

Programme approval visit report

Section one

<p>Programme provider name:</p>	<p>University of Bedfordshire</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Buckinghamshire Healthcare NHS Trust West Hertfordshire Hospitals NHS Trust Bedford Hospitals NHS Trust</p> <p>Cambridgeshire and Peterborough NHS Foundation Trust</p> <p>Hertfordshire Partnership NHS Foundation Trust Hertfordshire Community NHS Trust Central and North West London NHS Foundation Trust East and North Hertfordshire NHS Trust Luton and Dunstable Hospital NHS Foundation Trust Essex Partnership University NHS Foundation Trust East London Foundation Trust Milton Keynes Hospital NHS Trust Oxford University Hospitals NHS Foundation Trust Private, voluntary and independent health care providers Education and social care providers</p>
<p>Programme(s) reviewed:</p> <p>Programme: Pre-registration nursing - Adult Title of programme: BSc (Hons) Adult Nursing; MSc Adult Nursing Programme start date: 14 October 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration nursing - Mental Health Title of programme: BSc (Hons) Mental Health Nursing; MSc Mental Health Nursing Programme start date: 14 October 2020</p> <p>Academic level(s):</p>	

England, Wales, Northern Ireland:

Level 6

Level 7

Programme: Pre-registration nursing - Child

Title of programme: BSc (Hons) Children and Young People's Nursing; MSc
Children and Young People's Nursing

Programme start date: 14 October 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Level 7

Programme: Nursing Degree Apprenticeship route - Adult

Title of programme: BSc (Hons) Adult Nursing; MSc Adult Nursing (NEW)

Programme start date: 14 October 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Level 7

Programme: Nursing Degree Apprenticeship route - Mental Health

Title of programme: BSc (Hons) Mental Health Nursing; MSc Mental Health
Nursing (NEW)

Programme start date: 14 October 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Level 7

Programme: Nursing Degree Apprenticeship route - Child

Title of programme: BSc (Hons) Children and Young People's Nursing; MSc
Children and Young People's Nursing (New)

Programme start date: 14 October 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Level 7

Date of approval	16 July 2020
QA visitor(s):	Registrant Visitor: Maureen Harrison Lay Visitor: Caroline Thomas

Section two

Summary of review and findings

The University of Bedfordshire (UoB) is an approved education institution (AEI). The school of healthcare practice (the school) is under the management of the faculty of health and social care. The school presents pre-registration nursing provision against the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (2018) (SPRNP) and Future nurse: Standards of proficiency for registered nurses (SPRN) (NMC, 2018). These are a three-year full-time undergraduate pre-registration BSc (Hons) nursing programme in three fields of nursing practice in adult, children and young people and mental health; a two-year, full-time single field MSc route in adult, children and young people and mental health fields. Recognition of prior learning (RPL) for 600 hours of direct healthcare practice and 600 hours of undergraduate study is an entry requirement for the MSc. Apprenticeship routes are presented for a three-year full-time BSc (Hons) nursing degree apprenticeship (NDA) in adult, children and young people and mental health fields. There is a two-year, single field MSc apprenticeship route in adult, children and young people and mental health with an RPL entry requirement.

All routes are negotiated and developed with regional healthcare organisations. Employer practice learning partners (PLPs) who intend to deliver the NDA programme in partnership with UoB are Bedfordshire hospitals NHS Trust, Cambridge and Peterborough NHS Foundation Trust, Buckinghamshire Healthcare NHS Trust, Hertfordshire Partnership NHS Foundation Trust, East and North Hertfordshire NHS Trust and West Hertfordshire hospitals NHS Trust.

Programme documentation and the approval process confirm constructive and effective partnership working between UoB and employers, PLPs, students and service users and carers (SUCs). UoB is part of the Midlands, Yorkshire and East practice learning group (MYEPLG). Midlands, Yorkshire and East practice assessment document (MYEPAD) is adopted.

Key features of the programme include embedding practice learning in theoretical modules. The undergraduate programme includes some option units permitting students to take choices in programme content to enable development of in-depth knowledge in areas of interest while still meeting the specified NMC and programme requirements.

The programme team and PLPs work collaboratively to monitor and action any concerns and risks to student learning raised in external system regulator reports, including those from the Care Quality Commission (CQC). Risk assessment action plans are agreed by UoB and PLPs and allocated to owners who implement and monitor actions taken.

Arrangements at programme level for the Standards framework for nursing and midwifery education (SFNME) are not met. Arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC 2018).

The visit is made remotely due to Covid-19 restrictions.

The programme is recommended to the NMC for approval subject to one NMC condition. UoB made four conditions. Visitors made one recommendation and UoB made one recommendation.

Updated 21 August 2020:

UoB has provided documentation to meet the NMC condition. The condition is met. The university conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: The AEI must provide an implementation plan for the recruitment and development of SUCs. Involvement in the delivery, evaluation and co-production of all programme routes must be identified. (SFNME R1.12; SPRNP R2.1)</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</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 two: To provide evidence to the panel that committee approvals are in place for all necessary</p>

	<p>course-level variations to university policies. (University condition)</p> <p>Condition three: To provide evidence to the panel that external examiner nominations have been approved. (University condition)</p> <p>Condition four: To review unit information forms to ensure that the university's policies relating to assessment have been addressed in all cases. For example, that there is summative assessment in place at level four before week six, and that the weightings of assessment tasks are appropriate depending on which unit learning outcomes are being tested. (University condition)</p> <p>Condition five: To revise documentation relating to the apprenticeship courses to ensure that the title of the Standard is given on documents rather than the title of the courses. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>20 August 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The AEI are advised to strengthen placement pathways to identify when there is planned exposure to all four fields of practice. (SFNME R2.14, R3.3; SPRNP R2.4)</p> <p>Recommendation two: To keep under review the involvement of SUCs in the design, development and delivery of the courses, to ensure that alignment with NMC standards is maintained. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Ensure students on all pathways have planned practice learning exposure to each of the four fields of nursing practice.</p> <p>Monitor SUCs involvement in programme management and evaluation.</p>

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>UoB has provided an implementation plan which details recruitment, development and involvement of SUCs in every aspect of the programme. The condition is met. UoB has confirmed the university conditions are met. The programme is recommended to the NMC for approval.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	20 August 2020

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing programmes (NMC, 2018)</i></u></p> <p><u><i>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses and midwives</i></u></p> <p><u>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</u></p> <p><u>QA Handbook</u></p>

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

UoB is an established provider of nursing and midwifery education. The pre-registration programme presented is the result of a considerable review by the programme teams and their stakeholders, employer PLPs, PLPs, SUCs and members of the public. There's robust partnership working with stakeholders in the development and delivery of theory and practice learning strategies and evaluation of the programmes.

Strategic and operational partnership development groups include senior university staff, the programme team, PLP senior nursing management, practice education facilitators (PEFs), practice supervisors, practice assessors, SUCs and students representing all pathways. In relation to governance procedures, employer PLPs, PLPs and university staff work collaboratively to optimise safety, quality and to mitigate any risks to student learning and public protection. Employer PLPs identify local demand for a postgraduate children and young people's route, presented for the first time.

SUCs, employer PLPs and PLPs confirm their contribution to interview and selection procedures for the direct entry and NDA student programme. SUCs confirm they receive equality and diversity training. Employers and NDA students speak of support structures in place in practice organisations for individuals to gain entry criteria qualifications. NDA students are recruited by employer PLPs with UoB. Direct entry students confirm they meet PLPs, SUCs and students at interview. Interview and selection processes follow UoB procedures and policies.

The apprenticeship employer contract confirms established support processes by employer PLPs and UoB. This is confirmed by students. Employer PLPs confirm NDA students are supernumerary throughout the programme.

Documentary evidence from stakeholder meetings and employer PLPs identify NDA students will follow the same pattern of theory and practice as self-funding students. In response to PLP and student feedback each field pathway has unique differences, for example, mental health includes longer practice learning experiences. In response to student feedback the adult field has shorter practice learning experiences for a greater variety of practice learning experiences. The programme team, employer PLPs, PLPs and students confirm commitment to an integrated design whereby theory and practice learning are closely aligned. This

means during most of the programme there are between one and three days of theory and of practice learning each week. There are blocks of theory and blocks of practice learning at points where consolidation of theory or practice learning is required. For example, a long block of practice learning at the end of the programme.

PLPs confirm receiving preparation for the SSSA from UoB and in-house PEFs. PLPs identify the SSSA allows for sustained support for students in practice learning, especially as students attend for a short time each week. The coaching and peer-assisted learning model (C-PAL) is adopted for practice learning. This model uses learner dyads where students are paired and provide peer assisted learning based on coaching frameworks, such as GROW (goal, reality, options, will). NDA and direct entry students confirm practice learning supervision strategies are successful in achieving SPRN.

Student contribution to the programme design includes review of word allowance on written assignments, changes made at the beginning of the programme to prepare students better for academic study and more practice induction. Students confirm they're fully informed about the new standards and the new programme and assure us of their commitment to transfer to the programme.

The programme team work with colleagues from other professions in the faculty to facilitate inter-professional learning activities. Examples include a child protection day with children's nurses and social workers and a simulated professional hearing involving law students and adult field students.

The programme will use MYEPAD. The school and other AEIs in the east of England form an 'academic pool' for sharing good practice. Educational audit data is shared and practice placement officers liaise regarding practice placement capacity and allocations.

The school service user strategy (2020), student facing documentation and strategic and operational meeting notes assure us SUC involvement is in place in programme recruitment, selection, design, development, delivery, assessment and evaluation. There's evidence of extensive consultation with SUCs and representation across the age span representing all fields of practice. Themes from SUC consultations are seen throughout the curriculum. However, some SUCs are unaware of the SUC strategy or have involvement at strategic level and they're not involved in meetings with other SUCs for training and development purposes. We find students' access to SUCs as part of the programme delivery is inconsistent across the fields of nursing. (Condition one). SUCs tell us they're supported by the programme team and they welcome further engagement in programme delivery.

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' access to service users as part of the programme delivery is inconsistent across the fields of nursing. (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' access to service users as part of the programme delivery is inconsistent across the fields of nursing.

Condition one: The AEI must provide an implementation plan for the recruitment and development of SUCs. Involvement in the delivery, evaluation and co-production of all programme routes must be identified. (SFNME R1.12; SPRNP R2.1)

Post Event Review

Identify how the condition is met:

Condition one:

UoB has provided an implementation plan which details recruitment, development and involvement of SUCs in every aspect of the programme.

Evidence:

UoB implementation plan for the recruitment and development of SUCs, 20 August 2020

Condition one is met.

Date condition(s) met: 21 August 2020

Revised outcome after condition(s) met:

The condition is met.

Student journey through the programme

Standard 1. Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

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

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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. Documentary evidence and evidence presented at the approval visit by the programme team, PLPs and students indicates UoB has an RPL policy with RPL processes rigorously applied. Regulations allow applicants to RPL up to 50 percent of the pre-registration nursing programme. Mapping shows compliance with Article 31(3) of Directive 2005/36/EC. Marking criteria for RPL claims are

comprehensive and students confirm their understanding of the process. RPL claims are presented at an examination board after review by external examiners for each field of nursing practice.

Employer PLPs say they encourage employees applying to this programme with foundation degrees in healthcare practice or nursing associate qualifications to apply for RPL. NDA students tell us their experience of preparation and submission for RPL is positive. The programme team and students confirm verification of each claim is timely and capable of completion prior to enrolment on the programme.

For the MSc nursing route successful RPL against 600 theory hours and 600 practice learning hours can be made. This is mapped against stage one programme outcomes for the BSc (hons) programme and is assessed at academic level six. A word-processed portfolio demonstrating academic achievement and graduate transferable skills into nursing on commitment, knowledge, understanding, values and attitudes must be passed. An employer reference or equivalent which confirms evidence of 600 hours of direct client care experience in the intended field of practice is required.

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. UoB academic regulations have a variation in place to allow RPL for more than 50 percent for applicants who are already registered nurses and who wish to RPL towards registration in another field of nursing. The programme team will encourage registered nurses to enter the MSc route. RPL requirements are mapped to the SPRN and programme outcomes. Negotiation of RPL occurs on an individual basis taking into account the applicant's current field of practice and post-registration clinical experience in the intended field.

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. Programme documentation makes explicit entry requirements for literacy, numeracy and technological literacy. Competence in English language is assessed through the application process and at interview. Capability for digital and technological literacy is demonstrated through the online application process. Students' say assessment and development of numeracy, literacy and digital technologies is at the start and throughout the programme via a digital learning gain project. Students value UoB support services where help is available to develop learning technologies.

Students say digital platforms such as online Elsevier clinical skills, safeMedicate, and resources on their online portfolio, PebblePad and Bedfordshire resources for education online (BREO), support their learning. Students say *Collaborate* – a digital lecture and interactive platform, helps them to keep in touch with their learning targets and the programme team.

There's signposting to support services in student facing documentation and students acknowledge the personal tutor role in directing them to support services. Mapping demonstrates a developmental approach to numeracy, literacy, digital and technological literacy. These skills are mapped against the SPRN and programme outcomes. Many of the skills and proficiencies are assessed through MYEPAD. All routes have a health numeracy assessment and medicines calculation which must be passed with a score of 100 percent. Students say they're well prepared and supported.

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

Met

Undergraduate students who are at the end of year one or at the end of year two in October 2020 will transfer to the new programme. Only students on the February 2020 postgraduate route will transfer in October 2020. Students remaining on their current curricula will have additional skills procedures sessions

mapped to the SPRN.

Students who interrupt the programme will be managed with individualised programme plans. The programme team, employer PLPs, PLPs and students confirm readiness and agreement to the transfer of students to the proposed new programme. Students and PLPs are involved in plans for transfer and say information is shared regarding transfer arrangements through strategic meetings, open meetings and on BREO. Current curricula, theory and practice learning outcomes and hours, are mapped to the proposed programme.

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 is evidence that NMC registered nurses can RPL more than 50 percent of the programme. RPL is mapped to the SPRN and programme outcomes.

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: 16 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 Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.1 is not met. Some SUCs are not aware of the SUC strategy, have involvement at strategic level and they're not involved in meetings with other SUCs for training and development purposes. Students' access to service users as part of the programme delivery is inconsistent across the fields of nursing. (Condition one)

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

Yes

Mapping to show how the curriculum and practice learning content reflect the Standards of proficiency for registered nurses and each of the four fields

of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)

Yes

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

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

Met

R2.4 is met. Documentation and the approval process indicate programme design and delivery supports exposure across all four fields of nursing. Programme learning outcomes are mapped at unit level to the SPRN ensuring all four fields of nursing are included in every field pathway.

In response to stakeholder request, practice learning pathways reflect the specific needs of each field. Proposed practice learning experiences for students in each field demonstrate the availability for cross field learning experiences. PLPs are aware of the need for exposure across all fields and give examples of how this will be facilitated. PLPs and the programme team tell us 'hub and spoke' practice learning opportunities are discussed and approved at quarterly quality education partnership liaison (QEPL) meetings. We are assured of rigorous processes by the programme team and PLPs to retrospectively monitor and record cross field exposure in MYEPAD and student ongoing achievement record system (OAR). Any shortfalls in experience are monitored by academic assessors and can subsequently be discussed with PEFs and remediated through placement allocation managers. We find capability for each field of practice to have practice learning experience across four fields of practice. However, it is advised to strengthen prospective organisational arrangements for these experiences. (Recommendation one)

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. The proposed programme offers distinct routes into one of three fields of nursing, adult, mental health and children and young people. Programme

documentation has field specific learning outcomes and content in the unit descriptors. In undergraduate and postgraduate routes, a minimum of a third of the units are field specific. Students follow field specific practice learning journeys and PLPs assure us practice learning opportunities to care for people across the lifespan are provided. Attainment of procedures in annexes A and B of the SPRN are assessed through completion of MYEPAD by practice assessors. Students on all routes complete an OAR which records experiences of health care services across primary, secondary and tertiary care services and specific social groups. The approval process confirms students have strong field identities.

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. Documentary evidence demonstrates undergraduate and post graduate routes have units which meet the requirements in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. Unit content has lifespan as well as field specific relevance. Units are mapped to SPRN platforms and proficiencies. During practice learning, students are supervised by a range of nursing and allied health professionals in a variety of contexts to allow development of medicine management and optimisation skills.

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. Documentation for the undergraduate and postgraduate routes identifies an equal balance of theory and practice. All routes meet the NMC minimum requirement of 4600 programme hours.

Students on all routes submit monthly timesheet information. Recording hours completed in both theory and practice is on the university's timesheet portal or PebblePad. Processes are in place on all routes to enable students to retrieve unmet theory or practice hours from absence or other reasons. NDA students confirm individual action plans are agreed in tripartite meetings between themselves, PLPs and a member of academic staff. Plans may include a fixed-term interruption. Employer PLPs confirm they will release NDA students to retrieve any unmet programme hours.

Schedules for practice learning experiences for all fields are across a range of settings. The practice allocation model is managed by UoB in partnership with PLPs. Employer PLPs and NDA students say practice learning is mostly in their own practice organisation. Employer PLPs, PEFs and the school manage NDA student practice learning journeys in partnership. PEFs say schemes are in place for NDA students to have experiences in different contexts. NDA students confirm they do not have practice learning in their employed context. All stakeholders confirm practice learning for all routes is always supernumerary. PLPs enable students to experience healthcare reflecting 24 hour care and seven days per week service.

We find programme and student facing documentation for each route show aims, outcomes and a variety of learning and teaching strategies including simulation-based learning. The approval process confirms a range of learning and teaching strategies are in place. The design of the programme facilitates an integrated approach to theory and practice allowing learning from each to be applied to the other.

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 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)

Yes

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

No

The programme is for single fields only.

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' access to service users as part of the programme delivery is inconsistent across the fields of nursing. (Condition one)

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' access to service users as part of the programme delivery is inconsistent across the fields of nursing.

Condition one: The AEI must provide an implementation plan for the recruitment and development of SUCs. Involvement in the delivery, evaluation and co-production of all programme routes must be identified. (SFNME R1.12; SPRNP R2.1)

Date: 16 July 2020

Post Event Review

Identify how the condition is met:

Condition one:
UoB has provided an implementation plan which details recruitment, development and involvement of SUCs in every aspect of the programme.

Evidence:
UoB implementation plan for the recruitment and development of SUCs, 20 August 2020

Condition one is met.

Date condition(s) met: 21 August 2020

Revised outcome after condition(s) met:

Condition one is 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. We find UoB in partnership with PLPs has robust procedures in place to ensure students deliver safe and effective care to people with a variety of needs and from diverse contexts across the four fields of practice. Practice learning opportunities are outlined in programme documentation with mapping identifying where students can meet the SPRN across all four fields of nursing. Students and PLPs provide examples of caring experiences with a diverse range of people across the lifespan. Students record practice experiences in MYEPAD which is mapped against the SPRN. There's provision for SUC feedback in MYEPAD. Students record inter-professional working experiences. We find students understand expectations for providing safe and effective care.

The practice learning handbook includes policies on raising and escalating concerns and safeguarding. This includes the roles of key personnel including link lecturer, PEFs, practice supervisors, practice assessors and academic assessors. Students know how to seek help from both PLPs and the school and they're aware of the importance of raising any concerns. Employer PLPs confirm dedicated teams in their organisations which facilitate NDA and student practice learning. PLPs provide regular student forums in practice where many care issues are explored.

The approval visit confirms processes are in place for contact between practice learning staff, students and university tutors for those students not achieving. A designated link lecturer for each practice placement has regular contact with students and PLPs in placement areas to monitor student progress and to provide any support to practice learning staff concerning student progress.

We find effective systems in place to mitigate any risks to students' learning including issues raised by system regulators, CQC, regarding practice learning environments which will be used for this programme. We find effective communication links between UoB and PLPs at every level.

The head of school at UoB maintains a CQC dashboard of PLP reports, together with actions required. Bedford hospitals NHS Trust, East and North Hertfordshire NHS Trust, Hertfordshire Community NHS Trust, West Hertfordshire hospitals NHS Trust all have CQC reports which identify improvement is required in their services. PLPs confirm actions are reviewed every quarter at strategic partnership group and QEPL meetings. The director of practice learning at UoB reports on risk assessment for private and voluntary organisations. Any risk to student learning in any environment is monitored and acted upon.

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. Documentation including placement planners, the programme development team and PLPs confirm students have a diverse range of practice placement experiences. These practice learning environments enable students to meet the holistic needs of people in all ages. Students provide examples of their practice learning experiences on placements and through hub and spoke experiences. We're assured students are provided with opportunities to meet the holistic needs of people in all ages. NDA students tell us they're provided with placement pathways which are very different from the context of their employment. Practice supervisors describe how they facilitate students' engagement in a breadth of experiences.

The approval process confirms established procedures for assessing, monitoring and evaluating students' practice experiences. All practice placements are audited for use. Audits are shared with AELs in the region where the practice placement environments are shared. Students confirm they evaluate practice learning. PLPs confirm timely receipt of student feedback and say action plans are created to enhance practice learning experiences. Practice learning across UoB PLPs is monitored in partnership through strategic meetings such as QEPL. Notes from strategic meetings and practice handbooks confirm capability of suspending and withdrawing any practice learning environment. Processes confirm re-audit with additional monitoring and support are in place before students return to a previously suspended learning environment.

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

Met

R3.3 is met. Programme documentation confirms practice learning units allow students to develop and meet the communication and relationship management skills and nursing procedures within their selected fields of nursing practice. There's structured development of communication and interpersonal skills and these are assessed in MYEPAD. Units in year three of undergraduate routes and year two of the postgraduate route focus on communication and leadership management skills. Each field has examples of simulation-based learning which supplement developing communication strategies. Mental health field students have simulation-based learning involving SUCs and PLPs in 'facilitating engagement and assessment'. Feedback for students is provided by SUCs. Adult field students learn specific communication and relationship skills through PLP

facilitated simulation-based skill scenarios for hospice-based and perioperative care. Child field students have simulation-based scenarios involving parents as SUCs.

PLPs confirm their readiness to support students to meet the skills and procedures in annexes A and B of the SPRN.

Students report valuing feedback from SUCs in placement areas on the quality of care and their communication and management skills.

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

Met

R3.4 is met. Documentary evidence shows simulation-based learning and technology enhanced learning on both routes is effective and used proportionately to support learning and assessment. Students confirm this. UoB's virtual learning environment is BREO. Students report having easy access to programme information and resources with BREO. These include blogs and discussion boards.

A senior lecturer for clinical skills and simulation has oversight of the skills and simulation facilities. Simulation exercises are embedded in modules and include role play with peers, working with simulated patients who are actors, using technical low fidelity manikins or training equipment and using medium and high-fidelity manikins. PLPs advise on and participate in simulation-based learning, including examination situations. An online software package is accessed for skills development, followed by practicing skills in simulation centres. This software package is evaluated positively by students. The programme assessment strategy demonstrates all routes have assessments which require technology-enhanced skills and scenarios based on people across the age span. Mapping demonstrates adult field students meet EU Directive 2005/36/EC.

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. UoB policy and process, the programme team, PLPs and students confirm students' individual needs and personal circumstances are considered when allocating practice learning including reasonable adjustments. The AEI's

health and wellbeing team attend open days to advise applicants with disabilities. During the admissions process guidance is provided for all with additional needs and requirements. Students with disabilities are encouraged to disclose their needs to enable the AEI student support team to provide support throughout the programme. Students requiring reasonable adjustments are reviewed by the occupational health provider and recommendations made. Each case is reviewed by PLPs and an action plan developed to support student needs.

NMC registered academic staff have practice related activity, including the role of academic assessor and link lecturer. These roles provide support for students in practice learning. PLPs say lead education facilitators are in place to prepare the practice learning environment and support students for requirements for reasonable adjustments. PLPs provide examples of proactive support made for students' with reasonable adjustments. PLPs support students with individual needs and personal circumstances, for example, adjusting shift times and patterns.

Students report reasonable adjustments in their individual plans are communicated appropriately and with their consent. Students with examples of reasonable adjustments feel they're well-supported academically by the AEI's student and study support officers.

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
<p>Is the standard met?</p> <p><i>Met</i> Date: 16 July 2020</p>
Post Event Review
Identify how the condition is met:
<p>Date condition(s) met:</p> <p><i>N/A</i></p> <p>Revised outcome after condition(s) met:</p> <p><i>N/A</i></p>

Standard 4. Supervision and assessment
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education</p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment</p> <p>R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>R4.5 ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of</p>

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. Programme documentation indicates UoB and PLPs have robust

procedures and policies in place to show how support, supervision, learning and assessment comply with the SFNME. Student facing documentation and the approval process confirm the learning culture prioritises the safety of people, including SUCs, students and educators, enabling the values of the Code to be upheld.

Students are supported by NMC registered nurses and experienced academic staff. Students say contacting their personal academic tutor (PAT) is easy and value their input during the programme. PATs provide positive coaching conversations throughout the programme of study.

On practice placement, link lecturers support practice supervisors and practice assessors in enabling students to relate theory to practice. Students understand how they can raise concerns in any environment. They confirm link lecturer teams are responsive and in a timely manner to any concerns raised. Students can contact the university's safeguarding lead if they have any concerns about the safety and wellbeing of vulnerable adults and children. Students on practice placements are linked with other students from different year groups in a buddy system to provide each other with mutual support.

Preparation for academic assessor, practice supervisor and practice assessor roles include information on recognising when a student is failing and escalating concerns about a student's progress or conduct. Student facing documentation details expectations around professional behaviours. The academic assessor role is separate to the PAT role to prevent any conflict of interest in assessing student outcomes. These roles are specified in student facing documentation.

Equality and diversity principles, leadership and research are embedded throughout the programme. Unit content for each route of the programme demonstrates increasing depth and complexity as students' progress towards programme completion.

Examples of inter-professional learning include a "difficult discussions" workshop with allied health professional and law students, a study day focussing on child safeguarding processes with children's nurses and social workers and shared learning opportunities for students from the business school. The postgraduate route shares units with midwifery students.

The approval process confirms students are prepared for every practice learning experience by induction events and through information on BREO. PLPs tell us strategies are in place in practice organisations to facilitate student learning across the range of skills and procedures in annexes A and B of the SPRN.

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

for their roles. (R4.2)

Met

R4.2 is met. Documentary evidence and the approval process confirms preparation of academic assessors, practice supervisors and practice assessors is in place for their new roles in supporting, supervising and assessing students. Preparation is a mixture of online training, blended learning and face-to-face learning. A coaching model (CPAL) supports the development of practice supervisors using coaching in practice. PLPs say they're prepared and ready to implement the new standards. Practice organisations are already supporting students from other AEs under the new standards. PLPs tell us they take responsibility for managing the database of availability and training needs of practice supervisors and practice assessors. They assure us availability of practice supervisors and the student to practice supervisor ratio is closely monitored. Students are aware of role changes in the SSSA.

A 'two plus two buddying system' optimises communication between practice supervisors, practice assessor and link lecturers. Link lecturers are 'paired' to ensure sufficient support for practice supervisors and practice assessors. This system of pairing is overseen by a lead link lecturer and ensures each practice area has first and second points of contact.

Academic assessor and PAT roles are specified in the nursing programme handbooks. The approval process confirms preparation for the academic role is in place. Processes meet the SSSA.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. Programme documentation and the approval visit demonstrate

processes are in place to provide students with formative and summative feedback throughout the programme to support their development. Academic assessors, practice supervisors and practice assessors are prepared in writing accurate and developmental feedback.

Practice assessments and student achievements are recorded in MYEPAD and the OAR. Students receive interim and final placement feedback from practice supervisors and practice assessors. They're invited to reflect on the feedback provided and set ongoing placement targets based on coaching models, such as GROW. Students are supported by practice supervisors in gaining SUC, child or young adult feedback which is recorded in the MYEPAD. PLPs feedback to students and link lecturers any SUC feedback about a student received from other means such as Trust surveys and any cards received.

UoB uses a "twoQ" feedback system on most written assignments. By answering two specific questions, "twoQ" feedback seeks to give clear and directive feedback on assignments. External examiners comment on the rigor of assessment processes and the quality of feedback given to students.

Students confirm effective mechanisms exist to enable the feedback they give to the programme team to be actioned to improve programme provision. Students and the programme team give examples of actions taken to improve existing provision and to influence new programme development.

Student feedback opportunities include the UoB 'tell us' scheme, apprenticeship surveys, unit surveys, unit and programme enhancement plans, student experience of practice learning surveys, portfolio (programme) executive committees, staff-student discussion forums and the national student survey.

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. Documentation and evidence from the approval visit demonstrate the curriculum and practice placements are mapped to the SPRN to enable students to meet programme outcomes for their fields of nursing practice: adult, mental health, and children's nursing. The assessment strategy for each route is aligned to the teaching and learning strategy which is designed to have immediate professional relevance. This is to ensure safe and effective practice, foster active learning, be learner-centred in approach and draw on expertise-by-experience. There's innovative assessments which evidence achievement of unit learning outcomes and demonstrate graduate skills within the nursing profession. These

include concept maps, critical incidence analysis, critique of videoed handover, digital narratives, construction of data collection tools, written assignments, written and computer-based examinations, viva voce examinations and poster presentations.

MYEPAD specifies the anticipated proficiency level of students moving from guided participation in care to practising independently. At each practice learning experience student and practice supervisor agree to the level of supervision needed.

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: 16 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

Programme specifications confirm there are no fall back or interim exit awards with eligibility to apply for entry to the NMC register. Fall back awards are:

Certificate of higher education healthcare studies
Diploma of higher education healthcare studies

Post graduate certificate healthcare studies
Post graduate diploma healthcare studies

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: 16 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:	

<p>Post visit evidence: UoB implementation plan for the recruitment and development of SUCs, 20 August 2020 UoB response to conditions and recommendations, 20 August 2020 UoB approved variation to regulations document response to condition two, 20 August 2020</p>
<p>Additional comments: None</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: Students met: Direct entry: BSc (Hons) nursing (adult field), year one (x one), year two (x one), year three (x one) BSc (Hons) nursing (children and young people's field), year three (x one) MSc nursing (adult field) year two (final year) (x one) NDA students: BSc (Hons) nursing (adult field), year three (x two) BSc (Hons) nursing (children and young people's field), year three (x one)</p>	
Service users and carers	Yes
<p>If you stated no above, please provide the reason and mitigation</p>	
<p>Additional comments: None</p>	

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

<p>System Regulator Reports List</p> <p>CQC reports:</p> <p>Bedford hospital NHS Trust, 4 December 2018</p> <p>East and North Hertfordshire NHS Trust, 18 December 2019</p> <p>Hertfordshire Community NHS Trust, 24 January 2019</p> <p>John Radcliffe Hospital, 7 June 2019</p> <p>Luton and Dunstable University hospital NHS Foundation Trust, 7 December 2018</p> <p>Oxford Health NHS Foundation Trust, 13 December 2019</p> <p>West Hertfordshire hospitals, 28 February 2019</p>
<p>If you stated no above, please provide the reason and mitigation</p> <p>Not required for this visit.</p>
<p>Additional comments:</p> <p>None</p>

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Issue record

Final Report

Author	Maureen Harrison Caroline Thomas	Date	22 July 2020
Checked by	Monica Murphy	Date	24 August 2020
Submitted by	Lucy Percival	Date	3 September 2020
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