

Programme approval visit report

Section one

Programme provider name:	University College Birmingham
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Royal Orthopaedic NHS Foundation Trust University Hospitals Birmingham NHS Foundation Trust Birmingham Community Healthcare NHS Foundation Trust Sandwell and West Birmingham NHS Trust Birmingham and Solihull Mental Health NHS Foundation Trust Birmingham Women's and Children's NHS Foundation Trust Private, independent and voluntary health care providers
Programme(s) reviewed:	
<p>Programme: Pre-registration nursing - Adult Title of programme: BSc (Hons) Nursing (Adult) Programme start date: 21 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	
Date of approval	30 June 2020
QA visitor(s):	Registrant Visitor: Angela Hudson Lay Visitor: Sifelani Chikunya

Section two

Summary of review and findings

University College Birmingham (UCB), school of education, health, and community (the school) are seeking approval as a new approved education institution (AEI) for delivery of a three-year full-time BSc (Hons) nursing programme in the field of adult nursing. The initial intake is planned for 30 students. The programme is developed in response to the high registered nurse vacancy rate in Birmingham.

The approval visit was undertaken via remote means due to COVID-19.

UCB has had university status since 2012 and provides a range of undergraduate degree programmes including health and social care and physiotherapy. UCB opened a new higher education campus in 2019. This building will house the BSc (Hons) adult nursing programme.

Findings of the approval process and our engagement with practice learning partners (PLPs), students and service users and carers (SUC) during the two-day approval visit, confirm evidence of strong and effective partnership working between UCB and stakeholders in the co-production and planned delivery of the programme at both strategic and operational level. At meetings with senior staff of UCB, senior staff of PLPs and Birmingham and Solihull Education Partnership Group (BSolEPG), we found a strong commitment to supporting the nursing programme to strengthen and help grow the local nursing workforce. A small academic team of six nursing lecturers is in place and there are plans to increase the staff resources for future cohorts. There's a placements team recruited to support placement allocation.

We inspected the learning and teaching facilities remotely. There's sufficient learning and teaching space to accommodate the intended first cohort of 30 students. A simulation and skills suite consists of a six bed hospital ward; two teaching rooms for skills; an immersive learning room with virtual reality headsets and a room designed to replicate working in a community home environment. There's flexibility to expand skills and simulation teaching space for future cohorts. There's study space available for students to work in small groups and individually. Students will have access to UCB facilities in other buildings including library and information technology (IT) facilities.

UCB are part of BSolEPG that works collaboratively with education and training providers across the Birmingham and Solihull area, to support and quality assure education and training of all health and social care staff and students. UCB are also part of the pan Birmingham practice placement group (BPPG) which provides leadership and quality oversight in relation to health and social care placements in the Birmingham and Solihull geographic area.

UCB will share practice learning areas with two established AElS. The three AElS have worked together to ensure there are sufficient practice learning experiences to support students from all three AElS. The BSolEPG group of universities which includes UCB, work in partnership with PLPs in the BSol area to ensure a collaborative approach for implementing the NMC Standards for student supervision and assessment (SSSA). This approach includes shared educational audit documents and shared preparation of practice supervisors, practice assessors and academic assessors. With multiple AElS using the same practice learning environments, this initiative helps to reduce inconsistency in the assessment process. UCB are part of the Midlands, Yorkshire, and East of England, practice learning group (MYEPLG) and will be adopting the Midlands, Yorkshire, and East of England practice assessment document (MYEPAD) and ongoing achievement record (OAR).

The programme has been mapped to the Standards for pre-registration nursing programmes (SPNP) and the Future nurse: Standards of proficiency for registered nurses (SPRN) (NMC, 2018). The programme meets the requirements of the SSSA (NMC, 2018).

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) as conditions apply. The programme is recommended to the NMC for approval subject to two NMC conditions and one university condition. The visitors made four recommendations.

Updated 20 July 2020: evidence is provided to meet the two NMC conditions. UCB confirm that the university condition is 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
Conditions: <i>Please identify the standard and requirement the condition relates to under the relevant key risk theme. Please state if the condition is AEl/education institution in</i>	Effective partnership working: collaboration, culture, communication and resources: Condition two: Make explicit the plan for inter-professional learning (IPL) opportunities in theory learning. (SFNME R1.13, R3.16; SPNP R2.1) Selection, admission and progression: None identified Practice learning:

<p><i>nature or specific to NMC standards.</i></p>	<p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: Ensure students understand the systems to provide feedback throughout their programme, on the quality of all aspects of support and supervision in both theory and practice and the process of acting upon feedback. (SFNME R3.18, R4.9; SPNP R2.1)</p> <p>Condition three: To clarify with the deputy registrar whether a student can repeat, retake or resit a failed assessment or module. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>27 July 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider including in student and practice facing documentation the timing of progression points. (SFNME R3.1; SPNP R4.1)</p> <p>Recommendation two: Consider reviewing the volume of summative assessment over the three years of the programme. (SFNME R5.8; SPNP R2.1)</p> <p>Recommendation three: Consider how SUC engagement with the programme will be sustained as student numbers grow and how SUC will be involved in programme evaluation. (SFNME R1.13; SPNP R2.1)</p> <p>Recommendation four: Keep under review academic staff recruitment with child, learning disability and mental health field qualifications to proactively manage any risks to student learning across these fields, that may be impacted by an increase in student recruitment. (SFNME R2.1, R2.14, R2.18, R4.1)</p>
<p>Focused areas for future monitoring:</p>	<p>SUC engagement in the pre-registration nursing programme.</p>

	<p>Availability of theoretical IPL opportunities.</p> <p>Summative assessment volume.</p> <p>Sustainability of SUC in the service user and carer group (SUCG).</p> <p>Programme resources including academic staff recruitment, and facilities for teaching and simulation Implementation of policies and processes developed specifically for the programme such as fitness to practise.</p> <p>Mechanisms and systems for students to provide evaluation on the programme.</p>
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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Evidence is provided to meet the two NMC conditions.

A student evaluation strategy has been provided. This details the mechanisms and processes for students to provide feedback throughout their programme. The strategy provides detail of the methods through which students will be informed of any actions taken as a result of their feedback. This includes formal documented methods through quarterly review meetings and 'you said we did' actions, as well as more informal feedback through the virtual learning environment (VLE) discussion board. Condition one is met.

A revised IPL strategy includes details of activities and IPL forums planned throughout the three years of the programme. The three-year programme timetable has been revised to demonstrate where in the programme these activities and forums will sit. Condition two is met.

UCB has confirmed that the one university condition is met.

The SFNME is met.

The SPNP are 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:	20 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

Documentary analysis and findings from the approval visit provide strong evidence of effective partnership working between UCB, PLPs, students and SUC. A variety of stakeholder events were hosted by UCB to ensure inclusive consultation during programme development. At the approval visit PLPs, health and social care students (from UCB), and SUC confirmed the effectiveness of the partnerships. PLPs described the relationship with UCB as positive. Recruitment and selection processes are open and fair and incorporate a values-based recruitment process.

Stakeholders, including PLPs, SUC and students, have contributed to the design and development of the programme seeking approval. Stakeholders tell us their role and contributions to the programme is valued. Documentary analysis and discussion at the approval visit provide evidence of shared responsibility for theory and practice learning, supervision, and assessment with PLPs. Meetings held with PLPs about the design of the programme, are evidenced through minutes and confirmed at the approval visit. PLPs contributed to writing and reviewing policies and procedures such as fitness to practise policy.

There's a clear commitment to partnership working at both strategic and operational levels. Senior PLP representatives present at the approval visit confirm their full support of UCB intentions to deliver the programme. Plans are in place to hold partnership meetings regularly throughout the year to review and provide feedback on student practice learning experiences. Documentary evidence, discussions with PLPs and the programme team confirm lines of communication and accountability for the development, delivery, and evaluation of the nursing programme are in place. A range of committees are planned providing opportunities for all stakeholders to contribute to feedback on the nursing programme.

PLPs tell us of existing arrangements for shared responsibility of quality assurance of practice learning which is overseen by BSoIEPG. UCB is a member of BSoIEPG. UCB is a member of and has contributed to MYEPLG. This collaborative initiative has resulted in a consistent approach to the assessment of practice in Birmingham and Solihull which is understood and welcomed by PLPs we met. MYEPLG have online resources for practice supervisor, practice assessor, and academic assessors.

MYEPAD and OAR to be used in the programme has been developed collaboratively within MYEPLG. MYEPAD evidences the process to enable practice supervisors and practice assessors to work together when considering the competence of students. PLPs confirm using a register of practice supervisors and practice assessors for each practice learning experience. UCB and PLPs have processes in place to respond quickly to any concerns if standards of care or student practice learning are considered at risk.

Strong and effective partnership working is in place in relation to the SSSA. The BSoIEPG, in collaboration with the three AEIs has confirmed the SSSA strategy will apply across the Birmingham and Solihull practice learning area. UCB will share practice learning with other AEIs, and a coordinated and collaborative approach to educational audit, and the implementation of SSSA is confirmed. PLPs confirm practice supervisors and practice assessors are already prepared. UCB academic staff will contribute to future preparation programmes for practice supervisors and practice assessors in collaboration with academic staff from the AEIs in the BSoI group.

UCB has a SUCG representing both SUC and students. The school are working collaboratively with SUCG to explore the practicalities and meaningful engagement with the new pre-registration nursing programme. The SUC strategy outlines the structures and processes of how SUCs will be involved in all aspects of the pre-registration nursing programme. There are 11 SUC in the SUCG which is sufficient to support the pre-registration nursing programme at present. The growth of the programme will require recruitment of more SUC. The programme team are recommended to consider how SUC engagement will be sustained as student numbers grow. (Recommendation three)

Evidence of engagement is provided through minutes of SUCG meetings. SUC tell us they have been consulted on the design of the programme and they felt empowered by their involvement and were excited to continue to be supporting it. SUC tell us they have been involved in developing scenarios for recruitment and selection events. SUC involved with recruitment have had equality, diversity, and inclusivity training prior to undertaking any recruitment or interview activity with prospective students.

SUC have contributed to module content, and their contributions are valued as experts by experience. They confirm that patient care and support is threaded throughout the programme. The programme team tell us and SUC confirm they will be involved in teaching and assessment in some of the modules such as nursing in context in year one. SUC will be required to attend training before any teaching activity. Support will be provided by a member of the academic team during any taught session. SUC tell us they are re-assured that they will be fully prepared and supported for any teaching or assessment activity roles and this has been written into the SUCG strategy. SUC present at the approval visit were not able to tell us of involvement in UCB committees. Not all SUC at the approval visit were able to explain how they would be involved in future programme evaluation. The programme team are recommended to consider how SUC will be involved in programme evaluation. (Recommendation three)

Documentary analysis and the approval visit confirm that UCB work in partnership with students. Students are part of the SUCG and have contributed to programme design and module content. An example provided was suggestions for more input about communicating with people with mental health problems. Students tell us that sharing the SUCG with SUC was positive and they learnt from each other's experiences.

Students tell us that the mental health and wellbeing service and the centre for academic skills (CASE) are helpful and supportive. Students at the approval visit are complimentary about the new higher education building and the skills and simulation suite. They report they are excited to be learning there.

Some students we spoke to report that the library services are often busy, and it is difficult to find an individual study space. UCB confirm that the new higher education building will have additional study space available. A library for higher education students is available and students on the BSc (Hons) adult nursing programme will have access to library facilities in PLP organisations. Students will also be able to borrow laptops for personal use in UCB.

Students we spoke to at the approval visit were not conversant with the UCB committees and ways in which they can feedback about their programme such as through programme representatives or programme based society. Students tell us they evaluate modules but are not aware what actions are taken about any issues raised. Students tell us they are not aware of the processes or systems to provide feedback on the quality of all aspects of support and supervision throughout the

programme. (Condition one)

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

Students tell us they are not aware of the processes or systems to provide feedback on the quality of all aspects of support and supervision throughout the programme. (Condition one)

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

Students tell us they are not aware of the processes or systems to provide feedback on the quality of all aspects of support and supervision throughout the programme.

Condition one: Ensure students understand the systems to provide feedback throughout their programme, on the quality of all aspects of support and supervision in both theory and practice and the process of acting upon feedback. (SFNME R3.18, SFNME R4.9; SPNP R2.1)

Post Event Review

Identify how the condition is met:

Condition one is met. A student evaluation strategy has been provided. This details the mechanisms and processes for students to provide feedback throughout their programme. The strategy provides detail of the methods through which students will be informed of any actions taken as a result of their feedback. This includes formal documented methods through quarterly review meetings and 'you said we did' actions, as well as more informal feedback through the VLE discussion board.

Evidence:

Student feedback strategy, 17 July 2020
Programme handbook BSc (Hons) adult nursing three year for September 20 PDF,
17 July 2020

Date condition(s) met: 20 July 2020

Revised outcome after condition(s) met:

Met

Condition one is now met. Assurance is provided that SFNME R3.18, SFNME R4.9 and SPNP R2.1 are 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.

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

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. Recognition of prior learning (RPL) processes are outlined in the RPL policy. RPL can be used for certificated and experiential learning, up to a maximum of 50 percent of the programme. RPL can be used as advanced standing for entry to the programme in year two to reduce the length of the programme or against specific modules. Information for students is provided on UCB webpages. Applications are reviewed by either the programme manager or the Dean and a moderator. All RPL claims are noted at assessment boards. UCB academic regulations require external examiners to review RPL claims.

Prospective students wishing to submit a claim for RPL are initially advised and then interviewed to assess merits of the claim and subsequently offered formative guidance from an academic adviser with expertise in the relevant subject area. Prospective applicants provide evidence which is mapped to programme learning outcomes. Programme learning outcomes and the standards of proficiency to be achieved is met through submission of mapping documents which comply with Article 31(3) of Directive 2005/36/EC.

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. There's a variant in the UCB academic regulations and RPL policy to permit more than 50 percent RPL for applicants to the pre-registration nursing programme who are currently NMC registered nurses with no restrictions on practice. Student guidance is provided on UCB webpages. Prospective students wishing to submit a claim for RPL are initially advised and then interviewed to assess merits of the claim and subsequently offered formative guidance from an academic adviser with expertise in the relevant subject area. Programme learning outcomes and the Standards of proficiency to be achieved is met through submission of mapping documents which complies with Article 31(3) of Directive 2005/36/EC. NMC registered nursing associates can join at the midway point of year two of the programme.

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. Documentary evidence demonstrates students must have the required level of numeracy and literacy for entry to programme. Literacy and numeracy on entry is not tested but candidates are required to achieve the minimum requirement of general certificate of secondary education maths or equivalent. Capability for digital and technological literacy is determined at selection with applicants reviewing a video and completing responses to predetermined questions using a laptop. Numeracy, literacy, digital and technological literacy are mapped against proficiency Standards and programme outcomes. MYEPAD is linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

Numeracy is formatively assessed through completion of a medicines management workbook and through the use of an online programme, Safemedicate©. There's a summative assessment of numeracy in each part of the pre-registration nursing programme with a 100 percent pass mark required in year three. Medicines management is assessed in each part of the programme as a component of the achievement of proficiencies in MYEPAD.

There's a module designed to support students development in numeracy, literacy, digital and technological literacy at the start of the programme. A diagnostic assessment using BKSB© online learning tools is taken at the start of the programme to provide a baseline in each students literacy and numeracy. The results are used to guide students to the appropriate support services.

Increased knowledge, skills and proficiencies in numeracy, literacy, digital and technological literacy are developed through increasing student self-managed activities and independent learning. Numeracy, literacy, digital and technological literacy is mapped across the programme proficiencies. Specific programme and module learning outcomes are written to ensure students make progress in digital and technological literacy throughout the programme.

There's support available for students to develop digital and technological competence using online learning resources such as clinical skills.net© and LT nursing©. Support strategies are available for students to develop their abilities in literacy, numeracy, digital and technological literacy. The UCB centre for academic skills and english (CASE) toolkits are available to all students throughout the programme. There's a range of materials online designed to support academic and literacy skills including videos, fact sheets, and quizzes. CASE provides face-to-face and online academic support through one-to-one appointments. Every

student can attend weekly for an individual 30 minute appointment.

Digital innovation for curriculum enhancement (DICE) team provide support for information learning technology (ILT) through demonstrations, practical work, and individual clinic sessions.

A key principle in the ILT strategy is that all modules should have e-learning embedded. This is evidenced in module descriptions. The learning and teaching strategy has a principle supporting enhancing student e-learning through digital technology.

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

N/A

Not applicable as this programme has not been provided by UCB and therefore has no current students.

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 variant in the UCB academic regulations and RPL policy to permit more than 50 percent RPL for applicants to the pre-registration nursing programme who are currently NMC registered nurses with no restrictions on practice. Student guidance is provided on UCB webpages. Prospective students wishing to submit a claim for RPL are initially advised and then interviewed to assess merits of the claim and subsequently offered formative guidance from an academic adviser with expertise in the relevant subject area. Programme learning outcomes and the Standards of proficiency to be achieved is met through submission of mapping documents which complies with Article 31(3) of Directive 2005/36/EC. NMC

registered nursing associates can join at the midway point of year two of the programme.

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

Yes

Outcome

Is the standard met?

Met

Date: 2 July 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 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 Annex V.2 point 5.2.1 of Directive 2005/36/EC (included in Annex 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 Annex 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)

No

R2.1 is not met. There are mechanisms for students to provide feedback about their programme at university level through student representatives and course based boards, module and programme evaluations and practice learning evaluation forms. The programme team plan an annual programme review day to which PLPs, students and SUC will be invited to feedback. Students we spoke to at the approval visit are not conversant with the processes for evaluating programmes or the UCB committees that represent students interest. Students evaluate modules but tell us that when issues are raised, actions taken are not communicated back to them or acted upon. Students tell us they are not aware of the processes or systems to provide feedback on the quality of all aspects of support and supervision throughout the programme. (Condition one)

There's an IPL guidance document which outlines the broad approach to IPL in both theory and practice learning in the pre-registration nursing programme. There's one IPL day planned for year one. However, there's no further evidence of any inter-professional activities planned in the programme where students will have opportunities to learn from and with other professional groups. (Condition two)

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. Documentary evidence and the approval visit shows how the design and delivery of the programme supports students to gain experience in all four fields of nursing. Examples of a student practice learning journey through the three-year route in adult nursing are provided. Mapping of each field of nursing practice against the proficiencies confirms students will have exposure to all four fields of nursing in theory and practice. UCB have access to a wide variety of diverse practice learning placements for all fields of nursing in the BSol area. PLPs confirm there's enough resources in practice learning to support students in all four fields of nursing.

A hub and spoke model of practice learning is planned. A diverse range of practice learning environments will be used, and students document their experiences of practice learning in MYEPAD. There are seven practice learning experiences planned in the programme and at least one, is in a community setting. The first practice learning experience in year two provides opportunities for cross field learning in child, social care, mental health, and learning disability settings. PLPs confirm there are sufficient cross field experiences to support students from all three AEIs.

Documentary analysis indicates the curriculum has been designed to ensure that students gain underpinning knowledge and clinical skills across all four fields of nursing practice. Students will attend UCB one day per week during their practice learning experience to work on simulated activities including cross field learning. These days count as practice hours and provide opportunities for simulated experience of practising clinical skills in a safe supportive environment. SUC experts by experience will contribute to these simulation activities.

There's an IPL guidance document which outlines the broad approach to IPL in both theory and practice learning in the pre-registration nursing programme. There's sufficient evidence of opportunities for IPL in practice learning settings outlined in the programme plan. This was confirmed by PLPs at the approval visit.

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. Documentary evidence and the approval visit shows how the design and delivery of the programme supports students to gain experience in all four fields of nursing. Field specific learning outcomes are outlined in module descriptions. Detailed student learning journeys provide evidence of opportunities for cross field practice learning experiences. For example, students placed in general practice surgery can attend mother and baby and antenatal clinics or work with community mental health teams. These alternative practice learning experiences provide opportunities for students to meet the EU directive 2005/36/EU, annexe V2 for clinical instruction, and are captured within MYEPAD, which is regularly reviewed by personal tutors. MYEPAD is mapped to annexe A and B of the SPRN.

Students can request a final practice learning experience in year three in a specific area. The process includes discussion of choice of placement with the personal tutor. Choice can only be granted if students have met all criteria including EU directive clinical instruction requirements by the end of the first placement experience in year three.

There are five modules in year one including a year-long 40 credit practice learning module. Year one includes a module for literacy, numeracy, and technology development. Students we spoke to are positive about the inclusion of this module in the programme. There are four modules in year two including a year-long 60 credit practice learning module. In year three there are three modules; this includes a 60 credit year-long practice learning module and a 30 credit service improvement project module.

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. Module specifications provide evidence of content in law, safeguarding, pharmacology and medicines administration and optimisation in the programme. MYEPAD provides guidance for students to check consent is sought for ensuring safe and effective care of SUC in practice learning settings. Mapping of the curriculum to the law, safeguarding, pharmacology and medicines content is provided. Medicines administration and optimisation is formatively assessed in increasing levels of complexity throughout the programme. Students complete a medicines management and pharmacology workbook in year one and medicines management is assessed in MYEPAD in each part of the programme. The programme is designed to ensure that students on completion of the programme will have had relevant content to progress to the completion of a prescribing qualification.

Ethics and law are mapped and will be delivered in each year of the programme. There's a focus on increasing complexity of knowledge. A numeracy for health test is taken annually with an increasing pass mark in each year. A pass mark of 100 percent is required in year three.

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)

Met

R2.9 is met. Programme structure demonstrates an equal balance of theory and practice learning. Module descriptions outline the range of teaching and learning strategies used, with appropriate aims and outcomes stated. Theory hours total 2308 and practice learning 2372 for the programme. The academic year is 41 weeks in length. A nine semester model is used, with three blocks in each year. The practice allocation model is hub and spoke.

Year one starts with a 14 week block of theory followed by two practice learning experiences each of six weeks in length, interspersed with theory modules. In year two, there are three semesters of 14 weeks in length. Each semester consists of a theory block and a practice learning experience of six weeks. Year three starts with a short theory block followed by a specialist practice learning experience of four weeks. The final year three practice learning experience of 14 weeks is spread over semester two and three. Practice learning is based on a 32-hour week.

Induction weeks are scheduled at the beginning of each academic year and assessment and exam weeks scheduled at the end of each theory block. Students must complete all practice hours allocated for each year before being able to progress to the next part of the programme. Unmet practice hours may be retrieved during a practice learning experience providing students do not exceed 48 hours per week as specified in the working time directive. The length of the retrieval period will be individually managed according to student need and circumstances. Practice hours are recorded in MYEPAD and verified by the practice assessor. Two weeks are set aside at the end of each part for enrichment activities such as volunteering. These weeks can also be used for retrieval of unmet practice hours.

Theory will be delivered through a blended learning approach. Students will spend three days a week at UCB in face-to-face learning. Two days per week in the classroom and one day for simulation and skills. A further day is set aside for e-learning activities. One day a week is for independent study. Whilst in practice learning students will return to UCB one day a week for skills and simulation activities. These days count as practice learning hours.

A range of teaching and learning strategies are used including face-to-face taught sessions, input from SUC and PLPs; simulation-based learning, online learning through the VLE 'CANVAS' and practice learning.

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 is delivered in English in England only.

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)

No

The programme leads to registration in a single field of nursing.

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)

No

The programme leads to registration solely with the NMC.

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)

Yes

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

No

Students are not conversant with the processes for evaluating programmes or the UCB committees that represent students interest. Students are not aware of the processes or systems to provide feedback on the quality of all aspects of support and supervision throughout the programme. (Condition one)

There's no further evidence of any inter-professional activities planned in the programme where students will have opportunities to learn from and with other professional groups. (Condition two)

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

Students tell us they are not aware of the processes or systems to provide feedback on the quality of all aspects of support and supervision throughout the programme.

Condition one: Ensure students understand the systems to provide feedback throughout their programme, on the quality of all aspects of support and supervision in both theory and practice and the process of acting upon feedback (SFNME R3.18, R4.9; SPNP R2.1)

There's no further evidence of any inter-professional activities planned in the programme where students will have opportunities to learn from and with other professional groups

Condition two: Make explicit the plan for IPL opportunities in theory learning. (SFNME R1.13, R3.16; SPNP R2.1)

Date: 5 July 2020

Post Event Review

Identify how the condition is met:

Condition one is met. A student evaluation strategy has been provided. This details the mechanisms and processes for students to provide feedback throughout their programme. The strategy provides detail of the methods through which students will be informed of any actions taken as a result of their feedback. This includes formal documented methods through quarterly review meetings and 'you said we did' actions, as well as more informal feedback through the VLE discussion board.

Evidence:

Programme handbook BSc (Hons) adult nursing three year for September 20 PDF, 17 July 2020

Student feedback strategy, 17 July 2020

Condition two is met. A revised IPL strategy includes details of activities and IPL forums planned throughout the three years of the programme. The three-year programme timetable has been revised to demonstrate where in the programme these activities and forums will sit.

Evidence:

Degree overview programme timetable by weeks, 17 July 2020

IPL strategy, 9 July 2020

Date condition(s) met: 20 July 2020

Revised outcome after condition(s) met:

Met

Evidence is provided to meet condition one and two conditions. Assurance is provided that the SFNME R1.13, R3.16, R3.18, R4.9 and SPNP R2.1 are 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. Eight PLPs are working collaboratively with UCB. We reviewed three practice learning environments remotely through webpages, student education packages, documents, videos, and photographs.

University hospitals Birmingham (UHB) is the largest in the group and includes Queen Elizabeth hospital (QEH), Birmingham Heartlands hospital, Solihull Hospital, Good Hope hospital and Birmingham chest clinic. In addition, UHB provides community services. The QEH has 1215 beds and is a national specialist centre for renal transplant. UHB has 2665 beds in total. QEH has a purpose built education centre with a skills and simulation suite and library and study space which UCB nursing students will be able to access. Good Hope, Heartlands and Solihull hospitals all have library, study space and computer terminals. All four hospitals have 24-hour library and study space access for students.

Sandwell and West Birmingham NHS trust has over 1000 bed capacity and comprises three hospitals: Sandwell district general hospital, Rowley Regis hospital and City hospital. Sandwell hospital has a purpose-built education centre with teaching rooms, a library and study space accessible during office hours. City hospital has 24-hour library and study space access. Both hospital libraries are available for students to use.

There are two specialist PLPs in the group; Birmingham Women and Children's hospital and the Royal Orthopaedic hospital. Both are large national centres for inpatient and outpatient care in their particular specialty. Both these PLP's have a wide variety of practice learning experiences and will be used for both hub and spoke practice learning. Both trusts have examples of how UCB students will be able to achieve inter-professional practice earning outcomes. Birmingham and Solihull mental health trust has both inpatient, outpatient and community teams and UCB students will have spoke placements in this PLP.

Birmingham community healthcare NHS trust, Healthcare at home and Birmingham and Solihull training hub will be the PLPs providing community, home and GP practice learning experiences as both hub and spoke practice learning. Birmingham community healthcare provide a learning disability service and specialist neurological rehabilitation teams.

We're assured there's an extensive variety of practice learning experiences available for UCB students to develop and meet the Standards of proficiency to deliver safe and effective care. There's evidence in programme documentation and MYEPAD to give assurance that students will develop both clinical and theoretical skills to meet the diverse needs of people. The range and depth of practice learning experiences available for UCB students is extensive. We are assured there are sufficient practice learning experiences to accommodate students from all AEIs in the pan Birmingham area.

BSolEPG have oversight of education partnership agreements and service level agreements between PLPs and UCB. These provide evidence of commitment to safe and effective learning environments, and agreement to supernumerary status for students to support their learning.

Students are informed about how to raise concerns in practice during programme inductions and throughout the programme. The process is outlined in programme handbooks and will be available on the VLE. Student journey planners provide evidence of learning across the fields of nursing. These are monitored for each student through a placement tracker system to ensure diversity. A mapping document confirms adult nursing students will meet the EU directive 2005/36/EU, annexe V2 clinical instruction element for general nursing in practice learning experiences. Student journey planners provide evidence of practice learning experiences with midwives, people with mental health needs and children in community settings. Two specialist PLPs will provide opportunities for practice

learning experiences in child and mental health settings.

There's limited information in student and practice facing documentation about the timing of progression points. Reference is made to the end of the year, but this lacks clarity. Progression point information does not appear on the three year programme planner. It's not clear at what specific point in the programme, academic assessors will meet with practice assessors to discuss student progress prior to progression boards. The programme team are asked to consider making the timing of progression points more explicit in student and practice facing documentation. (Recommendation one)

A UCB code of practice on expected standards of conduct and behaviour is outlined in student and programme handbooks and explained during induction weeks. Student facing documentation is aligned with the Code (NMC, 2018). The programme handbook links to NMC guidance on using social media and the Code. Student practice learning handbook contains guidance on whistleblowing, raising concerns and duty of candour and is aligned to the responsibilities outlined in the Code.

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. UCB has an extensive range of practice learning opportunities across the BSol area which are shared with two other AEIs. Students will undertake practice learning experiences in a variety of practice settings to meet their own specific field learning and experience alternative learning across fields. This allows students to learn to care for people with a range of conditions across the life course. Student journey examples and a mapping document confirm that adult nursing students will meet the EU directive 2005/36/EU, annexe V2 clinical instruction element for general nursing in practice learning experiences. A practice allocation management system (ARC) ensures students have access to a wide variety of practice learning experiences. There are forecasting placement planning meetings held twice a year with PLPs and the three AEIs in the Birmingham and Solihull area. These meetings ensure information about placement capacity and service reconfigurations are shared across all three AEIs. Senior representatives from PLPs at the approval visit, confirm there are sufficient practice learning experiences to support UCB students, in addition to those from two AEIs in close proximity.

There are appropriate processes for assessing, monitoring, and evaluating practice learning experiences. Biennial educational audits ensure students will be supported by enough practice supervisors and practice assessors in each

organisation. Documentary analysis confirms that audit documentation ensures all checks have been made on practice learning environments to deliver safe and effective care. The three AEs in the BSol area work collaboratively supporting audits where practice learning placements are shared. There's documentary evidence of a process for removing a practice learning environment from student practice learning circuit. There's a process for exceptional reporting to the NMC any concerns related to practice learning environments or PLPs with adverse care quality commission reports. Governance meetings are already held regularly between PLPs and AEs across the BSol area to share practice learning evaluations and monitor action plans developed as a result of student feedback, concerns in practice or adverse CQC reports. UCB will be part of these meetings.

Where there are serious concerns UCB will remove students from the practice learning environment and reallocate them to a new setting. Placements removed from the learning circuit will be re-audited before the reallocation of students to ensure the learning environment is safe and effective.

UCB are members of the MYEPLG group of AEs. These are consortia of AEs who work collaboratively to share information and data for assuring the quality of practice placement learning experience and implementation of the SSSA. There are monthly meetings to aid decision making. There's evidence of regular collaborative governance meetings which UCB have attended.

There's evidence of regular collaborative governance meetings which provide the mechanisms for sharing and monitoring of practice learning data at a strategic and operational level between the three AEs and PLPs in the BSol area. This collaborative approach ensures information and action on adverse regulator reports, service changes or changes to practice supervisors and practice assessors is available to all AEs using the same PLPs. UCB will also collaborate with other AEs to deliver practice supervisor and practice assessor preparation and updates.

There's a practice learning partnership group which is accountable for fostering collaboration between UCB and PLPs at an operational level. Its aims are to review the programme, processes, and systems in place to support the quality of the programme in both theory and practice learning.

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 mapping documents provide evidence to support the

provision of practice learning opportunities allowing students to develop and meet communication and relationship management skills, and nursing procedures for adult field of practice. MYEPAD will be used to assess these skills and procedures in practice learning settings or in simulation.

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. The programme uses a wide variety of teaching and learning methods including simulation-based and technology enhanced learning. All nursing students will be given a tablet in the first week of their programme for accessing relevant applications such as Pebblepad© e-portfolio, OAR and MYEPAD. For the adult field, learning opportunities comply with Article 31 (5) of Directive 2005/36/EC.

Simulation activities vary in complexity from practicing essential skills to more complex decision making and management simulations. Technology enhanced and simulation-based learning opportunities are effective and proportionate. There's 788 practice hours allocated to simulation throughout the three years of the programme. In year one and two there are 276 and 360 hours allocated to simulation which is reduced to 152 hours in year three. The simulation and digital technology strategy outline key objectives which include the use of virtual reality environments. UCB plan to use Oxford medical simulation with virtual reality headsets to support student learning with scenarios based on real life situations. This provides a supportive and safe environment to practise skills and decision making. A range of e-learning resources such as clinical skills.net©, Safemedicate© and Lt nursing© will be used to support practical skills sessions and be available to students via the VLE and individual student tablet.

Students will complete an e-portfolio (PebblePad©) to record reflections, e-learning activities, lifespan and medicines management workbooks, extra-curricular achievements, alternative practice learning and assessments. Students will add feedback records from personal tutor meetings and the OAR including a summary of placement achievements.

There are plans for SUC to participate in simulation-based learning and assessment through the use of objective structured clinical examinations (OSCEs). The programme team and SUC confirm this at the approval visit.

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. A reasonable adjustment policy and process is in place for both theory and practice. Students who require reasonable adjustments have an initial assessment with UCB support services and an individual learning plan is created and shared by the student with academic staff. There's disability and dyslexia support at UCB. The learning support service provides specialist support on a one to one basis.

A placement planning process is followed if an assessment identifies that reasonable adjustments are required for practice learning environments. MYEPAD require practice supervisors to facilitate reasonable adjustments disclosed by students. A preplacement meeting is arranged which includes the student, the link lecturer and disability officer, to meet the practice staff allocated to support and assess the student. The need for adjustments is reviewed at every practice learning experience. PLPs confirm that placement allocation of students will consider individual student's needs. A range of recent examples was provided by PLPs of occasions where reasonable adjustments for disabilities and health requirements were made.

There are extenuating circumstances processes for personal circumstances or temporary health issues which might affect a student practice learning experiences, or ability to complete summative assessments. There's a special consideration for practice process. Students will be asked annually to indicate any specific issues that might preclude them from attending a specific placement area, for example a relative is undergoing treatment. Students with caring responsibilities will meet with their personal tutor to discuss the nature of the caring responsibilities, the predicted duration of the situation and the impact on practice learning. For example, those with caring responsibilities may require a practice learning experience that is within a reasonable travelling distance or require adjustments made to shift patterns.

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: 8 July 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 analysis indicates that UCB induction, education, ongoing development, and support for academic staff ensures compliance with the SFNME in relation to student support, supervision, learning and assessment. There's a professional development policy and annual appraisal process which provides evidence of commitment from UCB to supporting staff with the resources and time to fulfil their roles. Academic staff are expected to complete a postgraduate certificate of education and higher education academy fellowship status.

Each student is assigned a personal tutor who will be responsible for meeting with the student individually twice per semester. Tutors are responsible for reviewing student academic performance and progress. Personal tutors offer one-to-one support and advice throughout the time at the university, monitor academic achievement and provide support to enable students to succeed.

All theory and practice hours are monitored by the personal tutor through an attendance tracker. All e-learning is logged and recorded in electronic portfolios. These are reviewed at personal tutor meetings and submitted at the end of each academic year for summative assessment. E-learning activity is also monitored through a learner analytics programme, and lack of engagement with activities is marked as absence. Students giving cause for concern through lack of engagement or non-attendance at theory sessions, simulation sessions or practice learning will meet with the personal tutor, an action plan developed and signposted to relevant support services. Student absence from face-to-face theory sessions may require additional theory work to be completed and monitored by the personal tutor. Practice hours are recorded in MYEPAD and monitored by the personal tutor. Retrieval of unmet practice hours can be made up during the practice learning experience or in specified retrieval periods at the end of each part.

UCB fitness to practise policy outlines a robust process for managing student fitness to practise concerns. The panel includes a student representative. A fitness to study policy outlines actions to be taken if a student's health or wellbeing impacts on their study and ability to progress. This applies to both theory and practice learning. Student annual good health and good character declarations and end of programme declaration are provided.

Guidance for raising and escalating concerns process is made explicit in student facing documentation. Students will be informed about how to raise concerns in practice during programme inductions and throughout the programme. MYEPAD highlights that service users can withdraw their consent for student care.

There's an agreed process for investigating issues and concerns in practice learning which applies to all AEIs in the BSol area. An audit trail of actions taken is recorded. There's documentary evidence of a process for removing a practice learning environment from student placement learning experience. Governance meetings are held regularly between PLPs and AEIs across the BSol area to share practice learning evaluations and monitor action plans developed as a result of student feedback, concerns in practice or regulator reports.

MYEPAD sets out the process for student assessment, and action planning, and how to record a student who has not met the standards of proficiency. The nominated person in practice learning will be involved in any situation where a student is not meeting the standards of proficiency, and the academic assessor will support this process.

One academic assessor will support ten students. Documentary evidence confirms the academic assessor will be different for each part of the programme. Practice assessors and academic assessors plan to discuss student progress, either face-to-face, via online meetings, email or telephone. Decisions will be recorded in the OAR. Information about the timing of progression points in student and practice facing documentation lacks clarity. Reference is made in student handbooks to the end of the year. It's not clear at what specific point in the programme, academic assessors will meet with practice assessors to discuss student progress prior to progression boards. The programme team are asked to consider making the timing of progression points more explicit in student and practice facing documentation. (Recommendation one)

Staffing levels are sufficient at present to deliver the programme, and there are enough teachers and academic assessors to support the first cohort of students onto the programme. Provision of cross field teaching for child, mental health and learning disability is sufficient to support teaching delivery for the expected first cohort of adult nursing students. UCB have a plan in place to proactively manage any risks to student learning, including recruiting more staff.

The visitors recommend the school keep under review academic staff recruitment with child, learning disability and mental health field qualifications to proactively manage any risks to student learning across these fields, that may be impacted by an increase in student recruitment. (Recommendation four)

Support in practice will be provided by a practice placement manager (PPM), lead educator (LE) or clinical practice facilitator (CPF) and link lecturers from UCB and other AEIs. The PPM/CPF will act as the nominated person in practice for students during their practice learning experience. They'll support a quality learning

environment and act as a point of contact for practice supervisors and practice assessors and facilitate communication between AEIs about student issues or concerns.

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. There is clear evidence of how the programme will ensure how support, supervision, learning, and assessment provided complies with the SSSA.

There's a preparation programme for practice supervisors, practice assessors and academic assessors in place co-produced by MYEPLG. UCB will collaborate with other AEIs to deliver practice supervisor and practice assessor preparation and updates. This collaborative approach demonstrates good working relationships with other AEIs using the same practice settings as UCB.

MYEPLG discussion paper outlines the implementation plan and transition to the SSSA for PLPs. The preparation programme has a flexible delivery but is mostly online. There's a range of online resources developed for the preparation of practice supervisors, practice assessors and academic assessors. UCB will support delivery and updates with other AEIs for PLPs in the MYEPLG area. Preceptorship programmes will include preparation for the practice supervisor role.

The content of the programme differs dependent on the skills and experience of the practice supervisor and practice assessor. Those new to the role will attend a workshop jointly delivered by PLPs and AEIs. Existing mentors and sign off mentors will take a transition to new roles session. Annual updates will continue to be provided jointly by PLPs and AEIs.

A practice supervisor and practice assessor handbook for staff and students has been developed by UCB which provides guidance on roles and responsibilities of practice supervisors, practice assessors and academic assessors. PLPs at the approval visit confirm they've sufficient practice supervisors and practice assessors to support UCB students in addition to other AEI students in the BSol group. PLPs will keep a register of practice supervisors and practice assessors who are prepared to undertake the role. UCB plan to keep a register of practice supervisors and practice assessors attendance at preparation programmes and updates for the private, voluntary and independent sector (PVI) organisations.

Placement capacity is reviewed as part of the biennial audit but can be changed at any time to reflect staffing changes that impact on capacity. Forecasting placement meetings are held with the other two AEIs, and PLPs to ensure there are sufficient

capacity to support student practice learning. In addition, these meetings will provide information regarding any changes in practice learning such as service reconfiguration, or a reduction in practice assessors that might impact on student practice learning experience.

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 handbooks show there are appropriate mechanisms to assess and give feedback to students regarding theory and practice. There are formative assessment activities in each module and summative feedback is provided for assessed work through the VLE. Formative and summative assessment is outlined in the module and programme specifications.

Formative feedback points are built into academic assessments and practice learning to ensure that students have access to timely constructive feedback on all aspects of their work electronically through CANVAS.

The personal tutor has oversight of student progression for the year. MYEPAD has a mid-point review with opportunities for feed forward, and a summative end point assessment. Practice learning has clear opportunities for feedback built into the process. SUC give feedback in MYEPAD.

There's a variety of summative assessments including written coursework, individual presentations, unseen examinations, e-portfolio, professional discussion, objective structured clinical examinations and practice assessment of proficiencies. SUC tell us they're plans to involve them in assessments such as OSCEs. External examiners engage with both theory and practice.

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. Mapping documents provide assurance programme content and practice learning experiences will enable students to meet the SPRN in the adult field. PLPs have sufficient resources to meet the education needs of students with access to a diverse range of practice learning environments.

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)

Yes

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?

Met

Date: 8 July 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 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

N/A

There's no fall back exit award with NMC registration as a nurse.

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: 2 July 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	Yes
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	
List additional documentation: Post approval visit documentary evidence to meet conditions:	

<p>Degree overview programme timetable by weeks, 17 July 2020 IPL strategy, 9 July 2020 Student feedback strategy, 17 July 2020 Programme handbook BSc (Hons) adult nursing three year for September 20 PDF, 17 July 2020</p>
<p>Additional comments:</p>

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
<p>If yes, please identify cohort year/programme of study: Year one - two students - assistant practitioner in healthcare apprenticeship. Year two - two students - assistant practitioner in healthcare apprenticeship. Two graduates BSc (Hons) health and social care degree.</p>	
Service users and carers	Yes
<p>If you stated no above, please provide the reason and mitigation</p>	
<p>Additional comments:</p>	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	Yes
Library facilities	Yes
Technology enhanced learning / virtual learning environment	Yes
Educational audit tools/documentation	Yes
Practice learning environments	Yes
<p>If yes, state where visited/findings: Review of specialist teaching accommodation and library facilities at UCB undertaken remotely via photographs and videos. Review of practice learning environments at UHB and Sandwell and West Birmingham NHS trust were viewed remotely via webpages, student education packages, documents, videos and photographs.</p>	
System regulator reports reviewed for practice learning partners	Yes
<p>System Regulator Reports List Birmingham and Solihull Mental Health Trust, 5 April 2019 Birmingham Community Healthcare NHS Foundation Trust, 19 September 2019 Sandwell and West Birmingham NHS Trust, 5 April 2019</p>	

Healthcare at Home, 2 December 2019
The Royal Orthopaedic Hospital NHS Foundation Trust, 20 December 2019
UHB NHS Foundation Trust, 13 February 2019

If you stated no above, please provide the reason and mitigation

Additional comments:

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Issue record

Final Report

Author	Angela Hudson Sifelani Chikunya	Date	9 July 2020
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Submitted by	Lucy Percival	Date	7 August 2020
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