from students prior to the current national emergency suggested an overwhelming majority were in favour of the transfer. In anticipation of this a process mapping has been developed to ensure that the learning outcomes the students have achieved in the existing programme cover the requirements of the new standards.

While it's clear how current students transferring at the end of year one onto year two will be managed for both the BSc and MNurse route, the mapping of the current and proposed programmes for transfer from year two of the current programme to year three of the proposed programme, BSc route only is unclear. There's a lack of a detailed plan in relation to how this transition will be managed to ensure students meet all the requirements of the proposed programme. The programme team are required to provide a clear and detailed plan to manage the transition of students from all fields of practice currently in year two of the pre-registration nursing curriculum moving into year three of the new curriculum BSc route. (Condition one)

All students in year one of the current programme have been given information regarding transfer to the MNurse programme. A meeting was held with a group of students who expressed an interest and they were asked to complete a personal statement stating why they would like to transfer, the benefits of a dual qualification and their understanding of the challenges ahead. Personal statements were shortlisted by admissions tutors and successful students offered a chance to transfer subject to NMC approval of the programme. Some of the students tell us they have applied for the MNurse and are excited at the prospect of this degree. Students in year two are not permitted to transfer to the MNurse.

Documentary evidence indicates that current students will transfer to the SSSA in September 2020. But given the current emergency COVID-19 situation and the emergency standards (NMC, 2020) the SSSA has been implemented. Students tell us they have found the new system much better than having just one mentor. PLPs also tell us that they are very confident that the SSSA is a positive step forward and feel well prepared for this.

Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes

Met

There's a process in place to ensure RPL is fully mapped to the Standards of proficiency for registered nurses and programme outcomes.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met

No

SFNME R2.1 is not met at programme level. Documentary evidence and discussion at the approval visit indicate the programme team's plan to transfer all current students on to the proposed programme. It's clear how students transferring at the end of year one onto year two will be managed. But the mapping of current and proposed programmes for transfer from year two of the current programme to year three of the proposed programme BSc route is unclear. (Condition one)

Outcome

Is the standard met?

Not Met

SFNME R2.1 is not met at programme level. It's clear how current students

transferring at the end of year one onto year two of the new programme will be managed. However, the mapping of current and proposed programmes for transfer from year two of the current programme to year three of the proposed programme BSc route is unclear.

Condition one: Provide a clear and detailed plan to manage the transition of students from all fields of practice currently in year two of the pre-registration nursing curriculum moving into year three of the new curriculum BSc route. (SFNME R2.1)

Date: 19 June 2020

Post Event Review

Identify how the condition is met:

Condition one: A narrative and mapping document provided demonstrate how the programme team plan to manage the transition of students from all fields of nursing practice currently in year two of the pre-registration nursing curriculum onto year three of the new curriculum BSc route.

Condition one is now met. Assurance is provided that SFNME R2.1 is now met.

Evidence:

Condition one narrative, undated

Mapping of 2017 curriculum years one and two against the 2018 standards, undated

Action tracker pre-registration nursing, June 2020

Date condition(s) met: 25 July 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.

Assurance is provided that SFNME R2.1 is now met.

Standard 2. Curriculum

Approved education institutions, together with practice learning partners, must:

R2.1 ensure that programmes comply with the NMC Standards framework for

nursing and midwifery education

R2.2 comply with the NMC Standards for student supervision and assessment

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

R2.4 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

R2.5 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

R2.6 set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes

R2.7 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

R2.8 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

R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies

R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and

R2.14 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.

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

R1.2, R1.3, R1.7, R1.10, R1.11

Evidence provides assurance that the following QA approval criteria are met

There is evidence that the programme complies with the NMC Standards for nursing and midwifery education (R2.1)

Yes

There is evidence that the programme complies with the NMC Standards for student supervision and assessment (R2.2)

Yes

Mapping to show how the curriculum and practice learning content 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 (R2.3)

Yes

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

Met

R2.4 is met. Documentation and evidence from the approval visit confirms that the programme delivers a balance across all four fields of nursing to all students. All students complete core theory modules during the first two years of the programme; this allows students to gain experience in all fields of nursing practice.

Students' theory modules specialise in their chosen field in year three of the BSc route and in years three and four for the MNurse dual qualification. The programme management team includes academics holding current registration across all four fields of the NMC register and appropriate experience and qualifications.

Programme documentation and evidence from the approval visit confirms a hub and spoke model of practice learning will facilitate student practice learning experiences across the lifespan and all fields of nursing practice, with students' hub placements being in their chosen field of practice for the BSc route. For students following the MNurse route, hub placements in year one and two alternate between their two chosen fields of practice, with hub placements in the third year focused on one of the chosen fields of practice and the fourth year hub placements focused on the second field of practice. Practice learning experiences are documented in the MYEPAD and OAR.

The programme offers a variety of opportunities for inter-professional learning (IPL) within modules. In year two there is a specific IPL activity in conjunction with students from 12 professional backgrounds including; midwifery, physiotherapy, occupational therapy, life sciences, public health, pharmacy, approved mental health practitioners and students from the physicians associate programme. Students also engage with professionals from external agencies such as the police and fire services as well as a number of scenario-based workshops with students from other AELs.

SUCs are also involved in supporting learning in a variety of areas of the programme including; dementia, safeguarding and difficult conversations. There are future plans to offer sessions that include SUCs on homelessness, hoarding, supporting learning disabilities and psychosis.

Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

Met

R2.5 is met. Programme documentation and discussion at the approval visit confirm that students apply for a specific route and field of nursing; single field for the BSc (either adult, children's or mental health) or two fields for the MNurse dual award (either adult and mental health or children's and mental health). There's opportunity for students to apply to change field after the first year of the programme. Students are unable to change field of nursing beyond the start of year two of the programme.

The first two years of the programme are core for all fields of nursing and both

routes. The module descriptors for the core modules provide clear evidence of core and cross field specific learning outcomes and content.

There's documentary evidence of comprehensive mapping of skills across the programme, incorporating annexes A and B of the Standards of proficiency for registered nurses.

For the BSc route, year three focuses on the student's chosen field of nursing practice. For the MNurse route, year three focuses on one of the student's chosen fields of practice and year four focuses on their second chosen field of nursing practice. The field specific module descriptors ensure students confirm their field specific identity. Year three and four of the MNurse contain a mixture of academic level six and level seven modules each year.

For the BSc route, all hub placements focus on the student's chosen field of nursing practice. For the MNurse route students complete one placement each year in their two chosen fields of practice. The third year of the MNurse focuses on one of the student's chosen fields of practice including all placement experiences, with the fourth year focused on the second field of practice, including all placement experiences.

PLPs and the programme team articulate the uniqueness of each field of practice. Further discussion confirms how students completing the dual award routes maintain their identity across two fields of nursing practice and how the dual fields were chosen to complement each other.

Programme documentation and discussion at the approval visit confirm the MYEPAD will be used to record practice learning experiences. For the MNurse route they will use part three of the MYEPAD in year three and year four. In year three it will record their practice learning for their first chosen field of practice and year four it will record their practice learning for their second field of practice.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the Standards of proficiency for registered nurses (R2.6)

Yes

There is evidence that mapping has been undertaken to 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 (R2.7)

Yes

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

There is evidence that mapping has been undertaken to 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 (R2.8)

Met

R2.8 is met. Programme mapping documentation demonstrates where content related to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is delivered across the programme. In year one and two these are delivered in core modules studied by students from all routes and fields of nursing practice. In year three (and year four of the MNurse route), this content is delivered in the context of the students chosen field(s) of nursing practice. Module descriptors clearly identify where this content is delivered. For example, at level six, the integrated care of the children and young people module has a specific learning outcome focused on safeguarding, policy and vulnerable children. Clinical skills provision is integrated throughout the modules of the programme.

The MYEPAD is used to assess this requirement within the practice learning environment. This includes a medicines management assessment completed in each year of the programme. For the MNurse route, in year three this is completed within one of the student's chosen fields of practice and in the fourth year within their second chosen field of practice.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

Not Met

R2.9 is not met. Documentary evidence and discussion at the approval visit confirms the number of programmed weeks in the new programme is 38 weeks per year compared to 44 weeks in the current programme. Students complete 4600 hours across the BSc route; they complete 2320 hours in practice and 2280 hours in theory. For the MNurse route, they complete 3040 hours in theory and

3120 hours in practice. The hours for the BSc and MNurse route don't demonstrate an equal balance of theory and practice hours. There's a shortfall in the minimum theory hours required for both routes. For the BSc the theory short fall is 20 hours, for the MNurse the theory short fall is 40 hours. (Condition four)

These hours provide very little flexibility but discussion at the approval visit with the programme team confirms supplementary assessment periods (SAPs) are planned into the programme planners. These weeks allow students to catch up on any outstanding assessments or practice learning hours.

Programme hours are documented within the programme specification and programme planners. The academic year programme planners illustrate the spread of practice and theory hours across each of the routes and by each year of the programme.

Module descriptors provide a more detailed breakdown of theory and practice hours, with all programme hours allocated to modules, with 50 percent of the programme academic credits being awarded for practice learning.

The programme review document includes an overview of the teaching and learning strategies used across the programme and the rationale for the strategies chosen.

Proficiencies, skills and procedures are assessed during practice learning using the MYEPAD. Placement planners and discussion at the approval visit confirm a placement allocation model to ensure achievement of the required practice learning experiences.

Evidence provides assurance that the following QA approval criteria are met

Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

N/A

The programme isn't delivered in Wales.

Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11)

Yes

Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)

Yes

Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)

Yes

Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)

No

The programme leads to nurse registration only.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to curricula and assessment are met

Yes

Outcome

Is the standard met?

Not Met

R2.9 is not met as the programme hours don't demonstrate an equal balance of theory and practice hours. There's a shortfall of 20 hours to meet the minimum theory hours required and ensure a balance for the BSc route. For the MNurse route there's a shortfall of 40 hours to meet the minimum theory hours required and ensure a balance.

Condition four: Provide programme planners and updated documentation for BSc and MNurse routes, that demonstrate an equal balance of theory and practice. (SPNP R2.9)

Date: 19 June 2020

Post Event Review

Identify how the condition is met:

Condition four: Detailed programme planners for the BSc and MNurse routes demonstrate an equal balance of theory and practice hours.

Condition four is now met. SPNP R2.9 is now met.

Evidence:

Academic year planner for BSc, undated

MNurse final planner, undated

Action tracker for pre-registration nursing, June 2020

Date condition(s) met: 25 July 2020

Revised outcome after condition(s) met:

Met

Condition four is now met.

SPNP R2.9 is now met.

Standard 3. Practice learning

Approved education institutions, together with practice learning partners, must:

R3.1 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

R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages

R3.3 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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice

comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

R3.6 ensure students experience the range of hours expected of registered nurses, and

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically: R1.1 – R1.11

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

Evidence that the practice learning opportunities 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 (R3.1)

Met

R3.1 is met. Documentary evidence and findings at the approval visit provide assurance that students are able to experience a range of practice learning experiences to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care. A hub and spoke approach provides flexibility to students to meet their learning needs during placement.

Years one and two of the programme are core years and while a student's hub placement reflects their chosen field of practice; spokes deliver a balance of all four fields of nursing to all students. PLPs tell us they have sufficient and growing capacity to meet these needs and enable students to develop and meet the Standards of proficiency for registered nurses. All students will gain experience in all fields of nursing practice during the first two years and specialise in their chosen field over year three of the BSc route and years three and four for the dual qualification route. Students are allocated a practice supervisor and a practice assessor.

UoB has produced practice placement guidance which outlines the roles, responsibilities and processes to be followed by students, practice supervisors, practice assessors and academic assessors. This includes guidance on the practice learning process, support for student learning, student hours and attendance on placement, raising concerns regarding a student's performance and how a student can escalate concerns.

Students at the approval visit tell us they have practice learning experiences in a wide range of placement settings and confirm that spoke visits facilitate experience of different fields of nursing practice. They tell us they are aware of how to raise or escalate concerns.

All practice areas provide information for students about suitable spoke learning experience within their establishment. Spoke placement experiences are discussed at initial meetings between the student and practice supervisor and/or practice assessor to enable forward planning of practice experience to be supported and managed. All spoke experiences are recorded in the MYEPAD so this can be tracked and monitored throughout the programme.

PLPs tell us they have good capacity to offer a wide variety of practice learning opportunities to deliver care to a diverse range of people including institutional and community settings, primary care, private, independent and voluntary sector organisations. Placement schedules are planned in advance using the InPlace system.

There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences (R3.2)

Met

R3.2 is met. Documentary evidence and discussions at the approval visit provide assurance that students gain a varied experience to prepare them to meet the holistic needs of people of all ages. Core teaching and practice experience in years one and two provide learning opportunities around holistic needs of a range of ages including children, young adults and the older person in both primary and secondary care. The module and schemes of study for each of the routes gives further detail. Students' practice learning experiences are captured in the MYEPAD.

Documentary evidence and discussions with the programme team and PLPs at the approval visit provide assurance of the process in place for assessing, monitoring and evaluating placement experiences. There's a practice education lead for nursing, a faculty practice education group and practice education support team that facilitate open and effective communication. Placement areas are audited using the practice assessment record and evaluation (PARE) system and signed

agreements are in place. Each placement area has a link lecturer assigned to support practice supervisors, practice assessors and students. Students evaluate their practice experiences through the PARE system, which are shared with practice colleagues and inform the educational audit of placements. Link lecturers work with practice areas to address immediate concerns and use action plans to direct improvement.

Students at the approval visit tell us how they can raise and escalate concerns and confirm they feel supported during practice learning experiences.

Evidence that the practice learning opportunities allow students to meet the communication and relationship management skills and nursing procedures, as set out in the Standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.3)

Met

R3.3 is met. Programme documentation and findings at the approval visit confirm partnership working between the AEI and PLPs to ensure planned practice learning opportunities allow students to develop their communication and relationship management skills within their selected field(s) of nursing practice.

Achievement of communication and relationship management skills and nursing procedures is captured in the MYEPAD. For the dual award, part three of the MYEPAD is used in year three and four to allow these experiences to be captured in the dual fields of nursing practice.

PLPs confirm regular meetings with the AEI to support the development of annexe A and B skills and procedures which haven't previously been part of student practice learning experiences.

Simulation and clinical skills teaching involving SUCs contribute to the opportunities students have to develop communication and relationship building skills.

Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (R3.4)

Met

R3.4 is met. Programme documentation and discussion at the approval visit confirm students are supported to develop self-directed learning and digital literacy skills with interactive and varied online learning materials. The programme and

associated routes have been designed to support the development of digital literacies within the learning, teaching and assessment activities.

The AEI and PLPs confirm they currently use an electronic document for practice assessment and the MYEPAD will be used as an electronic PAD.

The VLE houses all programme and module information and is used for submission of assessments and provision of electronic feedback/forward. Students are required to submit written assessments on the VLE and access their feedback via this. Students' engagement with learning technology is monitored where it is essential to evidence that they have participated in the learning. While on placement, students have access to electronic patient records and are supervised to utilise these to support patient care. Students tell us they are supported to develop their digital capabilities across the programme.

Documentary evidence and discussion with the programme team confirms skills and simulation are used across the programme, with details of specific sessions provided within the module specification and skills and simulation hours identified in the module specification hours. A clinical skills scheme of work details when across the programme skills are delivered and provides evidence that skills are focused in year one and two, with opportunity for catch up skills sessions. SUCs are utilised in the delivery of skills and simulated learning, particularly communication and relationship management skills.

There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities (R3.5)

Met

R3.5 is met. Documentary evidence and discussions at the approval visit confirm students' individual needs and personal circumstances are taken into account when allocating practice learning experiences. This includes the use of InPlace allocations software, the role of the disability support team and personal academic tutors to develop learning support plans, which are shared with PLPs to ensure reasonable adjustments are in place. The programme has a process for students to request a change of placement. There are additional processes in place to take account of students' individual needs, which involves the UoB practice education lead managing a practice education support team to work closely with PLPs.

Students tell us they are well supported in all areas of individual needs both whilst studying at university and when on placement. One student who had been diagnosed with a long term condition told us they had received excellent support to overcome challenges and successfully complete the course.

Evidence provides assurance that the following QA approval criteria are met

Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)

Yes

Processes are in place to ensure that students are supernumerary (R3.7)

Yes

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met

Yes

Outcome

Is the standard met?

Met

Date: 19 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4. Supervision and assessment

Approved education institutions, together with practice learning partners, must:

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 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

R4.6 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%

R4.7 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

R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

R4.9 ensure that there is equal weighting in the assessment of theory and practice

R4.10 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, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

R4.1 – R4.11

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education. (R4.1)

Met

R4.1 is met. Documentary evidence and discussion at the approval visit with the programme team and PLPs provides assurance that the programme has been designed to enable students to receive support, supervision, learning and assessment that complies with the NMC SFNME.

Placement agreements are in place with all PLPs. PLPs and the programme team confirm arrangements are in place for the preparation of practice supervisors and practice assessors.

Students are supported in practice by a range of suitably qualified and prepared practice assessors, practice supervisors, practice learning facilitators, link lecturers and the practice education support team. The recent NMC (2020) emergency standards having brought the introduction of the SSSA forward, with students on the current programme now being supported, supervised and assessed using the SSSA.

Students at the approval visit tell us they are aware of the changes to support, supervision and assessment in practice and were very positive about their experiences of practice supervisors and practice assessors. Students and PLPs confirm they are aware about how to raise and escalate concerns.

The programme team have a robust plan for the implementation of the academic assessor role, alongside more established roles including the PAT and academic supervisor. The implementation plan and discussion at the approval visit confirm the academic assessor will be different for each part of the programme.

Students evaluate their practice experiences through the PARE system and also provide feedback on theory learning.

The MYEPAD, OAR and guidance documentation provides assurance of an objective approach to the assessment of students' practice learning.

There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. Documentary evidence and discussion at the approval visit confirm UoB are collaborative partners with the MYEPLG and has adopted all associated documentation to support the implementation of the SSSA. The operational partnership plan has been developed to implement the SSSA by the UoB. This plan has been collaboratively developed with involvement from PLPs and feedback from service users and current students.

PLPs confirm they have been fully involved in the plans to implement the SSSA and for the introduction of the new electronic practice assessment tool (MYEPAD). Each PLP has completed a self-assessment of their preparation for the SSSA, including ensuring supported time for practice supervisors and practice assessors to undertake their role.

UoB has produced practice placement guidance which outlines the roles and processes to be followed by students, practice supervisors, practice assessors and academic assessors. Discussion with the programme team and PLPs at the approval visit confirm arrangements for the preparation of the practice supervisor and practice assessor roles, although these have been hampered by COVID-19. A series of webinars are planned from June to August 2020 to further support preparation for these roles.

Discussion with the programme team at the approval visit confirm the implementation of the academic assessor role and how it sits alongside the PAT and link lecturer role. They also confirm arrangements for the preparation of academic staff to take on the role of academic assessor, including a timeline for their identification and preparation via a series of summer webinars facilitated by the practice education support team.

The SSSA have been adopted in the current programme; PLPs and students tell us they have already seen the benefits of the new system.

Evidence provides assurance that the following QA approval criteria are met

There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)

Yes

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

There are processes in place to provide students with feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

Met

R4.4 is met. Programme documentation and discussion at the approval visit provide assurance that there's an appropriate range of formative and summative assessments in theory and practice modules. Summative and formative assessment tasks are identified for each module.

Students are allocated an academic supervisor from the module team to support them in the development of formative and summative written work. Students receive structured feedback for all summative written assessments and presentations in line with the UoB faculty standards.

Feedback for summative objective structured clinical examinations and exams is delivered in a face to face group session. Students who have failed a written examination can access face to face feedback from the marker of their paper. Other feedback comes in the form of results from in-lecture quizzes and exercises and discussion boards.

PATs meet with students at regular intervals throughout the programme and can provide feedback on the student's progress and advise them of relevant learning opportunities and support as necessary.

Formative and summative assessment of practice learning is documented within the electronic MYEPAD and OAR. This provides opportunities for practice supervisors and practice assessors to provide feedback on the students' progress during their practice learning experiences. SUC feedback is incorporated into the MYEPAD.

There is appropriate mapping of the curriculum and practice learning placements to 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 (R4.5)

Met

R4.5 is met. Programme documentation provides evidence of mapping to the

Standards of proficiency for registered nurses, including the skills and procedures in annexe A and B.

Module content and assessment strategies reflect the programme learning outcomes and Standards of proficiency for registered nurses. Students are required to achieve a pass mark in all theory and practice modules.

Placement planners and discussion at the approval visit confirms students will experience a range of placement experiences relevant to their chosen field of practice. This will enable them to achieve the proficiencies and programme outcomes, with learning in practice captured in the MYEPAD.

Students are supported in their theory learning and achievement of the Standards of proficiency for registered nurses by their academic supervisor who provides support with the assessment of theory modules. Practice supervisors, practice assessors and the academic assessor support achievement of the proficiencies in the practice setting.

Evidence provides assurance that the following QA approval criteria are met

There is evidence 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 percent (R4.6)

Yes

Processes are in place to 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 (R4.7)

Yes

Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)

No

R4.8 is not met. Documentation and discussion at the approval visit confirm the programme team and PLPs will implement grading of practice. The current programme grades practice and is highly valued. No evidence was provided to clarify how practice will be graded and how any grading matrix will be applied to the MYEPAD. The programme team confirm a grading matrix is in development but are less clear about which elements of the MYEPAD will be graded. (Condition two)

There is an assessment strategy with details and weighting expressed for all

credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

Yes

There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the Standards of proficiency for registered nurses (R4.10)

Yes

Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

Yes

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment are met

Yes

Outcome

Is the standard met?

Not Met

No evidence is provided to clarify how practice will be graded and how any grading matrix will be applied to the MYEPAD. The programme team confirm a grading matrix is in development but are less clear about which elements of the MYEPAD will be graded.

Condition two: Provide clear articulation of the process for grading practice, to include an identification of which elements of practice assessment will be graded and how the assessment process will be scaffolded within the MYEPAD platform. (SPNP R4.8)

Date: 19 June 2020

Post Event Review

Identify how the condition is met:

Condition two: A marking rubric and supporting paper has been provided that demonstrates how grading of practice will be used alongside the MYEPAD. This documentation identifies which elements of the MYEPAD will be graded. Condition two is now met. SPNP R4.8 is now met.

Evidence:

Assessment of practice rubric and process, undated
Action tracker pre-registration nursing, June 2020

Date condition(s) met: 25 July 2020

Revised outcome after condition(s) met:

Met

Condition two is now met.
SPNP R4.8 is now met.

Standard 5. Qualification to be awarded

Approved education institutions, together with practice learning partners, must:

R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and

R5.2 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.

Evidence provides assurance that the following QA approval criteria are met

The pre-registration nursing programme award to be approved is clearly

identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)

Yes

Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

Yes

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

Yes

Documentary evidence and discussion at the approval visit confirm there's no fall-back award with NMC registration for the BSc single routes.

For the MNurse dual award route, exit with NMC registration at the end of year three is possible with a single field of nursing practice (the field of nursing practice which has been the focus of year three), with a BSc exit award. The exit awards with eligibility to register with the NMC for the MNurse adult and mental health dual award are BSc (Hons) nursing (adult or mental health). For the MNurse children's and mental health dual award route the exit awards are BSc (Hons) nursing (children's or mental health).

Each exit award with eligibility to register with the NMC has been mapped to the programme outcomes and the NMC standards and proficiencies.

Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: 19 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	No
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation There's no separate university handbook; all information is provided to the students via the VLE.	
List additional documentation:	

Response to interim report, June 2020
Amended pre-registration nursing NMC RPL approval form, June 2020
Practice education nursing web page content, June 2020
Amended pre-registration nursing 2020 operational partnership plan SSSA, June 2020
Amended pre-registration nursing 2020 programme review document, June 2020
Pre-registration nursing 2020 student consultation with third years, undated
Pre-registration nursing 2020 student consultation first and second years, undated
Pre-registration nursing 2020 interprofessional education mapping, undated
Learning disability content 2020, undated
Team based learning preparation 2020 examples, undated
Example personal statement for MNurse pathway example, undated
Mapping of 2017 curriculum year one against 2018 standards, undated
Mapping of 2017 curriculum years one and two against 2018 standards, undated
Pre-registration nursing 2020 implementation of SSSA PLP appraisal, undated
Pre-registration nursing 2020 contingency planning report, undated
Pre-registration nursing 2020 support in practice guidance, June 2020
Pre-registration nursing 2020 quality and governance framework for practice placements, undated
Process for the recognition of prior experiential learning for registered nurses, undated
UoB placement agreement master, undated
Supporting students in clinical practice policy, undated
Guide to using the MYEPAD final version 2020, undated
Learning and development agreement signature pages Airedale NHS Foundation Trust, undated
Learning and development agreement signature pages Bradford Teaching Hospitals NHS Foundation Trust, undated
Learning and development agreement signature pages Bradford District Care NHS Foundation Trust, undated
Learning and development agreement signature pages Mid Yorkshire Hospitals NHS trust, undated
Learning and development agreement signature pages Leeds Teaching Hospitals NHS Trust, undated
Learning and development agreement signature pages Harrogate and District NHS Foundation Trust, undated
Learning and development agreement signature pages Calderdale and Huddersfield NHS Foundation Trust, undated

Updated 30 July 2020 post conditions:
Action tracker pre-registration nursing, June 2020
Condition one narrative, undated
Mapping of 2017 curriculum year one and two against 2018 NMC Standards, undated
Assessment of practice rubric and process, undated
SUC action plan, July 2020
Academic year planner BSc, undated

MNurse final planner, undated
Additional comments: None

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:	
BSc nursing adult	
Year one x one	
Year two x three	
Year three x one	
BSc nursing children's	
Year one x one	
Year two x one	
Year three x one	
BSc nursing mental health	
Year one x three	
Year two x one	
Year three x one	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments: None	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes

System Regulator Reports List
Care Quality Commission report, Mid Yorkshire Hospitals NHS Trust, 7 December 2018

If you stated no above, please provide the reason and mitigation
Resource and placement visits not required as the UoB is an established provider of pre-registration nursing education and there wasn't a requirement to view facilities for this programme approval.

Additional comments:
This programme approval visit was conducted remotely due to the COVID-19 pandemic.

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Issue record

Final Report

Author	Jennifer Pinfield Philip Stephenson	Date	20 June 2020
Checked by	Bernadette Wallis	Date	10 August 2020
Submitted by	Amy Young	Date	14 August 2020
Approved by	Leeann Greer	Date	19 August 2020