

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>Birmingham City University</p>
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>Birmingham Women’s and Children’s NHS Foundation Trust Royal Orthopaedic Hospital NHS Foundation Trust Birmingham and Solihull Mental Health Foundation Trust Birmingham and Solihull Clinical Commissioning Group Black Country Healthcare NHS Foundation Trust University Hospitals Birmingham NHS Foundation Trust Birmingham Community Healthcare NHS Foundation Trust City and Sandwell NHS Foundation Trust Coventry and Warwickshire Partnership NHS Trust Heart of England NHS Foundation Trust Sandwell and West Birmingham Hospitals NHS Trust Worcestershire Health and Care NHS Trust Walsall Healthcare NHS Trust Wye Valley NHS Trust Private, voluntary and independent organisations Education and social care</p>
<p>Programmes reviewed:</p>	<p><i>Pre-registration nurse qualification leading to</i> Registered Nurse – Adult <input checked="" type="checkbox"/> Registered Nurse – Children’s <input checked="" type="checkbox"/> Registered Nurse - Learning Disabilities <input checked="" type="checkbox"/> Registered Nurse - Mental Health <input checked="" type="checkbox"/> <i>Nursing Degree Apprenticeship (NDA) route</i> NDA Adult <input type="checkbox"/> NDA Children’s <input type="checkbox"/> NDA Learning Disabilities <input type="checkbox"/> NDA Mental Health <input type="checkbox"/> <i>Dual award - pre-registration nursing</i> Dual award - adult/mental health <input type="checkbox"/> Dual award - adult/children’s <input type="checkbox"/> Dual award - adult/learning disabilities <input type="checkbox"/></p>

	Dual award - mental health/learning disabilities <input type="checkbox"/> Dual award - mental health/children's <input type="checkbox"/> Dual award - learning disabilities/children's <input type="checkbox"/>
Title of current programme(s):	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Child) BSc (Hons) Nursing (Learning Disabilities) BSc (Hons) Nursing (Mental Health) BSc (Hons) Nursing (Adult) - Nursing Degree Apprenticeship BSc (Hons) Nursing (Child) - Nursing Degree Apprenticeship BSc (Hons) Nursing (Learning Disabilities) - Nursing Degree Apprenticeship BSc (Hons) Nursing (Mental Health) - Nursing Degree Apprenticeship MSc Nursing (Adult/Child - Dual Award) MSc Nursing (Adult/Learning Disabilities- Dual Award) MSc Nursing (Adult/Mental Health - Dual Award) MSc Nursing (Learning Disabilities/Child - Dual Award) MSc Nursing (Mental Health/Child - Dual Award) MSc Nursing (Mental Health/Learning Disabilities - Dual Award)
Title of modified programme(s) if changed:	MSc Adult Nursing (pre-registration) MSc Child Nursing (pre-registration) MSc Learning Disabilities Nursing (pre -registration) MSc Mental Health nursing (pre-registration)
Academic levels of current programme:	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse – Children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7

	<p>SCQF <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 <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <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 <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
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Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <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/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Academic levels of modified programme(s) if changed:	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Registered Nurse – Children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
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Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p>

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
NDA Children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
NDA Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
NDA Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
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Dual award - adult/learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Programme start date:	
RN – Adult	1 March 2021
RN – Children's	1 March 2021
RN - Learning Disabilities	1 March 2021
RN - Mental Health	1 March 2021
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of approval:	16 October 2020
Type of Modification:	Major Modification
QA visitor(s):	Registrant Visitor: Charmagne Barnes

Section two

Summary of review and findings

Birmingham City University (BCU), school of Nursing and Midwifery, is an approved education institution (AEI) and has in approval: a three-year full-time undergraduate pre-registration BSc (Hons) nursing programme with pathways in all four fields of nursing practice: adult, children's, mental health and learning disabilities; a four-year BSc (Hons) nursing – nursing degree apprenticeship (NDA) with pathways in each of the four fields of nursing and a four-year MSc qualification that leads to dual registration in any two fields of nursing practice as follows: adult and mental health, adult and learning disabilities, adult and children's, mental health and children's, mental health and learning disabilities and children's and learning disabilities. These programmes were approved by the NMC on 4 September 2019.

The school presents a major modification to the approved pre-registration nursing programmes (NMC, 2018) to be delivered as a full-time Masters programme (MSc), using a digital and blended approach to learning, which comprises five percent face-to-face teaching; 45 percent online learning and 50 percent practice learning. The routes presented for approval are the two-year, full-time MSc direct entry routes in the four fields of nursing practice adult, child, learning disabilities and mental health.

The programme is mapped against the Standards for pre-registration nursing programmes (SPNP) and Future Nurse: Standards of proficiency for registered nurses (NMC, 2018).

The programme is in response to a funding bid from Health Education England (HEE) for pre-registration nursing programmes which maximise the opportunities for an innovative and interactive programme, using a digital approach. It will commence on 1 March 2021 with an initial intake of 30 students.

All applicants enter the programme with recognition of prior learning (RPL) equivalent to 1000 hours of theory and practice learning. RPL applications are mapped against the first year of the BSc (Hons) nursing programme outcomes and assessed at academic level six. The programme is offered over two-years full - time blended learning, in three stages.

The programme documentation confirms evidence of effective partnership working between the university and key stakeholders. Senior representatives from diverse practice learning partners (PLPs) who work in partnership with BCU attended the major modification process and support the addition of this blended learning route. PLPs and the programme team tell us this flexible route will strengthen the regional workforce and provide opportunities for existing graduates to study for an MSc and register as a nurse, using the flexibility the programme allows.

There's documentary evidence that PLPs contribute to the design and development of the programme, through the steering group set up for this development. Students and experts by experience (EBE) present at the major modification confirm they have been involved in the development of this programme.

The programme team present a cohesive and extensive list of resources and support for students who will be undertaking this programme digitally and through distance and blended learning. The programme team tell us that access to a device, with the appropriate hardware and software, alongside the potential issue of digital poverty is discussed at the selection stage. BCU has a hardship fund which students can access for the purchase of internet technology (IT) equipment required for this programme. Level of digital literacy is also assessed at recruitment and selection.

BCU has collaborated with a range of AEs and PLPs to form the Midlands, Yorkshire, north east and East and east practice learning group known as MYEPLG. This group has been responsible for the collaborative development of the practice assessment document (PAD) and ongoing achievement record (OAR) used within this programme.

The documentation confirms that the programme meets the Standards for student supervision and assessment (SSSA) (NMC, 2018) with no changes made since approval on 4 September 2019.

BCU, in partnership with PLPs confirm that any issues arising from Care Quality Commission (CQC) quality reviews which impact on practice learning environments are managed through a systematic partnership process. Evidence from educational audits are used to assess and monitor the suitability of practice learning environments. PLPs tell us that any risks to students' practice learning is robustly managed by BCU and its PLPs to develop a collaborative action plan to mitigate in the event of adverse CQC reporting. This is reported to MYEPLG which meet on a monthly basis.

We find arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME). Documentary evidence and discussion at the approval process confirm arrangements at programme level meet the SSSA.

The major modification is undertaken remotely due to COVID-19 restrictions.

The programme is recommended to the NMC for approval subject to one university condition. Two joint NMC and university recommendations and three university recommendations are made.

Update 11 November 2020:

Confirmation has been provided that the one university condition has been met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources: None identified.</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: None identified.</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance: Condition one: To revise the definitive course documentation to ensure clarity and consistency across all specifications. (University condition)</p>
Date condition(s) to be met:	13 November 2020
Recommendations to enhance the programme delivery:	<p>Recommendation one: To consider fully adapting the inter-professional learning (IPL) model for online provision (SFNME R1.13; SPNP R2.9) (NMC and university recommendation)</p> <p>Recommendation two: To review the assessment loading across the course to ensure parity across the modules. (University recommendation)</p> <p>Recommendation three: To monitor and review the numeracy assessment strategy to ensure it facilitates</p>

	<p>progression and achievement (University recommendation)</p> <p>Recommendation four: To consider ensuring the equality, diversity and inclusivity (EDI) training for service users, and all individuals involved in recruitment activity, is clearly audited and articulated to participants (SFNME R1.10; SPNP R2.1) (NMC and university recommendation)</p> <p>Recommendation five: To reconsider the inclusion of the Go Abroad scheme on this suite of courses, ensuring student expectations of how this might operate are realistic. The team might also explore alternative UK-based specialist placement opportunities. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Audit and monitoring of EDI training for service user and carer groups.</p> <p>Online IPL as part of theoretical learning on this programme.</p>

<p>Programme is recommended for approval subject to specific conditions being met</p>	
<p>Commentary post review of evidence against conditions:</p> <p>Confirmation has been provided that the one university condition has been met.</p> <p>The programme is recommended to the NMC for approval.</p>	
<p>AEI Observations</p>	<p>Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>Summary of observations made, if applicable</p>	
<p>Final recommendation made to NMC:</p>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Date condition(s) met:</p>	<p>11 November 2020</p>

Section three

NMC Programme standards

Please refer to NMC standards reference points:

[Standards for pre-registration nursing programmes \(NMC, 2018\)](#)

[Future nurse: Standards of proficiency for registered nurses \(NMC, 2018\)](#)

[Standards framework for nursing and midwifery education \(NMC, 2018\)](#)

[Standards for student supervision and assessment \(NMC, 2018\)](#)

[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates \(NMC, 2015 updated 2018\)](#)

[QA framework for nursing, midwifery and nursing associate education \(NMC, 2018\)](#)

[QA Handbook](#)

Partnerships

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

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

[Standards framework for nursing and midwifery education \(NMC, 2018\)](#)

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

R2.4 comply with NMC [Standards for student supervision and assessment](#)

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

[Standards for student supervision and assessment](#) (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

We find BCU are fully engaged in partnership working with their PLPs, service users and carers referred to as EBE and students. Documentary evidence, presentation and meeting with stakeholder groups, demonstrate a strong partnership approach to the modification programme and confirms involvement in its design and development through the steering group. Written compliance statements between BCU and PLPs are in place for this programme.

There's effective governance in place to ensure compliance with legal, regulatory and professional requirements and there are established communication processes between BCU, PLPs and the students.

There's documentary evidence of systems and processes in place to continue the development of practice supervisors, practice assessors and academic assessors to ensure coordination of learning and effective assessment of learning in practice.

There's evidence of shared responsibility for theory and practice learning. Practice communication and accountability for development, delivery, quality assurance and evaluation of the programme is established as part of these partnership arrangements.

The students we met represent the fields of nursing practice on the pre-registration programme with the exception of learning disabilities nursing. They tell us they have participated in this development and provided cross field representation on the MSc programme. They are enthusiastic about their learning and experiences to date. Students tell us they are invited to feedback on their programme at modular and programme level and tell us their feedback is listened to, citing

examples of this. Students are represented on course committees via their elected student representative and via the student voice programme which engages student in programme development and the school more generally. Students tell us they would recommend the BCU pre-registration nursing programme to others.

PLPs and service users and carers (EBE) are included in the joint selection of students on the pre-registration nursing programmes and will do so for this route too. Students tell us they experience a robust values-based recruitment and selection process. EBE involvement is based on the service user 'ladder of involvement' strategy and its operations are facilitated by a named academic and service user co-ordinator. They meet on a monthly basis at the forum for accessing communication expertise (FACE) and are able to share experiences, discuss challenges and share good practice with EBE across the Faculty. This is facilitated by the co-ordinator for EBE who is an academic at BCU. The EBE are aware of the importance of EDI legislation in relation to recruitment and selection for this programme, and feel they have received this, but are unsure as to when this might have been and when they will receive this again. The programme team assure us that this training is in place. (Recommendation four)

The EBEs participate in delivery of teaching, objective structured clinical examinations (OSCE's), simulated learning activity and anticipate being able to participate in dissertation supervision for the forthcoming academic year. They also contribute to the students' MYEPAD giving feedback on the student's performance. The MYEPAD facilitates the involvement of service users in providing feedback for the student. The practice supervisor or practice assessor acts as a conduit between the service user and the student, with the service user's message being relayed to the student who then records it in the service user feedback section of the MYEPAD. Reflection on the service user feedback to the student is further facilitated by the academic assessor and practice assessor, which informs and enhances their learning. The EBEs tell us that they feel very valued and listened to by the programme team.

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**

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

MET **NOT MET**

Post Event Review		
Identify how the condition is met:	N/A	
Date condition(s) met:	N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Student journey through the programme
Standard 1: Selection, admission and progression
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R1.1 Confirm on entry to the programme that students:</p> <p>R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children’s nursing</p> <p>R1.1.2 demonstrate values in accordance with the Code</p> <p>R1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>R1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>R1.1.5 can demonstrate proficiency in English language</p> <p>R1.1.6 have capability in literacy to meet programme outcomes</p> <p>R1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p> <p>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</p> <p>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</p> <p>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</p> <p>R1.5 permit recognition of prior learning that is capable of being mapped to the <i>Standards of proficiency for registered nurses</i> 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)</p> <p>R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the <i>Standards of proficiency for registered nurses</i> and programme outcomes that may be more than 50 percent of the programme</p>

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

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

[Standards framework for nursing and midwifery education](#) specifically R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC, 2018).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC, 2018).

Findings against the standard and requirements

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and 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. BCU has an established RPL policy framework that meets the NMC requirements for RPL. Documentary evidence and confirmation at the approval event demonstrate RPL is used for up to 50 percent of the programme. This is compliant with Article 31(3) of Directive 2005/36/EC.

RPL for this MSc route is against a first degree and portfolio evidence of 500 hours theory and 500 hours of practice in a formal health care environment, thus allowing for a total of 1000 hours as RPL which contributes towards the 4600 hours of theory and practice required for a pre- registration nursing programme.

There's a BCU written policy and process for RPL which is applied to this programme. It details roles and responsibilities in the RPL process. RPL claims are managed individually for prospective students, by the RPL coordinator for the school. There's an RPL portfolio of evidence requirement for entry to the programme. The portfolio is assessed by the programme tutor or an academic on the programme team, verified by an external examiner at school level and ratified by the BCU assessment board. The evidence presented by the applicant is mapped against year one of the BSc (Hons) nursing programme, to include modular content and year one learning outcomes, using an RPL mapping tool. It is assessed at academic level six.

- 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. Unchanged since original approval on 4 September 2019.

- 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. The programme documentation, module descriptors and mapping document demonstrate that numeracy, literacy, digital and technological literacy are mapped against the Standards of proficiency for registered nurses and meet programme outcomes to meet the NMC requirements. The student programme handbook gives details of student support services available and this includes access to the personal development department team who provide support for students in relation to numeracy and literacy. This support will be available to students accessing this blended learning approach.

The programme will use virtual learning environments (VLEs) and resources to support development of numeracy, literacy, digital and technological literacy including Moodle, SafeMedicate and library resources online. In addition, there is an increased focus on digital and technological literacy given that the majority of the theoretical component of the programme will be delivered asynchronously online. The students will be assessed at selection stage for level of digital literacy and referred to the 'Introduction to IT @ BCU' and 'Introduction to on-line learning' which is a non-credit bearing module that must be completed in the first two weeks of the programme. The JISC discovery tool and a remote learning course also supports learning for students on this programme.

Moodle as a VLE has been further developed for the effective delivery of this programme. This to include the official Moodle App which is in a mobile friendly format and accessible when needed. Personalisation, mobile use, game-based learning, automation and socialisation have further been presented via documentation to enrich the online experience for the student. Analytics will provide data to monitor student progress and tailor individual student experiences.

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 are no students transferring to this new route of the programme.

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

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

There are no students transferring to this new route of the programme.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 16 October 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

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. There's documentary analysis and steering group notes alongside discussion with the programme team and PLPs at the major modification visit, who provide assurance that the programme will support students in theory and practice to gain experiences across the four fields of nursing practice.

Students will complete generic and core modules within the programme. The modules have been mapped against the adult, mental health, child and learning disabilities fields of nursing practice and associated health conditions. Clear reference is made within the documentation that students will access experiences across the life span, to ensure knowledge development of all four fields of practice.

The programme team describe how learning activities in the core and field modules are being developed to ensure that students explore the different fields of nursing.

There is a placement forecasting model to identify placement capacity and provide students with a range of placements across the lifespan. A hub and spoke practice allocation model will be used in the programme, which will allow the students to

gain experiences across the four fields of nursing practice. These experiences will be recorded in the MYEPAD and OAR. PLPs and the programme team confirm that students will be provided with information relating to opportunities and insight visits to allow for understanding and increased exposure to the other field of practice, aside from their own chosen field.

- 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. There is clear evidence in the programme specification that the programme will prepare students to enter the register in their chosen field of practice. The programme includes field specific practice learning outcomes and experiences.

Practice learning uses a flexible placement model, and these are planned in extended periods of 10 weeks or more across each stage of the programme.

The student's experiences are structured across the four fields of nursing practice with more focus on the chosen field of practice as the student progresses across the three stages. This ensures field specific learning outcomes as outlined in modular content are achieved.

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. There's evidence of mapping to ensure that the MSc programme design, field specific content in relation to law, safeguarding, consent pharmacology and medicines administration and optimisation are included in the programme's generic and field specific modules. There's evidence these topics are applied via module delivery and PLPs tell us they are applied in practice learning settings via the learning outcomes contained in the MYEPAD. Students at the major modification visit confirm their learning in these subjects.

- 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 structure and plan for the additional MSc route demonstrates an equal balance of theory and practice learning. There's evidence NMC requirements are met and a minimum of 2300 hours theory and 2300 hours practice are in the programme. This includes RPL on entry to the programme. Time allocated to theory and practice learning are evident in the course plan and structured along three stages over the two years of the programme.

Theory and practice learning are in equal parts across the three stages of the programme and make a total of 3600 hours, with 1800 hours in theory and 1800 hours in practice learning. Each stage is eight months in length and is a total of 3600 hours over two years. Each stage includes an equal balance of 600 hours for theory and practice.

Practice learning uses a flexible placement model, and the placement learning experiences are planned in extended periods of 10 weeks or more. This must encompass the whole 24-hour shift pattern and must be no less than 24 hours each week. Students must complete 200 hours per 10-week block in each stage of the programme to ensure 600 hours of placement learning is completed prior to progressing to the next stage of the programme. These can be negotiated as to whether this time is accrued in a full-time block or part-time across the whole period of placement learning. The final block of practice in each stage of the programme is a consolidation block, which is normally between three-four weeks, during which students must do 40 hours each week for the duration of the

consolidation block. This ensures 600 hours are achieved at each stage of the programme and 1800 hours of practice learning are achieved on the programme.

Attendance at theoretical learning sessions is recorded via online login and is monitored by the programme leader. Students practice learning is recorded via timesheets which are entered onto the placement database (ARC) which also serves to monitor placement learning hours.

A range of learning and teaching strategies are evidenced through the documentary evidence and detailed in the programme specification and programme handbook and module descriptors. These include five percent face-to-face teaching for some induction activity and some aspects of mandatory training. 45 percent of theoretical learning is online and includes asynchronous online lectures, skills, discussion boards, simulation, virtual learning. There is a live discussion room for modules and for students on the programme in relation to overarching programme issues/good practice/feedback and evaluation.

The programme team tell us that there is a strong focus on IPL which is developed and evidenced in the MYEPAD across the three stages of the programme. The faculty has an interprofessional learning strategy which is evidenced in the documentation presented and includes IPL across pre-registration programmes such as nursing, midwifery, physiotherapy. The panel felt that IPL in theory could be strengthened by developing the model used for the full-time programmes and adapting this for online delivery for this programme via the virtual case creator used at BCU. (Recommendation one)

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)
YES **NO** **N/A**

The programme is delivered in 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)
YES **NO**
- Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)
YES **NO**

<ul style="list-style-type: none"> 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) <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>The modification leads to registration in a single field.</p> 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) <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>The programme leads to registration solely with the NMC.</p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula are met <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> </p></p>
Outcome
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 16 October 2020</p>
Post event review
<p>Identify how the condition(s) is met: N/A</p>
<p>Date condition(s) met: N/A</p>
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A</p>

Standard 3: Practice learning
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R3.1 provide practice learning opportunities that allow students to develop and meet the <i>Standards of proficiency for registered nurses</i> 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</p>

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. There are sufficient practice learning opportunities to allow students to develop and meet the needs of a diverse range of people and across all four fields of nursing practice.

There is a placement forecasting model to identify placement capacity and provide students with a range of placements across the lifespan. A hub and spoke practice allocation model will be used in the programme, which will allow the students to gain experiences across the four fields of nursing practice. The programme team confirm that students will be provided with information relating to opportunities and insight visits to allow for understanding and increased exposure to the other field of practice, aside from their own chosen field.

Students tell us they know the process for raising concerns. PLPs tell us they know the process and communications required to raise concerns about student performance to the university.

- 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 placement model is one of hub and spoke and includes hospital, close to home and at home placements. The practice learning allocation is the responsibility of BCU but is done in close collaboration with PLPs and on this programme with students too, to ensure flexibility is afforded to each student. The programme team tell us that placements will be allocated to ensure field specific experiences across the life span and in a range of settings. These experiences will be recorded in the MYEPAD and OAR.

Students tell us they evaluate their practice learning experiences and say if they have concerns, they can speak with their personal tutor (who also visits in practice), link tutor, academic assessor, practice supervisor, practice assessor or practice placement manager. They say the BCU nursing programme team listens to their feedback and acts upon this. This has normally benefitted the subsequent cohort.

Overall student evaluations of practice learning form part of discussions at the strategic practice learning partnerships group.

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. Documentary evidence and discussion at the major modification visit with practice supervisors, practice assessors and academic assessors demonstrate and confirm they understand ways to develop students' skill in communication, relationship management and nursing procedures as set out in annexe A and annexe B of the Standards of proficiency for registered nurses (SPRN). BCU presents a clear mapping of module content and the MYEPAD to the annexes. The skills are assessed and recorded in the MYEPAD.

- 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. There's documentary evidence indicating comprehensive use of technology enhanced and simulation-based learning opportunities which are used effectively to support learning and assessment in the programme. The programme team tell us of the continuing development of case studies for use on this blended learning programme using the virtual case creator, which has enjoyed a high rate of success for current students. EBEs and students tell us about simulation-based learning and the simulation facilities available to students in the school at BCU. Simulated learning is used as one of the module teaching and learning strategies and includes the use of high fidelity mannikins to support learning. EBEs are included in simulated learning activity via role play for adult nursing students. PLPs tell that policies have been reviewed to ensure the development of skills in annexe A and annexe B, to include the student's role, which have not previously been part of students practice learning experiences.

- 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. We are assured there's a clear process in place to ensure the students' individual needs and circumstances are accounted for within practice learning allocations. PLPs told us that communication from the university about a student's individual needs is forthcoming with the consent of the individual student. PLPs cite a range of needs they support student's with including dyslexia and physical disability.

Students tell us they are well supported with their individual needs and personal circumstances with reasonable adjustments made for these. This includes support from the university disability team, a dyslexia tutor, a disability ambassador and contact with specific academic in the school who undertakes this role.

The programme handbook clearly signposts support and services available to each student.

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: 16 October 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

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, specifically 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. Documentary evidence and the approval process show that BCU and its PLPs comply with support, supervision, learning and assessment in the SFNME. They adopt a collaborative approach to governance of the programme with signed compliance statements indicating support of programme requirements.

Education audits are completed as part of a strategy for management of practice learning environments. The audit process clearly identifies the numbers of practice supervisors and practice assessors in each of the practice learning environments.

BCU works with its PLPs through the link tutor and practice educator, to train and prepare practice supervisors and practice assessors for their roles in supporting students through supervision and assessment of practice learning. EBEs are also involved in the assessment process of practice learning via the MYEPAD.

Students tell us they know how to raise concerns or complaints and they're always supernumerary in practice. Academic staff, practice-based staff and EBEs at BCU have all been involved in the development of this programme.

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

MET **NOT MET**

R4.2 is met. Documentary evidence and discussion at the major modification visit confirms there is extensive collaboration between BCU and its PLPs to meet the SSSA. The programme team and the PLPs confirm there is a structured plan for the continuing implementation of the SSSA for additional programme routes such as this programme, which includes expanding the number of practice supervisors who are registrants from other disciplines who will be able to access the same preparation training for supervisors. Information about the SSSA is clearly presented in the programme handbook and practice guide to using the MYEPAD.

Practice assessors tell us that they are prepared for their role and the practice education managers tell us that they have a rolling programme for practice supervisors and practice assessors to access training as required and update. They are provided with time to do this.

Placement managers work with the programme team and lead for practice in the school, to ensure the placement forecasting and allocation model is used to identify suitable practice assessors are available for each student for each stage of the programme. Academic assessors are to be allocated from the programme team for the different stages of the programme. The MYEPAD records the student practice learning, assessment and progress throughout the programme, reflecting the practice assessors decisions, student reflections on their development and progress and learning needs, IPL undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences.

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. There's a range of formative and summative assessments in theory and practice through the programme. These are detailed in the module descriptors. The assessment process provides feedback and feed forward to students on their performance and achievement. Students at the approval confirm this. Students tell us that they value feedback, which is given in a timely manner and they are happy to contact the module leader for further explanations, which help them to improve and develop.

PLPs at the approval process tell us they have a good understanding of the practice assessment process and the feedback given to students as part of implementing the MYEPAD.

Students are required to receive feedback from service users during their practice learning placement experiences. The MYEPAD facilitates the involvement of service users in providing feedback for the student. The practice supervisor or practice assessor acts as a conduit between the service user and the student, with the service user's message being relayed to the student who then records it in the service user feedback section of the MYEPAD. The personal tutor also provides feedback and support.

- 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. There's documentary evidence of mapping to the SPRN and practice learning experiences to meet programme outcome, including skills and procedures in annexes A and B, to ensure students meet the SPRN and programme outcomes for their field of nursing practice. Both programme and module outcomes are evidenced. An overview of practice learning allocations for each specific field provides evidence that students will experience an appropriate range of care settings in their chosen field of nursing practice. This range of practice learning experiences enables students to achieve the proficiencies and programme outcomes.

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 are 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: 16 October 2020

Post event review

Identify how the condition(s) is met:
N/A

Date condition(s) met:
N/A

Revised outcome after condition(s) met: N/A	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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Standard 5: Qualification to be awarded

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

R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and
 R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

Findings against the standards and requirements

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

- The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1) **YES** **NO**
- Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2) **YES** **NO**

Fall Back Award

If there is a fall-back exit award with registration as a nurse all NMC standards and proficiencies are met within the award

YES **NO** **N/A**

There is no fall back award that confers registration with the NMC.

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: 16 October 2020

Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>

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 <i>Standards of proficiency for registered nurses</i>	<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) (Gateway 1)	<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) (Gateway 2)	<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) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) 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 placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route is not presented for modification.		
List additional documentation: School RPL flow chart showing external examiner scrutiny of applications prior to ratification of this assessment via the board.		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<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"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" 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: Adult nursing (2020, 2019, 2018) years one, two and three Children's nursing (2019) year two Mental health (2019) year two		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: No apprenticeship route is presented.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list CQC quality report Alexandra Hospital, 13 February 2020 CQC quality report St Andrews Hospital Mental health trust Birmingham, 28 August 2018		
If you stated no above, please provide the reason and mitigation: This was a major modification approval process done remotely due to COVID-19 restrictions. BCU is an approved institution for pre-registration nursing programmes.		
Additional comments: None identified.		

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(s):	Charmagne Barnes	Date:	11 November 2020
Checked by:	Pamela Page	Date:	12 November 2020
Approved by:	Lucy Percival	Date:	25 November 2020
Submitted by:	Leeann Greer	Date:	27 November 2020