

Programme approval visit report

Section one

Programme provider name:	University of Birmingham
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	The Royal Orthopaedic Hospital NHS Foundation Trust Birmingham Community Healthcare NHS Trust Birmingham and Solihull Mental Health NHS Foundation Trust Birmingham Women's and Children's NHS Foundation Trust Sandwell and West Birmingham Hospitals NHS Trust Heart of England NHS Foundation Trust University Hospitals Birmingham NHS Foundation Trust
Programmes reviewed: <i>(Tick all that apply)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Child <input checked="" type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input checked="" type="checkbox"/></p> <p>Dual award - adult/child <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/child <input checked="" type="checkbox"/></p> <p>Dual award - learning disabilities/child <input type="checkbox"/></p>
Title of programme(s):	<p>Bachelor of Nursing (Hons) (Adult); Master of Nursing (Adult); Master of Science in Nursing (Adult)</p> <p>Bachelor of Nursing (Hons) (Mental Health); Master of Nursing (Mental Health); Master of Science in Nursing (Mental Health)</p>

	<p>Bachelor of Nursing (Hons) (Child); Master of Nursing (child); Master of Science in Nursing (Child)</p> <p>Master of Nursing (Adult & Mental Health)</p> <p>Master of Nursing (Children's & Mental Health)</p>										
Academic levels:											
Registered Nurse – Adult	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>										
Registered Nurse – Child	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>										
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>										
Dual award - adult/mental health	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>										
Dual award - mental health/child	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>										
Date of approval visit:	22 May 2019										
Programme start date:	<table border="1"> <tr> <td>RN – Adult</td> <td>23 September 2019</td> </tr> <tr> <td>RN – Child</td> <td>23 September 2019</td> </tr> <tr> <td>RN - Learning Disabilities</td> <td></td> </tr> <tr> <td>RN - Mental Health</td> <td>23 September 2019</td> </tr> <tr> <td></td> <td>23 September 2019</td> </tr> </table>	RN – Adult	23 September 2019	RN – Child	23 September 2019	RN - Learning Disabilities		RN - Mental Health	23 September 2019		23 September 2019
RN – Adult	23 September 2019										
RN – Child	23 September 2019										
RN - Learning Disabilities											
RN - Mental Health	23 September 2019										
	23 September 2019										

Dual award - A/MH	N/A
Dual award - A/C	N/A
Dual award - A/LD	N/A
Dual award - MH/LD	23 September 2019
Dual award - MH/C	N/A
Dual award - LD/C	
QA visitor(s):	Registrant Visitor: Karen Hibbert Lay Visitor: Phil Stephenson

Section two

Summary of review and findings

The university of Birmingham (UoB), school of nursing presented programme documentation for the approval of a pre-registration nursing programme. The following routes are included for approval: a three year full-time Bachelor of Nursing (Hons) in adult, or children's or mental health fields (BNurs); a two year full-time Master of Science in Nursing (post graduate) in adult, or children's or mental health fields (MSc Nursing); a four year full-time Master of Nursing with a single award adult, or children's or mental health fields (MNurs) or a dual award of MNurs adult and mental health, or MNurs children's and mental health.

The programme documentation and approval process confirm evidence of partnership working between the education institution and key stakeholders and confirm the partnerships are effective.

Documentation confirms arrangements at programme level meet the required standards for the framework for nursing and midwifery education (SFNME, NMC 2018) and the standards for student supervision and assessment (SSSA, NMC 2018).

Membership of the Pan-Midlands, Yorkshire and East Practice Learning group has ensured clear partnership working across a significant geographical area. The Midlands, Yorkshire and East practice assessment document (MYEPAD) has therefore been adopted across this geographical area. There is a clear shared approach across the Birmingham and Solihull Local Workforce Action Board to the introduction of the MYEPAD and the supervision and assessment of students.

There is a clear partnership approach with practice learning partners (PLPs) to manage and mitigate any risks to student practice learning. PLPs say that they have excellent communication links with the UoB; they know who to go to and appreciate the responsiveness of the academic staff.

The university has undertaken a recruitment strategy analysis to show patterns of engagement and variation over the last three years in order to ensure the range of programmes are attractive to students. As a result of this analysis, together with feedback from students the current programme provides eligibility for registration in two fields of practice to support the growing complex health and nursing needs in the community and to enhance personal employability and career options.

The curricula design offers diversified routes but one overarching programme. All undergraduate students study the modules in years one and two of the BNurs and then progress to either BNurs or MNurs route.

Arrangements at programme level meet the Standards framework for nursing and midwifery education (NMC 2018) and the Standards for student supervision and assessment (NMC 2018).

The programme is recommended to the NMC for approval with one university condition. The NMC visitors made two recommendations.

5 July 2019

Evidence provided that the changes required to meet the university condition have been made. The condition has been 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 <input type="checkbox"/> Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Conditions: <i>Please identify the standard and requirement the condition relates to under the relevant key risk theme. Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i>	Effective partnership working: collaboration, culture, communication and resources: None identified Selection, admission and progression: None identified Practice learning: None identified Assessment, fitness for practice and award: None identified Education governance: management and quality assurance: Review all the documentation for minor typos, errors and points of clarification to ensure accuracy of information. (university condition)
Date condition(s) to be met:	12 June 2019
Recommendations to enhance the programme delivery:	Recommendation one. Recruit additional service users to increase the diversity of the public engagement in nursing (PEN) group. (Standards

	<p>framework for nursing and midwifery education R1.12)</p> <p>Recommendation two. Consider a more formal feedback system for the excellent work undertaken by the role players. (Standards framework for nursing and midwifery education R3.4)</p>
Focused areas for future monitoring:	

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
Letter received from the chair of the university approval panel to confirm corrections to the approval documentation have been made and the condition has been met. 1 July 2019.	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	The AEI has returned the report following review. No observations have been made by the AEI.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	5 July 2019

Section three

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

NMC Programme standards

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

QA Handbook

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

UoB is a key and active member of the Birmingham and Solihull Education Partnership (an agreement which includes PLPs and Higher Education Institutions in the area). Their aim is to support the critical relationship between students, education providers and placement providers and promote transparency, clarity of responsibilities and good educational governance.

The documentary evidence and approval process showed strong, effective partnerships with PLPs. The PLPs told us about their involvement in the development of the programme. There is clear partnership working through and with the Birmingham and Solihull education reform group. The collaboration with the Pan-Midlands, Yorkshire and East practice learning group to develop the MYEPAD and resources for the practice supervisors (PS) and practice assessors (PA) has been particularly successful. PLPs clearly identified their partnership with UoB. This partnership ensures practice learning and assessment adheres to the Standards for student supervision and assessment (SSSA) (NMC, 2018). The PLPs told us of the range of practice learning opportunities in place that enable students to meet people's diverse needs across the lifespan and the preparation taking place for the introduction of the SSSA.

Public Engagement in Nursing (PEN) group contributes to the quality improvement of nursing programmes and comprises of a range of service users and carers (SUC). Their involvement in the recruitment and selection process includes contributing to the value-based interview process using scenarios from the service users and carers (usually video) with students, academic staff and clinical partner representatives leading the interviews. The PEN group make a clear and valued contribution to the programme and spoke with great enthusiasm and passion about their role and the positive feedback they had received. They are aware of the need to continue developing their membership to ensure coverage of key

areas such as child health. The PEN group would benefit from more members and should recruit additional service users to increase the diversity of the PEN group. Recommendation one: recruit additional SUC to increase the diversity of the PEN group. (Standards framework for nursing and midwifery education R1.12)

There is clear evidence of the involvement of service users, students and other stakeholders in curriculum development through groups such as the staff student committee, curriculum development committee, curriculum steering group, education strategy group and the PEN group. The university has created a very effective culture of gathering and responding to feedback from students and stakeholders who all told us how approachable the academic staff were and praised communication with, and actions taken by, the AEI.

We met a good selection of students at the approval event. They were eager to tell us about their involvement in the development of the programme. They feel their voice is listened to and that staff respond to their feedback. Students told us about a number of issues that have been satisfactorily addressed by the programme team. The students are clear how to access support both from university lecturers and placement providers.

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**

Please provide any narrative for any exceptions

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**

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

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
- 1.8 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).

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 practitioners 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)

YES NO

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 **NOT MET**

R1.5 is met. The UoB has a recognition of prior learning (RPL) policy in line with the NMC Standards for pre-registration nursing programmes (NMC, 2018) guidelines. RPL can be mapped to programme outcomes up to a maximum of 50 percent and complies with the Article 31(3) of Directive 2005/36/EC. The RPL panel reviews all requests and samples are externally reviewed. We saw examples of mapping prior theoretical learning to programme outcomes. There is a clear RPL process in place.

- 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. Documentary evidence and confirmation at the approval visit provides assurance that NMC registered nurses may have prior learning mapped to the Standards of proficiency for registered nurse. All RPL claims are checked and ratified through the assessment board 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. Entry requirements are clearly stated and there are also opportunities for fair access and social mobility through realising opportunity (RO), access to Birmingham (A2B) and unconditional offer scheme for outstanding students in certain subject areas. Some of these schemes offer pre-entry routes for students to develop the necessary skills and experience but official entry requirements must still be met.

Entry requirements for digital and technological skills form part of recruitment and selection in the form of self-declaration. Digital learning is used and developed throughout the programme. BNurs, MNurs and MSc programmes are designed with a range of integrated formative and summative assessments to enhance numeracy, literacy and digital literacy skills, including computer-based assessments, digital presentations and written assignments.

All entries for the ongoing achievement record and MYEPAD are made digitally through a range of tools and programmes on the virtual learning environment

(VLE) including the use of supportive additional resources such as Script, an e-learning programme to improve the management and optimisation of medicines.

Students tell us that they feel well supported with their digital and technological literacy skills with additional help being available on a one-to one or group basis.

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 evaluative summary 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.

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 NOT MET

Documentation supported by discussion with the programme team confirms that students will not be transferring onto the proposed programme. Students in year three will not transfer to SSSA but other year groups will from September 2019. Returning students will RPL into the new programme.

Students told us that they knew about this transfer to the SSSA and that they had had chance to discuss it with the programme team, they are supportive of this approach. The PLPs told us that the resources are in place to introduce the SSSA and they are currently working with UoB to prepare practice supervisors, practice assessors and academic assessors. They are confident the SSSA will be in place for September 2019.

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 NOT MET

Mapping documentation supported by discussions with the programme team confirms RPL is capable of being mapped to the standards of proficiency for registered nurses and programme outcomes.

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

YES NO

Outcome

Is the standard met?

MET

NOT MET

Date: 22 May 2019

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 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 NOT MET

R2.4 is met. UoB delivers three fields of nursing; adult, child and mental health with learning disabilities incorporated into all three fields. The programme provides robust opportunities in both theory and practice learning for all students to

experience all four fields of nursing practice. There is a common first year to 'maximise students' learning and experience of holistic nursing' and healthcare environments.

Curriculum development committee includes placement providers, PEN and students who have a clear role to review and develop the BNurs and MNurs programmes. They are supported in this by a culture of feedback from all stakeholders and students whereby the university listen and take action to continually improve its provision and programme development.

The programme offers the opportunity to transfer to MNurs at the end of Y2 (single or dual route) subject to meeting programme requirements.

The university also encourages nursing students to recognise their role in the local and wider community in terms of citizenship. Enrichment weeks will be a feature of this programme which will provide opportunities to work alongside students from other professions; pharmacy, medicine, dentistry and physiotherapy. For example, there are plans for a case study approach as a pop-up shop at the extra care retirement village to give individual support and guidance to residents.

- 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. Programme specification demonstrates field specific content and how it is delivered and assessed. Curriculum maps also demonstrate the range of learning and teaching strategies needed to meet the programme outcomes. Programme leads are current NMC registered nurses in the relevant field of practice.

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

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

YES **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 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 **NOT MET**

R2.8 is met. Documentation and the approval process confirm that mapping has been undertaken to ensure field specific content in relation to law, safeguarding, consent, pharmacology, medicines administration and optimisation of medicines are included in this programme. Use of Script as a learning resource will develop and enhance skills in this area. This e-learning resource is in addition to the taught content and offers modules across three categories; principles of medicines management; managing the risks and therapeutic groups.

- 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 met. The programme specifications shows the balance of theory and practice and indicates how each area will be assessed. A range of teaching and learning strategies are detailed in the documentation along with module aims, descriptors and outcomes. There is clear evidence of the designated hours. The practice allocation model seen clearly demonstrates the achievement of designated hours.

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**

Programme delivered in England.

- 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).
- 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**

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**
- 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**

Registration is permitted 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**

Date: 22 May 2019

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 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 **NOT MET**

R3.1 is met. Documentation shows clear policies and guidance to promote and ensure safe and effective care. This is further monitored through examination boards, external examiner activity and self-reviews. PLPs tell us they know who to contact at the university if they have any concerns and confirm communication is excellent, with academic staff very willing to come out to the practice setting as and when necessary. Any incidents are managed through the raising concerns process or the fitness to practise process.

The UoB has an overarching student concerns and complaints policy enabling students and staff to raise concerns or complaints. Students and PLPs confirm that they find the university very responsive and are confident that any concerns are listened to and acted upon.

A number of local agreements (through Pan Midland, Yorkshire and East Practice Learning Group) assure NMC standards are met (SSSA, NMC, 2018) and promote conformity of learning opportunities particularly in areas such as training for requirements of SSSA.

PLPs quality assurance liaison meetings between the university and the PLPs manage educational risk and maximises placement provision. Placements are audited for suitability to meet programme outcomes. Each programme has a practice placement schedule to ensure students achieve correct hours in each placement.

- 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 UoB in partnership with PLPs, has robust processes in place to ensure students will experience a variety of practice learning experiences to a diverse range of people, across the four fields of nursing practice. PLPs confirm these practice learning opportunities are audited and robustly evaluated. They told us students' achievement of the Standards of proficiency for registered nurses (NMC, 2018) will be closely monitored. Students tell us that they have opportunities to evaluate their practice learning experiences and the programme team are responsive to any identified issues. We are assured that the practice learning experiences will prepare students to meet the holistic needs of people of all ages.

- 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 met. Programme documentation and findings at the approval visit confirm that practice learning opportunities are provided that allow students to meet the communication and relationship management skills and nursing procedures, as set out in the Standards of proficiency for registered nurses (NMC, 2018), within their selected field of nursing practice.

- 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 findings at the approval visit confirm that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment.

Students are encouraged to engage with their e-portfolio throughout the programme and are supported with this through personal and academic tutors. Students tell us they feel well supported by their personal tutors and have access to a range of academic and personal support structures both online and face to face.

A range of digital resources are available to support student study for example through Canvas, SCRIPT and Pebblepad (online portfolio). Students told us these are currently used within the programmes.

The simulation strategy outlines the developing vision for using technology enhanced approaches to the delivery of the programme, including safe medicate, SCRIPT and clinical skills.net. These platforms will be used alongside clinical skills teaching and simulated learning activities.

Service users and role play members (who are associate clinical educators) form an integral part of the technology enhanced and simulation-based learning opportunities. In the simulation suite there are a variety of innovative learning experiences such as use of augmented reality system which can emulate being an older lady with dementia. The university has also devised some simple but effective scenarios including wearing a headset all day with “voices” played to emulate some aspects of psychosis. Students’ feedback confirms these deep learning experiences are considered inspirational and help to develop greater empathy for future nursing encounters.

Simulation activities provide excellent opportunities for self and peer-review as well as getting individualised feedback from service users and role play members. The work of the role play members was highly valued and opportunities for informal feedback were well developed. Given the value of this work a more formal route for feedback should be considered beneficial to future programme development (recommendation two).

- 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. All students are assigned a personal tutor. There is a clear code of practice support achieved through a minimum of three meetings per year. Students tell us they feel well supported in both their academic and personal needs and know where to go for support. Learning skills are additionally supported through the library and online in Canvas.

Student services centre provides welfare support (non-programme issues) and there is a student hardship fund for those in financial difficulties.

Each year group has two student representatives allowing feedback, questions and concerns to be expressed through staff student committee. At the event one of the student representatives spoke confidently and proudly of her involvement in various meetings including the curriculum development committee and focus groups. Students expressed the clear opinion that their views (negative or positive) are taken seriously and they were able to see changes made to reflect this.

Clear expectations for personal and academic conduct are given in the programme handbook. There are clear processes and procedures for feeding back, expressing concerns or whistle-blowing.

The AEI aims to provide support to allow students to reach their potential (for example dyslexia screening) which may lead to a reasonable adjustment plan.

PLPs tell us that there are clear procedures in place for the allocation and support of students with disabilities or in need of reasonable adjustments and through the effective communication links they are able to work closely with the AEI.

Note: *If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.*

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

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

Date: 22 May 2019

Standard 4: Supervision and assessment

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

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

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

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

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

R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%

R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in

Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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 **NOT MET**

R4.1 is met. Documentation and findings at the approval visit confirm that UoB and PLPs have developed and agreed guidelines which articulate how the new roles of practice assessor, practice supervisor and academic assessor will be

implemented. These include how individuals in these roles will be prepared and developed. These comply with SFNME.

A practice learning handbook is in place to guide practice supervisors and practice assessors. They receive support and training for these roles through Birmingham and Solihull Education Reform Group.

Each practice placement is assessed through the MYEPAD. The PLPs told us that they participated in a regional group to develop the MYEPAD and to implement the SSSA.

- 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. The AEI has strong links with PLPs and this support has been crucial in preparing practice supervisors and practice assessors for their new role and SSSA.

There's standardised training documentation in the MYEPAD approach for the preparation of practice supervisors and practice assessors and this will be used. Preparation is co-facilitated by the AEI and PLPs in the practice learning areas.

At the event both academic staff and PLPs expressed their confidence in the preparations, training and processes in place to fully achieve SSSA requirements from September 2019.

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 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 **NOT MET**

R4.4 is met. Documentary evidence and the approval visit confirm processes are in place to provide students with feedback to support their development. We found formative and summative assessments to be varied and relevant to student learning. Feedback is from a range of sources; academic, student peers, role players and service users. These opportunities represent a strength of the programme.

- 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. Mapping documents show a range of theoretical and practical assessments together with formative and summative assessment opportunities to ensure the students meet the required Standards of proficiency for registered nurses in their fields 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 associate 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: 22 May 2019

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.

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

Standards framework for nursing and midwifery education specifically R2.11, R2.20

YES NO N/A

Exit awards with eligibility for NMC registration: -

Bachelor of Nursing (Hons) exit award;
 Bachelor of Nursing in adult, or children's or mental health fields
 Master of Nursing exit award;
 Bachelor of Nursing (Hons) in adult or children's or mental health fields.
 Master of Nursing dual award, exit award;
 Bachelor of Nursing (Hons) in a single field adult or children's or mental health.
 Master of Science in Nursing exit award;
 Postgraduate Diploma in Nursing in adult or children's or mental health fields.
 The exit awards have been reviewed and are mapped to the Standards for pre-
 registration nursing (NMC, 2018).

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: 22 May 2019

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List additional documentation: Post event documents to support conditions are met: Letter received from the chair of the university approval panel to confirm corrections to the approval documentation have been made and the condition has been met. 1 July 2019		
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: BNurs (common first year) year one; four students BNurs adult year two; two students BNurs adult year three; six students BNurs mental health year two; two students BNurs mental Health year three; two students BNurs child year two; one student BNurs child year three; two students MNurs Year one; two students BNurs graduates; two		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If yes, system regulator reports list

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

Documentation seen via the gateways. No practice visits required as UoB is an approved AEI.

There have been no adverse system regulator reports in the last 12 months.

Additional comments:

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author:	Karen Hibbert	Date:	27 June 2019
Checked by:	Pam Page	Date:	22 July 2019
Approved by:	Leeann Greer	Date:	2 August 2019
Submitted by:	Lucy Percival	Date:	5 August 2019