Programme approval visit report

Section one

Programme provider name:	Brunel University London
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Central and North West London NHS Foundation Trust Frimley Health NHS Foundation Trust Royal Brompton and Harefield NHS Foundation Trust The Hillingdon Hospitals NHS Foundation Trust Imperial College Healthcare NHS Trust Great Ormond Street NHS Foundation Trust
Programmes reviewed:	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ⊠ Registered Nurse – Children's ⊠ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ⊠ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
Title of programme(s):	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Mental Health) BSc (Hons) Nursing (Child Health)
Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ⊠ Level 6 ☐ Level 7

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	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse – Children's	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Mental Health	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Adult	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Learning Disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Mental Health	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/mental health	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7

	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	17 and 18 March 2021
Programme start date:	
RN – Adult	27 September 2021
RN – Children's	27 September 2021
RN - Learning Disabilities	
RN - Mental Health	27 September 2021
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	

Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
QA visitor(s):	Registrant Visitor: Pepsi Takawira Lay Visitor: Terry Williams

Summary of review and findings
Brunel University London (BUL), department of health sciences, division of nursing are seeking approval for delivery of a three-year full-time BSc (Hons) pre-registration nursing programme in adult, mental health and children's nursing fields. This is the first time BUL is proposing to deliver a pre-registration programme, however they're an established approved education institution (AEI) in delivery of post-registration programmes.

This approval visit is undertaken remotely due to the COVID-19 pandemic.

The programme documentation and approval visit confirm curriculum content, modes of delivery and practice experiences are designed to enable students to meet the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018). The essence of the standards is captured and explained both in the programme documentation and through discussion at the approval visit.

The practice learning partners (PLPs) have extensive experience in supporting pre-registration nursing students. Documentary analysis and discussion at the approval visit confirm there's robust and effective partnership working at a strategic and operational level with PLPs. There are sufficient appropriately qualified practice supervisors, practice assessors and academic assessors to provide support for assessment of skills and proficiencies for all nursing students. Practice placement visits confirm that practice learning environments for child and adult fields is appropriate and sufficient to support students, however practice learning capacity for mental health field isn't sufficient.

BUL works in partnership with other regional AEIs in the development of the practice assessment document (PAD) and ongoing achievement record (OAR) for pre-registration nursing students which is adopted for this programme. BUL will adopt the pan London PAD (PLPAD). There's a shared regional strategy and a local plan approach to the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018) and preparation of practice supervisors, practice assessors and academic assessors.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as conditions apply.

The SSSA is met at programme level.

The programme is recommended to the NMC for approval subject to three joint NMC and university conditions. One NMC recommendation and two university recommendations are made.

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Update 22 April 2021:

The programme team has provided documentary evidence which demonstrates that the joint NMC and university conditions are met.

The SFNME and SPNP are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** Condition two: The programme team must confirm how they plan to expand and sustain mental health nursing practice learning capacity. (SFNME R2.14; SPNP R3.1) (NMC and university condition) Condition three: The programme team must clarify how they'll work with PLPs to ensure students are provided with opportunities to meet all annexe b nursing procedures within their selected field of practice. (SFNME R2.2; SPNP R3.3) (NMC and university condition) **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition one: Amend relevant documentation to confirm the programme includes 2,300 hours of

	practice learning excluding the elective placement. (SPNP R2.9) (NMC and university condition)
Date condition(s) to be met:	22 April 2021
Recommendations to enhance the programme delivery:	Recommendation one: Consider developing an implementation plan that supports sustainable service user and carer (SUC) involvement in the design, development, delivery and evaluation of the programme. (SFNME R1.12; SPNP R2.1) Recommendation two: If the elective placement is excluded in the 2,300 hours, the programme team should consider how it can still be included in the programme. (University recommendation) Recommendation three: Explore opportunities to have an earlier placement in year one to allow earlier exposure to practice learning. (University recommendation)
Focused areas for future monitoring:	Review mental health practice learning capacity. SUC implementation plan. Student achievement of annexe b skills in practice learning.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: The programme team provided a revised programme planner which evidences that the programme includes 2,300 hours of practice learning excluding the elective placement. Condition one is now met. Documentary evidence presented provides assurance that the programme team have a strategy to expand and sustain mental health nursing practice learning capacity. This includes development of new partnerships with private and independent sector mental health provision. Condition two is now met. Documentary evidence presented provides assurance of how BUL will collaboratively work with PLPs to ensure students are provided with opportunities to meet all annexe b nursing procedures within their selected field of practice. Condition three is now met. The SPNP and SFNME are now met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	Start date of the programme is 27 September 2021. Correction to BUL departmental names.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	22 April 2021

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, midwives and nursing associates (NMC, 2015 updated 2018) 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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

The programme documentation and approval visit confirm that BUL is committed to working with a range of key stakeholders in the design, co-development, delivery and evaluation of the programme at both strategic and operational levels. These stakeholders include PLPs, students and SUCs. The development of assessment practices, module outlines and programme structure are linked to stakeholder feedback. SUCs, students and PLPs confirm they've been involved in the development of the programme.

Practice learning allocation is undertaken in partnership with PLPs and other AEIs in accordance with pan London practice learning group (PLPLG) agreements on student capacity in practice. Partnership working with PLPs demonstrates cohesive working and mutual respect. We found appropriate systems and processes are in place to ensure safe and effective coordination of learning within practice learning environments. Appropriate processes are in place to manage concerns and mitigate risks to student learning. The leadership team confirm adequate resources to support the delivery of the programme from both university and practice learning perspectives, although not for the mental health field where practice learning capacity requires expansion. (Condition two)

We found effective governance systems and processes are in place to ensure compliance with legal, regulatory, education and professional requirements.

There's a practice education advisory committee (PEAC) attended by BUL and PLPs to ensure development and management of capacity and learning environments are maintained.

BUL is involved in partnership working groups across the wider practice learning area in the PLPLG and rapid action placement group (RAPG). These groups monitor supervision and assessment of students through feedback and evaluation from students and staff in practice learning environments. Documentation and the approval visit indicate that BUL works collaboratively and effectively with local AEIs and PLPs in the London area to provide opportunities to further develop and maximise practice learning in a range of different practice learning environments.

There's a comprehensive SUC involvement strategy which was revised in January 2021. SUCs took part in producing SUC partnership terms of reference. There's an identified coordinator managing SUC involvement in the programme. SUCs tell us there are plans to involve them in all elements of the student journey from recruitment and selection to graduation. Service users tell us they've worked together with PLPs and academic staff to develop the proposed modules and will be involved in delivery using a variety of mediums. They provide examples of when their suggestions have been adopted by BUL. SUCs confirm that they're well prepared for the various roles they'll undertake on the programme including equality and diversity training. SUCs are justifiably proud of their role and contribution and feel part of the team alongside BUL staff and PLPs.

We note that there's four SUCs currently available to cover the three fields of nursing. An aim of the SUC partnership terms of reference is to increase SUC involvement in programme delivery. It's recommended that implementation plans are strengthened to ensure there's sustainable SUC involvement. (Recommendation one).

At the approval visit PLPs confirm a robust partnership with BUL. They tell us the communication process between BUL and PLPs is highly effective. PLPs and BUL confirm they'll undertake joint recruitment and selection of students for the

programme. PLPs demonstrate wide-ranging experience of working with AEIs, with nursing students and in managing practice learning. They acknowledge the challenges of providing sufficient practice learning opportunities but give assurance they'll respond to BUL's needs and BUL won't be at a disadvantage as a new programme provider. Assurances are given that an equitable approach will prevail. However, it's identified that practice learning opportunities in the field of mental health nursing are limited, therefore BUL need to have a contingency plan to confirm how they'll expand and sustain mental health practice learning. (Condition two)

BUL student representatives from allied health programmes tell us they've numerous opportunities to feedback both informally and in more formal settings, such as key strategic meetings with programme teams and heads of college, where issues can be raised. BUL will work in partnership with students in the recruitment and selection process for prospective students to the nursing programme. Students tell us they're well supported in all aspects of student life and that feedback is responsive and timely.

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*

MET ☐   **NOT MET** ☒

PLPs identify that practice learning opportunities in the field of mental health nursing are limited, therefore BUL need to have a contingency plan to confirm how they'll expand and sustain mental health practice learning capacity.

Condition two: The programme team must confirm how they plan to expand and sustain mental health nursing practice learning capacity. (SFNME R2.14; SPNP R3.1) (NMC and university condition)

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 ☒   **NOT MET** ☐

Post Event Review

Identify how the condition is met:

Condition two is now met. A plan is in place which demonstrates how BUL will work collaboratively with other regional AEIs and PLPs to expand mental health practice learning capacity. This includes development of new partnerships with local private and independent sector mental health provision.

Evidence:
BUL response to NMC and university condition, 19 April 2021

Date condition(s) met: 22 April 2021		
Revised outcome after condition(s) met:	**MET** ☒	**NOT 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
R1.4 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).

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC, 2018).
Demonstrate a robust process to transfer current students onto the *Standards for student supervision and assessment* (NMC, 2018).

Findings against the standard and requirements

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 practitioner's involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

  YES ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐

R1.5 is met. There's an established process for recognition of prior learning (RPL). Documentary evidence confirms that RPL can be used for a maximum of 50 percent of the programme. There's clear evidence of RPL processes, mapped against programme outcomes at all levels and against academic levels. RPL processes comply with article 31(3) of directive 2005/36/EC. There's external examiner involvement in the RPL process.

- 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 ☒   **NOT MET** ☐

R1.6 is met. There's an established process for RPL which includes documentary evidence confirming that RPL can be used for a maximum of two thirds (66 percent) of the programme for NMC registered nurses. RPL claims are mapped by the relevant programme leads to ensure they sufficiently demonstrate achievement of the Standards of proficiency for registered nurses (SPRN) (NMC, 2018) and the programme outcomes. There's external examiner involvement in the RPL process.

- 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 ☒   **NOT MET** ☐

R1.7 is met. Numeracy, literacy, digital and technological literacy are transparent from recruitment to completion of the programme. Students self-assess their abilities and skills for digital and technological skills, and numeracy and literacy are

tested at the recruitment events. Digital literacy is developed through use of LibSmart© a digital and information literacy programme run by the academic liaison librarians at BUL. The virtual learning environment (VLE) is used to support programme learning and acts as a communication medium between the programme team and students. Students are introduced to the VLE and receive training on how to use it at the beginning of the programme.

Literacy is supported through the programme by developing skills in communication, reading, interpretation, application and analysis. Additional support and resourcing is also made available through the library services and academic skills service (ASK) which provides students with support on topics including writing style and structure, presentations and time management amongst many others.

The PLPAD and OAR adopted for the programme are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

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 ☒   **NO** ☐

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

This is a new programme for BUL.

Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

This is a new programme for BUL.

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

YES ☒   **NO** ☐

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Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 18 March 2021	
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: N/A	**MET** ☐ **NOT MET** ☐

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education.* R2.2 comply with the NMC *Standards for student supervision and assessment.* R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing. R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing. R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing. R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes. R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing. R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice. R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies. R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language. R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general

care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

Standards framework for nursing and midwifery education specifically*:*
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*
R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- 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 ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐

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R2.4 is met. The programme provides theory and practice learning across all four fields of nursing practice. The practice assessment modules help the student to develop skills, knowledge and experience of other fields and areas of nursing including learning disabilities. Documentation and the approval visit confirm that inter-professional learning (IPL) is embedded both in academic and practice learning environments where evidence is captured via the PLPAD. In addition to the proposed content of generic and field specific modules, practice learning opportunities are proactively planned to enable students to have a practice learning experience in an alternate field of practice to their own following a hub and spoke approach. Students will document and reflect on episodes of care for SUCs from alternate fields of nursing.

- 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 ☒   **NOT MET** ☐

R2.5 is met. The programme comprises a combination of generic and field specific modules. There's clear evidence in the course specifications and module outlines that the programme prepares students to enter the register in their chosen field of nursing practice. Students complete field specific as well as generic core modules within the programme.

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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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 ☒   NOT MET ☐

R2.8 is met. Programme documentation provides evidence that supports the development of field specific content in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in one of the three fields of nursing practice. Medicines administration is assessed with a pass mark of 100 percent at the end of the programme. The PLPAD is designed to assess pharmacology and medicines administration for entry to the register. The proposed programme is collaboratively developed with relevant students and PLPs from all fields to ensure appropriate field specific content.

- 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 ☐   NOT MET ☒

R2.9 is not met. Programme documentation indicates the programme comprises a minimum of 2,300 hours of theory and 2,300 hours of practice learning. All hours and learning outcomes must be achieved by the end of the programme. This is detailed in the designated hours in the module descriptors and practice learning allocations.

At the approval visit the programme team clarify that the elective placement isn't included in the 2,300 practice learning hours and therefore the programme documentation and the approval process doesn't provide assurance to confirm the programme has an equal balance of theory and practice learning. The programme team need to revisit and amend the programme plan to remove the elective placement and provide assurance that the total practice learning hours within the programme remains at 2,300. (Condition one)

The programme is learner-centred, flexible and combines face-to-face learning activities with online learning. The students are prepared to develop knowledge and theory through a wide variety of teaching and learning strategies which include lecturers, self-directed learning, simulation and IPL. A comprehensive range of learning and teaching strategies to actively engage students is detailed in programme documentation. These strategies are designed to offer students a variety of learning opportunities that align with module learning outcomes and enable appropriate preparation and support as they progress through the programme.

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)

    YES ☐   **NO** ☐   **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 ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

    YES ☐   **NO** ☐   **N/A** ☒

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

- 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 ☐   **NO** ☐   **N/A** ☒

The programme leads to registration solely with the NMC.

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to curricula are met

    YES ☒   **NO** ☐

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

YES ☒   NO ☐

Outcome		
Is the standard met?	**MET** ☐	**NOT MET** ☒

The programme team clarify that the elective placement isn't counted in the 2,300 hours of practice learning. Therefore, the evidence doesn't provide assurance that the minimum practice learning hours are met within the programme.

Condition one: Amend relevant documentation to confirm the programme includes 2,300 hours of practice learning excluding the elective placement. (SPNP R2.9)

Date: 18 March 2021

Post event review
Identify how the condition(s) is met:

Condition one is now met. Documentation submitted by the programme team provides assurance that the minimum practice learning hours are met within the programme.

Evidence:
BUL response to NMC and university condition, 19 April 2021
Direct entry programme planner, April 2021

Date condition(s) met: 22 April 2021

Revised outcome after condition(s) met:	**MET** ☒	**NOT 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

Findings against the standard and requirements

Provide an <u>evaluative summary</u> 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)

<div align="right">

MET ☐   NOT MET ☒

</div>

R3.1 is not met. Documentary evidence and the approval process provide assurance that there are sufficient practice learning opportunities to allow childrens' and adult field students to develop and meet the proficiencies to deliver safe and effective care, to a diverse range of people. However, mental health nursing PLPs express concerns about being able to meet demand with the increased number of mental health students to enable them to meet the breadth and depth of practice experience required. The programme team are unclear about how they plan to increase mental health practice learning capacity and a condition is applied. (Condition two)

Sample practice learning journeys and meetings with PLPs and the programme team confirm that students in adult and child nursing will have the necessary placement learning experience. The students are placed in a range of practice learning environments to enable them to meet proficiencies and hub and spoke will be utilised to enhance practice learning opportunities.

A practice allocation management system (ARC) is used to allocate and monitor practice learning experiences The PLPAD and OAR is used to record student learning opportunities.

There are established processes and procedures for raising and escalating concerns which students and PLPs confirm they understand. There's a joint process between PLPs and BUL for managing fitness to practise issues.

- 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 ☒   NOT MET ☐

R3.2 is met. The practice learning structure provides assurance that students have opportunities to develop both clinical and theoretical skills to deliver safe and effective care and meet the diverse needs of people. Proactive planning for practice learning experiences will ensure access to a variety of learning opportunities using a hub and spoke approach. Theoretical content prepares students for their practice learning experience. Students record their experiences with SUCs in the PLPAD.

Discussions at the approval visit with PLPs and the programme team confirm there's a range of systems and processes in place through partnership working between BUL and PLPs to ensure that the quality of practice learning environments is monitored. This includes undertaking educational audits and sharing these with other AEIs that use the same practice learning environments, managing and monitoring concerns and complaints as well as student evaluations of their practice learning experiences.

Students will evaluate practice via ARC and this is shared with PLPs via PEAC meetings.

The programme team tell us they engage with other local AEIs via PLPLG where agreements to support students, placement capacity and working processes are discussed and agreed. PEAC meetings provide a platform for monitoring any Care Quality Commission (CQC) alert forms, forthcoming CQC visits and completed CQC reports/external reports affecting student experience.

- 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 ☐   NOT MET ☒

R3.3 is not met. The PLPAD clearly maps the SPRN and identifies where the platforms and nursing procedures are recorded and assessed. However, there's no assurance on how the programme team will work with PLPs to ensure students are provided with opportunities to meet all annexe b nursing procedures within their selected field of practice. (Condition three)

- 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 ☒   **NOT MET** ☐

R3.4 is met. Programme documentation and the approval process confirm that simulation is used to support and enhance skills teaching. Compliance with the content of article 31(5) of directive 2005/36/EC is evident and mapped to the content of the programme specification and module documents. Simulated learning hours are spread across the programme to support learning and assessment. These aren't counted as part of the total 2,300 practice hours. SUCs confirm at the approval visit they'll be involved in simulated activities such as objective structured clinical examinations (OSCE).

The leadership team confirm robust support is provided to students to engage with technology. Students are introduced to the VLE at the start of the programme and it's integrated throughout to support all programme activities.

- 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 ☒   **NOT MET** ☐

R3.5 is met. Programme documentation and the approval process confirm that BUL has robust policies and procedures in place to ensure students' individual needs and circumstances are considered at all levels of the programme. This allows reasonable adjustments to be made as appropriate. This is explicit in the student handbook. Current students confirm various reasonable adjustments they've had in both practice learning environments and the university.

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 ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☐   **NO** ☒

PLPs tell us they can't assure sufficient practice learning opportunities for students in the mental health field. (Condition two)

There's no clear plan of how BUL will work collaboratively with PLPs to ensure students in all fields are provided with sufficient opportunities to meet all annexe b nursing procedures in their chosen field of practice. (Condition three)

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

YES ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☐   **NOT MET** ☒

Discussion at the approval visit doesn't provide assurance that there's sufficient practice learning capacity for students on the mental health route.

Condition two: The programme team must confirm how they plan to expand and sustain mental health nursing practice learning capacity. (SFNME R2.14; SPNP R3.1) (NMC and university condition)

Discussion at the approval visit doesn't explain how BUL and PLPs will ensure all students have the required practice learning opportunities to meet all annexe b nursing procedures within their chosen field of practice.

Condition three: The programme team must clarify how they'll work with PLPs to ensure students are provided with opportunities to meet all annexe b nursing procedures within their selected field of practice. (SFNME R2.2; SPNP R3.3) (NMC and university condition)

Date: 18 March 2021

Post event review

Identify how the condition(s) is met:

Condition two is now met. A plan is in place which demonstrates how BUL will work collaboratively with other regional AEIs and PLPs to expand mental health practice learning capacity. This includes development of new partnerships with local private and independent sector mental health provisions.

Evidence:
BUL response to NMC and university condition, 19 April 2021

Condition three is now met. Documentary evidence provided clarifies how BUL will work collaboratively with PLPs to ensure all students are provided with opportunities to meet all annexe b nursing procedures within their chosen field of practice.

Evidence:
BUL response to NMC and university condition, 19 April 2021
Registered nurse degree (RND) mapping of annexe a and b document, April 2021

Date condition(s) met: 22 April 2021

Revised outcome after condition(s) met: MET ☒   NOT MET ☐

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)

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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, specifically *R4.1 – R4.11*

Findings against the standards and requirements

Provide an <u>evaluative summary</u> 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 ☒ **NOT MET** ☐

R4.1 is met. Programme documentation and the approval visit provide evidence of processes to monitor how the supervision, support, learning and assessment provided complies with the SFNME. The PLPAD and associated guidance provide an objective approach to assessing student practice learning and achievement of the SPRN. There are policies in place supporting quality assurance of the programme. Assessments in theory and practice learning are reviewed by appropriately experienced external examiners.

The programme team and PLPs tell us those involved in student supervision and assessment are suitably prepared and undergo appropriate updates. We found there's an effective partnership approach in the implementation of the SSSA. PLPs confirm there are enough practice supervisors and practice assessors for all students.

Academic support and student support services are comprehensive and clearly identified in programme documentation. BUL student support service provides a range of specialist services including disability services, dyslexia support and mental health support. Students tell us these services are helpful and supportive.

- 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 assessor along with how they will be prepared for their roles. (R4.2)

  MET ☒ **NOT MET** ☐

R4.2 is met. Documentary evidence and the approval process confirm robust processes in the preparation for SSSA. The role and responsibilities of practice supervisors and practice assessors is detailed in programme documentation.

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Students are supported and assessed by suitably prepared practice supervisors, practice assessors and academic assessors.

We found experienced PLPs who have a clear understanding of the requirements of the SSSA. An established regional approach to supervision of students is adopted to ensure consistency in shared practice learning environments. There's appropriate material available for preparing and updating practice supervisors, practice assessors and academic assessors. Practice assessors say they're confident about how the SSSA are being implemented and are aware of their roles and responsibilities in this regard. PLPs tell us they've appropriate systems in place to monitor and assure capacity for practice supervision and assessment.

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 ☒   NO ☐

Provide an <u>evaluative summary</u> 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 ☒   NOT MET ☐

R4.4 is met. There are appropriate mechanisms in place to provide students with formative and summative feedback throughout the programme to support their development. Students have formative opportunities to prepare them for summative assessments and to support development. WISEflow is the AEI's digital assessment platform. WISEflow is used for coursework submission and for online examinations.

The PLPAD provides opportunities for students to receive feedback about their progress in practice learning. Practice supervisors record their decisions on the student's progress and proficiency. Students receive further feedback via the OAR and skills annexes. There are opportunities for SUCs to provide formative feedback in the PLPAD.

• 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 ☒   NOT MET ☐

R4.5 is met. Comprehensive mapping of the programme, practice learning experiences and proactive planning of the student journey ensure students are able to meet the SPRN and the learning outcomes for their field of nursing practice.

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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

    YES ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 18 March 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards. *Standards framework for nursing and midwifery education, specifically R2.11, R2.20*

Findings against the standards and requirements
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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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
YES ☐   **NO** ☐   **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 ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐
Date: 18 March 2021

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐   N/A

Section four

Sources 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	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☐	☒

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Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: The AEI are currently in an interim phase between learning and development agreements (LDAs) and the NHS contract therefore written placement agreements to support the programme intentions aren't available. PLPs confirm at the visit their commitment to the programme and we're assured that sufficient practice learning opportunities are available apart from mental health nursing where a condition has been applied. There's no apprenticeship route.		
List additional documentation: Post approval visit documentary evidence to meet conditions: BUL response to NMC and university condition, 19 April 2021 Direct entry programme planner, April 2021 RND mapping of annexe a and b document, April 2021		
Additional comments: None identified.		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Two x first year BSc (Hons) physiotherapy students Two x third year BSc (Hons) occupational therapy students Two x first year BSc (Hons) occupational therapy students		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route.		
Additional comments: None identified.		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g., clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☒	☐

If yes, state where visited/findings:
Virtual visits:
The Hillingdon Hospitals NHS Foundation Trust
Central and North West London NHS Foundation Trust
Royal Brompton and Harefield NHS Foundation Trust
Frimley Health NHS Foundation Trust

These PLPs have extensive experience in providing practice-based support to students undertaking NMC approved programmes from local AEIs. Practice-based learning staff in these PLPs tell us they're prepared for their roles as practice supervisors and practice assessors through attendance at preparation workshops or are aware of the dates they're expected to attend a workshop.

| System regulator reports reviewed for practice learning partners | ☐ | ☒ |

If yes, system regulator reports list:

If you stated no above, please provide the reason and mitigation:
There are no system regulator reports for PLPs relevant to this programme.

Additional comments:
None identified.

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Issue record			
Final Report			
Author(s):	Pepsi Takawira Terry Williams	Date:	28 March 2021
Checked by:	Angela Hudson	Date:	31 March 2021

	Ian Felstead-Watts		
Approved by:	Lucy Percival	Date:	10 May 2021
Submitted by:	Emiko Hughes	Date:	10 May 2021