**Programme Major Modification report**

**Section one**

| Programme provider name: | Buckinghamshire New University |
|---|---|
| **Programmes reviewed:**<br>*This is the NMC programme title(s)* | *Pre-registration nurse qualification leading to*<br>Registered Nurse – Adult ☒<br>Registered Nurse – Children's ☐<br>Registered Nurse - Learning Disabilities ☐<br>Registered Nurse - Mental Health ☒<br><br>*Nursing Degree Apprenticeship (NDA) route*<br>NDA Adult ☐<br>NDA Children's ☐<br>NDA Learning Disabilities ☐<br>NDA Mental Health ☐<br><br>*Dual award - pre-registration nursing*<br>Dual award - adult/mental health ☐<br>Dual award - adult/children's ☐<br>Dual award - adult/learning disabilities ☐<br>Dual award - mental health/learning disabilities ☐<br>Dual award - mental health/children's ☐<br>Dual award - learning disabilities/children's ☐ |
| **AEI programme title(s):** | |
| **Current AEI programme title(s):**<br>*Please include all currently approved programme titles* | BSc (Hons) Nursing (Adult)<br><br>BSc (Hons) Nursing (Adult) Apprenticeship<br><br>BSc (Hons) Nursing (Mental Health)<br><br>BSc (Hons) Nursing (Mental Health) Apprenticeship<br><br>BSc (Hons) Nursing (Learning Disabilities)<br><br>BSc (Hons) Nursing (Learning Disabilities) Apprenticeship<br><br>BSc (Hons) Nursing (Child)<br><br>BSc (Hons) Nursing (Child) Apprenticeship |

| | |
|---|---|
| **Modified AEI programme title(s) if applicable:** *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A* | N/A |
| **Additional AEI programme title(s) if applicable:** *Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A* | MSc Nursing (Adult) with NMC Registration<br><br>MSc Nursing (Mental Health) with NMC Registration |

| **Academic levels of current programme:** | |
|---|---|
| | |
| Registered Nurse – Adult | England, Wales, Northern Ireland<br>☐ Level 5  ☒ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 8  ☐ Level 9  ☐ Level 10  ☐ Level 11<br><br>☐ N/A |
| Registered Nurse – Children's | England, Wales, Northern Ireland<br>☐ Level 5  ☒ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 8  ☐ Level 9  ☐ Level 10  ☐ Level 11<br><br>☐ N/A |
| Registered Nurse - Learning Disabilities | England, Wales, Northern Ireland<br>☐ Level 5  ☒ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 8  ☐ Level 9  ☐ Level 10  ☐ Level 11<br><br>☐ N/A |
| Registered Nurse - Mental Health | England, Wales, Northern Ireland<br>☐ Level 5  ☒ Level 6  ☐ Level 7 |

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

| | |
|---|---|
| | **SCQF**<br>☐ Level 8　　☐ Level 9　　☐ Level 10　　☐ Level 11<br><br>☐ N/A |
| NDA Adult | England, Wales, Northern Ireland<br>☐ Level 5　　☒ Level 6　　☐ Level 7<br><br>**SCQF**<br>☐ Level 8　　☐ Level 9　　☐ Level 10　　☐ Level 11<br><br>☐ N/A |
| NDA Children's | England, Wales, Northern Ireland<br>☐ Level 5　　☒ Level 6　　☐ Level 7<br><br>**SCQF**<br>☐ Level 8　　☐ Level 9　　☐ Level 10　　☐ Level 11<br><br>☐ N/A |
| NDA Learning Disabilities | England, Wales, Northern Ireland<br>☐ Level 5　　☒ Level 6　　☐ Level 7<br><br>**SCQF**<br>☐ Level 8　　☐ Level 9　　☐ Level 10　　☐ Level 11<br><br>☐ N/A |
| NDA Mental Health | England, Wales, Northern Ireland<br>☐ Level 5　　☒ Level 6　　☐ Level 7<br><br>**SCQF**<br>☐ Level 8　　☐ Level 9　　☐ Level 10　　☐ Level 11<br><br>☐ N/A |
| Dual award - adult/mental health | England, Wales, Northern Ireland<br>☐ Level 5　　☐ Level 6　　☐ Level 7<br><br>**SCQF**<br>☐ Level 8　　☐ Level 9　　☐ Level 10　　☐ Level 11<br><br>☒ N/A |

| Dual award - adult/children's | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
|---|---|
| Dual award - adult/learning disabilities | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
| Dual award - mental health/learning disabilities | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
| Dual award - mental health/children's | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
| Dual award - learning disabilities/children's | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
| **Academic levels of modified/additional programme(s)/route(s):** | |
| Registered Nurse – Adult | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☒ Level 7<br><br>SCQF |

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

| | |
|---|---|
| | ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☐ N/A |
| Registered Nurse – Children's | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
| Registered Nurse - Learning Disabilities | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
| Registered Nurse - Mental Health | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☒ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☐ N/A |
| NDA Adult | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
| NDA Children's | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
| NDA Learning Disabilities | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |

| | |
|---|---|
| NDA Mental Health | England, Wales, Northern Ireland<br>☐ Level 5　☐ Level 6　☐ Level 7<br><br>SCQF<br>☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11<br><br>☒ N/A |
| Dual award - adult/mental health | England, Wales, Northern Ireland<br>☐ Level 5　☐ Level 6　☐ Level 7<br><br>SCQF<br>☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11<br><br>☒ N/A |
| Dual award - adult/children's | England, Wales, Northern Ireland<br>☐ Level 5　☐ Level 6　☐ Level 7<br><br>SCQF<br>☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11<br><br>☒ N/A |
| Dual award - adult/learning disabilities | England, Wales, Northern Ireland<br>☐ Level 5　☐ Level 6　☐ Level 7<br><br>SCQF<br>☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11<br><br>☒ N/A |
| Dual award - mental health/learning disabilities | England, Wales, Northern Ireland<br>☐ Level 5　☐ Level 6　☐ Level 7<br><br>SCQF<br>☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11<br><br>☒ N/A |
| Dual award - mental health/children's | England, Wales, Northern Ireland<br>☐ Level 5　☐ Level 6　☐ Level 7<br><br>SCQF<br>☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11<br><br>☒ N/A |
| Dual award - learning disabilities/children's | England, Wales, Northern Ireland<br>☐ Level 5　☐ Level 6　☐ Level 7 |

| | SCQF |
|---|---|
| | ☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11 |
| | ☒ N/A |

| Programme approval dates: | |
|---|---|
| **Date of NMC approval of the programme being modified:**<br>*This is the approval date under the most recent NMC standards.* | 24 December 2019 |
| **Date(s) of NMC approval of any modifications since last approval:** | N/A |

| Programme start dates: | |
|---|---|
| **Current modification programme start date:** | |
| RN – Adult | 7 February 2022 |
| RN – Children's | N/A |
| RN - Learning Disabilities | N/A |
| RN - Mental Health | 7 February 2022 |
| NDA Adult | N/A |
| NDA Children's | N/A |
| NDA Learning Disabilities | N/A |
| NDA Mental Health | N/A |
| Dual award - Adult/Mental Health | N/A |
| Dual award - Adult/Children's | N/A |
| Dual award - Adult/Learning Disabilities | N/A |

| | |
|---|---|
| Dual award – Mental Health/Learning Disabilities | N/A |
| Dual award – Mental Health/Children's | N/A |
| Dual award – Learning Disabilities/Children's | N/A |
| **Date of modification:** | 15 October 2021 |
| **Type of modification:** | Visit |
| **QA visitor(s):** | Registrant Visitor: Rachel Game |

| Summary of review and findings |
|---|

Buckinghamshire New University (BNU) is an approved education institution (AEI). BNU school of nursing, midwifery and allied health is seeking a modification of their pre-registration nursing programme originally approved on 24 December 2019. The modification adds a two-year postgraduate masters (MSc) pre-registration nursing route with NMC registration for adult and mental health nursing. The two-year route comprises 3,680 hours. A further 1,000 hours is awarded through recognition of prior learning (RPL). This is assessed as an admissions requirement. There's an equal balance of theory and practice.

Programme documentation and the modification process confirms evidence of partnership working between BNU and key stakeholders. These include practice learning partners (PLPs), service users and carers (SUC) and students who contribute to the development and co-production of the programme. Partnership working is evident at both operational and strategic levels. There's evidence of regular meetings and working groups during the academic year to ensure both theory and practice are delivered to NMC and university standards. PLPs, SUC and students confirm that there's consultation about the proposed MSc programmes with all key stakeholders through scheduled stakeholder meetings. Signed agreements confirming university and PLP partnerships are in place. There's a governance process in place to manage the quality of practice learning.

The PAN London practice assessment document (PLPAD) will be used for the MSc. Practice supervisors and practice assessors confirm partnership working with academic assessors at BNU in supporting student learning and assessment, managing reasonable adjustments in student learning and managing student progression.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level. The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

There are two university recommendations.

This visit is undertaken by remote means.

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 ☒<br><br>Programme is recommended for approval subject to specific conditions being met ☐<br><br>Recommended to refuse approval of the programme ☐ |
| **Conditions:** | **Effective partnership working: collaboration, culture, communication and resources:**<br>None identified.<br><br>**Selection, admission and progression:**<br>None identified.<br><br>**Practice learning:**<br>None identified.<br><br>**Assessment, fitness for practice and award:**<br>None identified.<br><br>**Education governance: management and quality assurance:**<br>None identified. |
| **Date condition(s) to be met:** | N/A |
| **Recommendations to enhance the programme delivery:** | Recommendation one: The panel recommended that the programme team consider more formal mechanisms for receiving and providing feedback to SUC and/experts by experience. (University recommendation)<br><br>Recommendation two: The panel recommended that the programme team review the programme learning outcomes to ensure any reference to performing at an 'advanced level' is adequately explained/contextualised (for example, by providing an example). (University recommendation) |
| **Focused areas for future monitoring:** | None identified. |

| Programme is recommended for approval subject to specific conditions being met | |
|---|---|
| **Commentary post review of evidence against conditions:**<br>N/A | |
| **AEI Observations** | Observations have been made by the education institution    YES ☒    NO ☐ |
| **Summary of observations made, if applicable** | Programme theory hours are amended from 1,875 to 1,840 as written in programme documentation. The overall hours are also amended from 3,715 to 3,680. The equal balance of theory and practice is maintained. Other typographical errors are amended for accuracy. |
| **Final recommendation made to NMC:** | Programme is recommended to the NMC for approval  ☒<br><br>Recommended to refuse approval of the programme  ☐ |
| **Date condition(s) met:** | N/A |

**<u>Section three</u>**

| NMC Programme standards |
|---|
| Please refer to NMC standards reference points:<br>*Standards for pre-registration nursing programmes* *(NMC, 2018)*<br>*Future nurse: Standards of proficiency for registered nurses* *(NMC, 2018)*<br>*Standards framework for nursing and midwifery education* (NMC, 2018)<br>*Standards for student supervision and assessment* (NMC, 2018)<br>*The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018)<br>*Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020)<br>*QA Handbook* (NMC, 2020) |

| 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:** |

**Standard 1: The learning culture:**
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

**Standard 2: Educational governance and quality:**
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

**Standard 3: Student empowerment:**
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

**Standard 4: Educators and assessors:**
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

*Standards for student supervision and assessment* (NMC, 2018)

**Standard 1: Organisation of practice learning:**
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

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

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

**Standard 2: Expectations of practice supervisors:**
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

**Standard 3: Practice supervisors: role and responsibilities:**
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

**Standard 4: Practice supervisors: contribution to assessment and progression:**
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

**Standard 7: Practice assessors: responsibilities:**
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

**Standard 9: Academic assessors: responsibilities:**
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

**Findings against the standard and requirements**

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

Documentary evidence and the modification visit demonstrates effective collaboration with SUC, students and PLPs in the development of the MSc adult and mental health pre-registration nursing routes. Partnership systems and processes are in place at strategic and operational levels to ensure development, delivery and review of the programme meet the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

Programme development and design is led by the associate professor for nurse education with support from key academics, programme lead, postgraduate nursing students, PLPs, SUC and academic registry and academic development. Evidence of partnership working with PLPs, SUC and students is provided through programme documentation and confirmed through discussion with stakeholders present at the approval visit. Co-production includes meetings where stakeholders are invited to comment and make recommendations. The programme team are responsive to recommendations prior to confirming the final programme proposal.

Documentary evidence confirms that there's a SUC strategy and implementation plan. There's a lead for SUC and an expert by experience group of SUC employed by BNU. This group feeds into programme design, student recruitment, delivery and assessment on the programme. SUC tell us that they share their stories with students and are involved in co-delivery of some teaching sessions. They're involved in simulation sessions and have the opportunity to provide verbal feedback to students.

PLPs confirm that if they receive an adverse system regulator report they inform BNU. In collaboration they look at the issue that has been raised and if the quality or safety of student learning is at risk, effected placements are paused until the risk is mitigated. An action plan is developed in partnership with the PLPs to mitigate the risks.

Regular meetings are held that included representatives from BNU and PLPs. The purpose of the meetings is to discuss student feedback, individual student progress and concerns as well as sharing best practice and planning future cohorts. At the modification visit PLPs tell us about the value of these meetings in relation to the programme.

Practice supervisors and practice assessors confirm partnership working with BNU in relation to student assessment, reasonable adjustments and managing student issues. The academic assessor and practice assessor communicate whilst the student is on their practice learning placement, particularly at the midpoint and final interview where the decision to progress the student is made. Students tell us

that they are supported in clinical practice by the practice supervisor and practice assessor.

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** ☐   **NOT MET** ☐ |
| N/A |

| **Student journey through the programme** |
|---|
| **Standard 1: Selection, admission and progression** |

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

includes satisfactory occupational health assessment and criminal record checks

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

R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme

R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme

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

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

*Standards framework for nursing and midwifery education* specifically R2.6, R2.7, R2.8, R2.10

---

**Proposed transfer of current students to the programme under review**
Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for pre-registration nursing programmes (*NMC, 2018).

---

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

---

| |
|---|
| **Findings against the standard and requirements** |

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values

and have capability to learn behaviours in accordance with the Code. Evidence of service users and 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

**MET** ☒　　　**NOT MET** ☐

R1.5 is met. There's documentary evidence of RPL processes and BNU have an established RPL policy that confirms a maximum of 50 percent RPL. The two-year programme is 3,680 hours with an admissions requirement of 1,000 hours RPL.

Together these meet the total 4,600 hours and three-year programme. Applicants to the MSc are asked to provide an RPL portfolio with evidence to demonstrate evidence for 500 practice hours and 500 theory hours. Applicants are guided through the RPL process which is achieved through an enhanced CV and portfolio including a written reflective piece and evidence of practice hours. A sample of these are reviewed by the external examiner. The admissions process also includes an interview. The RPL is evaluated by the programme team and assessed against criteria. The recommendation to admit the applicant is then processed through admissions and registry.

- 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. RPL is allowable to a maximum of 66 percent for NMC registered nurses (RNs). The RPL process includes mapping of prior learning to FN:SPRN and must demonstrate that all prior learning outcomes are equivalent to level seven. RNs are required to gain the full MSc on completion and to achieve all FN:SPRN in order to pass the programme.

- Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

    Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

**MET** ☒       **NOT MET** ☐

Programme documentation confirms entry requirements for literacy, digital and technological literacy and numeracy. Competence in English language is assessed through entry criteria and by completion of the online Universities and colleges admissions service (UCAS) form.

There's detailed mapping of programme outcomes to FN:SPRN. Programme documents identify programme outcomes and indicative content for the development of numeracy, literacy, digital and technological literacy. Documentary evidence confirms that there's a blended learning approach to the programme with a variety of classroom and online teaching and learning activities. Development of technological literacy is fundamental to the blended curriculum. The online element

of learning and assessment is no more than 25 percent of the programme in line with BNU regulations to remain as an attendance programme.

The virtual learning environment (VLE) supports online submission of assessments and access to learning resources for example, quizzes, blogs, videos and workbooks. Formative activities will require students to produce digital documents, presentations and audio files, students will communicate digitally within large and small teams using a range of web-based tools. BNU have introduced the MYBNU portal and app which provides single sign in functionality so students can access all online platforms, for example timetabling, enrolment, VLE and library.

The approved PLPAD applies to the MSc route. BNU are currently adopting the electronic PLPAD. This will also be applied to the MSc route.

All students have timetabled numeracy sessions delivered as part of the clinical skills modules, they will have access to an online numeracy resource for medicine calculations, which will include opportunities to practice past examination questions as well as completion of the formative and summative medicines management examinations. The school has a dedicated lecturer and graduate teaching assistant who'll support students' development of literacy along with the academic staff. The learning and development unit offers one-to-one or group support for numeracy and literacy.

**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 onto the approved MSc 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.**

The SSSA is fully implemented at BNU. There are no students transferring as part of this modification.

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:** 15 October 2021

| Post event review |
|---|
| **Identify how the condition(s) is met:** |
| N/A |

**Date condition(s) met:**
N/A

| **Revised outcome after condition(s) met:** | **MET** ☐ | **NOT MET** ☐ |
|---|---|---|
| N/A | | |

| 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** ☐

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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

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

**MET** ☒      **NOT MET** ☐

R2.4 is met. Documentary evidence, the placement model and the modification visit confirms that the design of the programme supports students in theory and practice to experience all four fields of nursing practice. The curriculum consists of four generic modules and four field specific modules, specialists from learning disabilities and children's nursing deliver content specific to their fields within the module delivery. Mapping documents show how programme outcomes for each field of nursing practice are met.

Placement allocation is managed by a team of placement officers in the practice learning unit (PLU), placements are mapped and allocated on an individual basis to ensure all students experience all four fields of nursing practice. PLU work in collaboration with PLPs to ensure students experience all four fields of nursing practice. Students tell us that they have access to placements that enable them to experience all four fields of nursing practice. There are a range of spoke placements the students can access. These are arranged by the PLPs in partnership with PLU.

The PLPAD is mapped to the FN:SPRN and when students deliver care to a person within the scope of another field this will be recorded in the PLPAD.

- 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. Documentation illustrates the structure, learning outcomes and programme content will enable the student to develop a field identity whilst gaining exposure and knowledge in all four fields of nursing practice. Documentary evidence and discussion with the programme team and PLPs confirm that modules have been developed to address core and field specific content. Field specific content will be delivered by subject specialists with registration in learning disabilities or children's nursing.

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

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

  **YES** ☒          **NO** ☐

  There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

  **YES** ☒          **NO** ☐

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

- There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice (R2.8)

  **MET** ☒          **NOT MET** ☐

R2.8 is met. There's mapping to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included in the MSc adult and mental health fields of practice.

- 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. Documentary evidence shows the MSc has an equal balance of theory and practice learning. The two-year programme consists of 1,840 theory hours and 1,840 practice hours equating to 3,680 hours with a further 1,000 hours included through the RPL process.

Programme documentation and discussion with the programme team and students at the visit indicates a range of teaching and learning approaches across each part of the programme. These include lectures, seminars, simulation-based learning

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

and skills education. Module descriptors provide aims, and outcomes of teaching and learning strategies.

Programme plans show when students will be based in practice. The practice placement allocation model demonstrates how the practice hours are met on the programme. Processes are in place to enable students to retrieve any unmet theory and practice hours due to absence. Students confirm practice learning opportunities and tell us of spoke placement experiences working with a range of health care professionals. This enables them to develop skills and expertise within their specialist fields.

**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** ☒

This 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** ☐

- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)
  **YES** ☐ **NO** ☐ **N/A** ☒

This programme doesn't lead to registration in two fields of nursing.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)
  **YES** ☐ **NO** ☐ **N/A** ☒

This programme doesn't lead to nursing registration and registration in another profession.

| 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:** 15 October 2021 | | |

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

| **Standard 3: Practice learning** |
|---|
| **Approved education institutions, together with practice learning partners, must:**<br>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<br>R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages<br>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<br>R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document) |

R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

R3.6 ensure students experience the range of hours expected of registered nurses, and

R3.7 ensure that students are supernumerary.

*Standards framework for nursing and midwifery education,* specifically:
R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

*Standards for student supervision and assessment,* specifically: R1.1 – R1.11

| **Findings against the standard and requirements** |
| --- |

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

- Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.1)

    **MET** ☒     **NOT MET** ☐

R3.1 is met. Unchanged through this modification.

- 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. Unchanged through this modification.

- 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 the modification process confirms that students experience appropriate practice learning opportunities. These enable them to develop communication and relationship management skills and nursing

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

procedures, as set out in FN:SPRN. These are achieved within their fields of nursing practice. The BNU programme mapping document identifies where communication and management skills are taught in the programme and what exposure students will get in practice learning. Students are assessed in these attributes in the PLPAD; practice supervisors and practice assessors support their development in communication and relationship management skills.

There's a SUC feedback form in the PLPAD providing opportunity to comment on student communication skills.

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

  **MET** ☒        **NOT MET** ☐

R3.4 is met. Documentary evidence and the modification process confirms technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. The curriculum for the adult field of practice complies with Article 31(5) of directive 2005/36/EC. Digital and technological literacy skills are integrated into the programme themes and there's evidence they're further developed throughout the programme.

Skills are mapped to the annexes in FN:SPRN. Development of these skills are embedded in scenarios to enable application to real life events in a safe environment. This also supports the development of skills linked to assessment, decision making and leadership. The MSc students will participate in live simulations and undertake inter-professional learning with midwifery, paramedic and operating department practitioner students. SUC describe their participation in simulation-based learning; students tell us they recognise the importance of this contribution as effective in the preparation for practice learning.

To further enhance simulation-based learning, all students will undertake the bedside emergency assessment course for healthcare staff (BEACH) that is delivered within part one of the programme. In part two they will undertake the acute life-threatening events recognition and treatment (ALERT) course.

- 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. Unchanged through this modification.

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

**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:** 15 October 2021

| Post event review |
|---|
| **Identify how the condition(s) is met:**<br>N/A |
| **Date condition(s) met:**<br>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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)

<div align="center">MET ☒     NOT MET ☐</div>

R4.1 is met. Unchanged through this modification.

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

M M
MOTT MACDONALD

- 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. Unchanged through this modification.

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

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

**YES** ☒     **NO** ☐

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

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

**MET** ☒     **NOT MET** ☐

R4.4 is met. Documentary evidence and the modification visit confirm there's processes in place to provide students with formative and summative feedback throughout the programme. Students tell us that feedback is supportive in promoting their development. There's a formative and summative assessment strategy. There's a variety of assessments in the programme including reflections, reports, essays, presentations and observed structure clinical examination (OSCE).

The PLPAD provides opportunities for students to receive both formative and summative feedback on their progressions and achievement from practice supervisors, practice assessors, peers and SUC. Assessment in practice has key points identified for feedback and supportive mechanisms are in place for students who are experiencing progression difficulties.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

**MET** ☒     **NOT MET** ☐

R4.5 is met. Comprehensive mapping of the curriculum and practice learning placements ensures students have the opportunity to meet the FN:SPRN and programme outcomes for adult and mental health fields of nursing practice. They also gain experience of the other fields, learning disabilities and children's nursing. A range of adult and mental health nursing placement experiences ensure experience in all four fields of nursing practice. Students tell us that practice placements are varied, well managed and enable them to meet programme outcomes. Spoke placements are organised by PLU in partnership with PLPs to ensure students experience all four 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 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:** 15 October 2021

| Post event review |
|---|
| **Identify how the condition(s) is met:** |
| N/A |

| **Date condition(s) met:** | | |
|---|---|---|
| N/A | | |
| **Revised outcome after condition(s) met:** | **MET** ☐ | **NOT MET** ☐ |
| N/A | | |

| Standard 5: Qualification to be awarded |
|---|

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

R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and

R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

| Findings against the standards and requirements |
|---|
| **Evidence provides assurance that the following QA approval criteria are met:** |

- The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)

**YES** ☒     **NO** ☐

- Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

**YES** ☒     **NO** ☐

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

**YES** ☐     **NO** ☐     **N/A** ☒

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

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met

**YES** ☒     **NO** ☐

| Outcome | | |
|---|---|---|
| **Is the standard met?** | **MET** ☒ | **NOT MET** ☐ |
| **Date:** 15 October 2021 | | |
| **Post event review** | | |
| **Identify how the condition(s) is met:** N/A | | |
| **Date condition(s) met:** N/A | | |
| **Revised outcome after condition(s) met:** N/A | **MET** ☐ | **NOT MET** ☐ |

**Section four**

## Sources of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

| Key documentation | YES | NO |
|---|:---:|:---:|
| Programme document, including proposal, rationale and consultation | ☒ | ☐ |
| Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing | ☒ | ☐ |
| Module descriptors | ☒ | ☐ |
| Student facing documentation including: programme handbook | ☒ | ☐ |
| Student university handbook | ☒ | ☐ |
| Practice assessment documentation | ☒ | ☐ |
| Ongoing record of achievement (ORA) | ☒ | ☐ |
| Practice learning environment handbook | ☒ | ☐ |
| Practice learning handbook for practice supervisors and assessors specific to the programme | ☒ | ☐ |
| Academic assessor focused information specific to the programme | ☒ | ☐ |
| Placement allocation / structure of programme | ☒ | ☐ |
| PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses* | ☒ | ☐ |
| Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1) | ☒ | ☐ |
| Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2) | ☒ | ☐ |
| Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3) | ☒ | ☐ |
| Curricula vitae (CV) for relevant staff | ☒ | ☐ |
| CV of the registered nurse responsible for directing the education programme | ☒ | ☐ |
| Registrant academic staff details checked on NMC website | ☒ | ☐ |
| External examiner appointments and arrangements | ☒ | ☐ |
| Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions. | ☒ | ☐ |

| | | |
|---|---|---|
| Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable). | ☐ | ☒ |
| If you stated no above, please provide the reason and mitigation:<br> An apprenticeship route isn't being proposed... | | |
| List additional documentation:<br>Central and North West London Partner service provider placement agreement, August 2017<br>North West London hospitals NHS trust Partner service provider placement agreement, August 2017<br>Practice learning handbook MSc, undated<br>RPL flowchart, 2021 | | |
| Additional comments:<br>None identified. | | |

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

| | YES | NO |
|---|---|---|
| Senior managers of the AEI/education institution with responsibility for resources for the programme | ☒ | ☐ |
| Senior managers from associated practice learning partners with responsibility for resources for the programme | ☒ | ☐ |
| Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes) | ☐ | ☒ |
| Programme team/academic assessors | ☒ | ☐ |
| Practice leads/practice supervisors/practice assessors | ☒ | ☐ |
| Students | ☒ | ☐ |
| If yes, please identify cohort year/programme of study:<br>One year two post-graduate diploma nursing, adult.<br>One year two post-graduate diploma nursing, mental health. | | |
| Service users and carers | ☒ | ☐ |
| If you stated no above, please provide the reason and mitigation:<br>An apprenticeship route isn't being proposed. | | |
| Additional comments:<br>None identified. | | |

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

| | YES | NO |
|---|---|---|

| | | |
|---|---|---|
| Specialist teaching accommodation (e.g. clinical skills/simulation suites) | ☐ | ☒ |
| Library facilities | ☐ | ☒ |
| Technology enhanced learning/virtual learning environment | ☐ | ☒ |
| Educational audit tools/documentation | ☐ | ☒ |
| Practice learning environments | ☐ | ☒ |
| If practice learning environments are visited, state where visited/findings: | | |
| System regulator reports reviewed for practice learning partners | ☒ | ☐ |
| If yes, system regulator reports list:<br>CQC Report, Frimley Health NHS Foundation Trust, 13 April 2021<br>CQC Report, The Hillingdon hospital NHS Foundation Trust, 19 May 2021 to 20 May 2021<br>CQC Report, London North West University Healthcare NHS Trust, 2 July 2019 to 15 August 2019<br>CQC Report, Northwick park hospital, 19 April 2021 to 20 April 2021<br>CQC Report, West London NHS Trust, 14 January 2020 to 27 February 2020 | | |
| If you stated no above, please provide the reason and mitigation:<br><br>BNU is an established AEI; resource visits weren't required as part of this modification. | | |
| Additional comments:<br>None identified. | | |

**Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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): | Rachel Game | Date: | 18 October 2021 |
| Checked by: | Patricia Hibberd | Date: | 29 October 2021 |
| Submitted by: | Aman Dhanda | Date: | 5 January 2022 |

| Approved by: | Leeann Greer | Date: | 5 January 2022 |