Programme approval visit report

Section one

Programme provider name:	Bangor University
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Betsi Cadwaladr University Health Board Alder Hey Children's NHS Foundation Trust The Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Foundation Trust Powys Teaching Health Board Private, voluntary and independent health care providers
Programmes reviewed:	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☒ Registered Nurse - Learning Disabilities ☒ Registered Nurse - Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
Title of programme(s):	Bachelor of Nursing (Hons) Adult Nursing Bachelor of Nursing (Hons) Children's Nursing Bachelor of Nursing (Hons) Learning Disability Nursing

	Bachelor of Nursing (Hons) Mental Health Nursing
Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	23 March 2021
Programme start date:	
RN – Adult	Full-time: 27 September 2021 Part-time: 4 April 2022

RN – Children's	Full-time: 27 September 2021 Part-time: 4 April 2022
RN - Learning Disabilities	Full-time: 27 September 2021 Part-time: 4 April 2022
RN - Mental Health	Full-time: 27 September 2021 Part-time: 4 April 2022
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
QA visitor(s):	Registrant Visitor: Joanne Benn Lay Visitor: Sophia Hunt

Summary of review and findings
Bangor University (BU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The school of health sciences (SHS) delivers approved NMC pre-registration nursing programmes across two academic sites at Bangor and Wrexham. The student experience is consistent across both campuses. BU is seeking approval for a pre-registration Bachelor in nursing (BN) (Hons) programme, full- and part-time, for all fields of nursing practice. The full-time route is delivered over three years. Students on the part-time route claim recognition of prior learning (RPL) for the first year and the rest of the programme is delivered over two years and 43 weeks. Student places on pre-registration programmes are commissioned from Health Education and Improvement Wales (HEIW). Students can choose to study in Welsh or English. Programme documentation is offered in both languages and BU offers bilingual modules. Students can choose to be supported in practice by Welsh speaking practice supervisors and practice assessors. The proposed programme is mapped against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). Programme documentation and the approval process confirm effective partnership working between BU and all stakeholders. Students and service users and carers (SUCs) confirm they're well supported and their views are acted upon. SUCs contribute to recruitment, development and delivery, however their contribution to the management, evaluation and quality assurance processes requires development. BU's practice learning circuit is extensive and covers a wide geographical area of Wales. BU has a strong partnership with practice learning partners (PLPs), and the majority of practice learning experiences are provided by Betsi Cadwaladr University Health Board (BCUHB). The programme team and PLPs assure us that the variety of practice learning experiences enable students to gain exposure to all fields of nursing practice and meet the programme learning outcomes for their chosen field of practice. Adult nursing students meet the European Union (EU) Directive 2005/36/EC requirements. Part-time students are allocated to areas other than their place of employment. BU works collaboratively with PLPs to develop action plans to address concerns from Health Inspectorate for Wales (HIW) inspections. These plans are monitored

and updated, and lessons learnt are shared through the practice education quality assurance group. There's clear evidence of exceptional reporting to the NMC.

BU has engaged effectively with other AEIs across Wales in a 'once for Wales' national approach to values-based recruitment and practice learning. This includes an educational audit process, practice supervisor and practice assessor guidance, the all Wales practice assessment document (PAD) and ongoing achievement record (OAR) and a practice learning evaluation questionnaire.

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

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

The programme is recommended to the NMC for approval subject to two NMC conditions. BU made one university condition and two university recommendations.

Updated 19 May 2021:

The NMC conditions are now met. BU has confirmed the university condition is now met.

The SFNME and SPNP are now met.

The programme is recommended for approval to the NMC.

Recommended outcome of the approval panel		
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval	☐
	Programme is recommended for approval subject to specific conditions being met	☒
	Recommended to refuse approval of the programme	☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Provide an action plan or similar documentation that clearly demonstrates the involvement of SUCs for all fields of nursing practice in all aspects of programme management, evaluation and quality assurance processes. (SFNME R1.12; SPNP R2.1)	

	Selection, admission and progression:
	Condition two: Provide documentation that demonstrates that the part-time route meets the minimum programme hours and this is made transparent for students. (SFNME R3.2; SPNP R2.12)
	Practice learning:
	None identified.
	Assessment, fitness for practice and award:
	None identified.
	Education governance: management and quality assurance:
	Condition three: To undertake editorial changes and corrections as advised by the joint panel. (University condition)
Date condition(s) to be met:	27 May 2021
Recommendations to enhance the programme delivery:	Recommendation one: To broaden the representation of the service user body, particularly in terms of background and conditions, and to expand the involvement of young people and young carers. (University recommendation)
	Recommendation two: To continue to progress the bilingual provision beyond legal requirements through the development of Welsh-medium modules in parallel with English-medium modules, in order to enable students to discuss professional issues in Welsh. (University recommendation)
Focused areas for future monitoring:	SUC involvement in programme evaluation, management and quality assurance processes.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions:

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The programme team have provided a comprehensive action plan for the inclusion of SUCs in all aspects of programme management, evaluation and quality assurance processes. The gantt chart provided shows a structured approach towards achievement. Clear timeframes are set for achievement and review. Condition one is now met.

Programme documentation clearly demonstrates the theoretical hours allocated for students to complete the personal development workbook. The part-time programme hours meet the minimum requirements and are clearly expressed in the student facing documentation. Condition two is now met.

The revised programme documentation demonstrates the changes requested by BU and this is confirmed by the approval chair. The university condition (Condition three) is now met.

The SPNP and SFNME are now met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	Correction to wording in recommendations from university condition to university recommendation.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	19 May 2021

Section three

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

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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 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 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 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 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

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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.

We find strong evidence of effective partnership working between BU and key stakeholders at strategic and operational levels. There's a comprehensive approach to co-production of the proposed programme. At the approval visit, PLPs, students and SUCs confirm the effectiveness of the partnerships. We heard evidence from these key stakeholders that their role and contribution to the programme is valued.

BU has clear and comprehensive systems, processes and supporting infrastructures to ensure effective programme development and delivery.

PLPs, including NHS Wales service providers and members of the private, voluntary and independent sector, are very supportive of the programme team. BCUHB is the largest provider of practice learning experiences. PLPs are enthusiastic about the implementation of the SFNME and SSSA. They tell us they're planning to upskill their own staff and amend internal policies to facilitate student learning across the range of skills and procedures in annexes a and b of the FN:SPRN.

We found good examples of partnership working with other universities. There's robust oversight of practice learning at a national level and BU is a member of the once for Wales practice learning group. This group has developed a consistent approach to values-based recruitment, educational audit documentation, guidance for the implementation of the SSSA, PAD and practice evaluation. PLPs tell us they're actively engaged with these developments.

The relationship between BU, BCUHB and PLPs is one of mutual respect, and there's evidence of a cohesive and constructive approach to programme development and the creation of effective practice learning environments. PLPs tell us they're well supported by academic staff who are linked to practice areas. They work in partnership to ensure effective implementation of the SSSA, completion of the educational audit and student support. The partnership also proactively plan to mitigate risk in response to education and service evaluations including the findings of HIW reports.

SUCs tell us they feel valued and respected as experts by experience. Group members represent a range of health and care needs and support the programme team to ensure that the support needs of specific groups, such as young carers, are a focus of the curriculum. SUC representatives tell us they have influenced curriculum design and programme delivery. They tell us they're involved in interviewing prospective candidates, confirming that undertaking unconscious bias training and interview preparation is required prior to engagement with student selection processes. Their role is however confined to these areas and inclusion in

programme evaluation, management and quality assurance processes warrants development. (Condition one)

Students report good levels of support in practice and in BU. Those moving to the SSSA understand the key differences in practice assessment roles, and are positive about the opportunity to transition to the new programme. Students tell us that they're involved in the development of the proposed programme and confirm the programme team listen to their opinions. This includes influencing the design of the programme structure, having more and shorter placements.

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*

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MET ☐   NOT MET ☒
</div>

There's no evidence of the involvement of SUCs in the evaluation and management of the programme.

Condition one: Provide an action plan or similar documentation that clearly demonstrates the involvement of SUCs for all fields of nursing practice in all aspects of programme management, evaluation and quality assurance processes. (SFNME R1.12; SPNP R2.1)

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*

<div align="right">

MET ☒   NOT MET ☐
</div>

Post Event Review

Identify how the condition is met:

Condition one: BU have provided a comprehensive SUC involvement action plan and gantt chart. The action plan identifies actions to enhance partnership working in all aspects of programme management. This includes mechanisms for monitoring and evaluation through the BU quality assurance infrastructure.

Condition one is now met.

Evidence:

BU SHS implementation plan for SUC involvement in the BN programme, 16 April 2021
SUC involvement in the BN, gantt chart, undated

Date condition(s) met: 19 May 2021

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

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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 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
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.

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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 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 a robust approach to the RPL. Applicants can apply to have their prior learning recognised for up to 50 percent of the programme. The programme team confirms the process that guides the applicant through the requirements and all evidence is mapped to programme learning outcomes and the FN:SPRN. Mapping documentation is provided, ensuring a robust and consistent approach for claims for admission to the programme.

Applicants to the part-time route are usually employed by BCUHB and have undertaken the certificate of higher education, healthcare practice. The certificate is delivered by Coleg Llandrillo and is validated and awarded by BU. This programme is comprehensively mapped to the first year of the BN (all fields of nursing practice) to ensure all first-year programme learning outcomes and FN:SPRN have been achieved prior to joining the programme. Following successful interview, applicants automatically enter the part-time route, equivalent to the second year of the full-time BN programme.

RPL applications are reviewed by the admissions tutor and course leader. Further quality checks are undertaken by the external examiner.

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)

  MET ☒   **NOT MET** ☐

R1.6 is met. There's a robust approach to RPL. NMC registered nurses can apply for more than 50 percent RPL and this is judged on an individual basis considering the registered nurse's current field of practice and individual experience. The maximum amount of RPL accepted by BU is 240 academic credits. The programme team confirm the process in place that guides the applicant through the requirements, and all evidence is mapped to programme learning outcomes and the FN:SPRN. Mapping documentation is provided, ensuring a robust and consistent approach for claims for admission to the programme.

RPL applications are reviewed by the admissions tutor and course leader. Further quality checks are undertaken by the external examiner.

- 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. Mapping and module descriptors demonstrate that students are required and supported to continuously develop these key skills throughout the programme. The level of complexity increases as students progress. Students can access BU's study skills centre to support their development. The support can be accessed face to face and online. Students are summatively assessed on these skills. Summative assessments include written essays, case studies, presentations, viva voce, blog/discussion board contributions and multiple choice question examinations which will be accessed and submitted through the Blackboard virtual learning environment (VLE).

The programme team use digital technology for teaching activities to support blended student-centred learning. Examples include the use of podcasts (Panopto), video meetings for tutorials and seminars, presentation applications and tools available through the VLE.

Students' digital capability is assessed during the admissions process through the use of on online application and completion of disclosure and barring service checks. There's a clear programme learning outcome that requires students to demonstrate digital literacy. Skill is developed by using the VLE and online examinations. The BU information services have skills development resources and information technology support for students. This can be accessed face to face or online.

Students with additional learning needs can access support, which may include learning technology tools, as part of their reasonable adjustment personal learning support plan from staff within BU disability services.

BU has adopted the collaborative all Wales PAD and OAR. This document is clearly linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes and FN:SPRN.

The Welsh nursing care record which is currently under development for inpatient care settings will be introduced to students. Students also have instruction and practice with medical devices, which require digital and technological literacy.

Students are required to pass the numeracy assessment at 100 percent in the third year of the programme.

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.

Students in the 2019 intakes chose not to transfer to the new programme.

Students in the 2020 intakes tell us they'll transfer onto the new standards when they start the second year of their programme. They knew about this change prior to commencing the programme. We've seen maps of the current programme against the proposed programme learning outcomes and FN:SPRN. This ensures those transferring will have achieved the programme level learning outcomes and FN:SPRN to enable them to join the second year of the new programme.

Students transferring to the new programme identified the benefits of moving to the new standards, particularly with the increased focus upon practice skills.

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 if so that they have informed choice and are fully prepared for supervision and assessment.

The SSSA have been introduced for all students. PLPs tell us they're supported by BU in preparing practice supervisors and practice assessors for their roles. Registered nurses undertake a skills analysis and upskilling to ensure they're prepared to support and assess students in practice.

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: 23 March 2021			
Post event review			
Identify how the condition(s) is met: N/A			
Date condition(s) met: N/A			
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐	

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

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

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

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

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** ☒

R2.1 is not met. The SUC role is confined to involvement in programme design and delivery, recruitment and selection of prospective students. There's no evidence of the involvement of SUCs in the evaluation, management and quality assurance processes and this warrants further development. (Condition one)

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

    YES ☒   **NO** ☐

- Mapping to show how the curriculum and practice learning content reflect the *Standards* of *proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)

    YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R2.4 is met. Documentary analysis and discussion with the programme team, PLPs and students at the approval visit confirm that the programme supports students in both theory and practice to gain experience across all four fields of nursing practice.

All modules on the programme are core modules and students undertake a mix of generic and field specific modules of learning, including inter-professional modules. The modules are clearly mapped against the programme learning outcomes. Reference is made in the module descriptors to holistic care across the life span, identifying specific healthcare needs in each field.

Students complete workbooks which explore the different fields of nursing practice. Within the workbook students record and reflect on their experience of caring for clients from each field of nursing practice. The completion of the workbooks is monitored by the personal tutor and confirmed by the academic assessor to ensure completion prior to progression to registration. Students studying the adult field of nursing practice also complete a midwifery workbook to meet EU Directive 2005/36/EC requirements.

A hub and spoke practice allocation model is used. Students are supported to gain access to a variety of learning opportunities including exposure to all fields of nursing practice. These experiences are recorded in the PAD, verified by personal tutors and confirmed by academic assessors. There are signed agreements between BU and PLPs to ensure resources are in place to enable this variety of learning experience.

There's an inter-professional learning module in each year of the programme, where students study with diagnostic radiotherapists and midwifery students. BU is seeking commissions from HEIW to widen the variety of professionals they prepare for practice.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

  MET ☒   **NOT MET** ☐

R2.5 is met. Programme documentation illustrates that the programme structure, design and delivery is appropriate and planned according to the students' specific field of nursing practice. Co-production with stakeholders assures the generic and field specific content prepares students for their chosen field of nursing. Field specific learning outcomes and content is included in the relevant module descriptors.

There's documentary evidence of comprehensive skills mapping incorporating annexes a and b of the FN:SPRN. This approach ensures students are adequately prepared to demonstrate a greater breadth of knowledge and additional more advanced skills and procedures required in their field of practice.

Students are allocated to hub practice learning experiences according to their field of practice. Spoke experiences enable them to consolidate and develop their learning and experience practice skills across all four nursing fields of nursing practice.

PLPs tell us the programme will produce proficient practitioners for their field of practice.

For students undertaking the adult field of practice the EU Directive 2005/36/EC requirements are present in the programme specification and module descriptors.

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. Documentary evidence signposts generic and field specific content required for entry to the register in one field of nursing practice. Generic modules contain content common to all fields of nursing about law, safeguarding, consent, pharmacology and medicines administration and optimisation. These concepts are revisited and developed in the field specific modules where the content is tailored to the students' field of nursing practice.

Proficiencies linked to these areas are assessed in field specific practice environments and recorded in the PAD.

- 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 BU programme structure demonstrates an equal balance of theory and practice learning. The programme specification and curriculum planner provide sufficient detail to ensure that the designated hours in the module descriptors and practice learning allocations are transparent.

Plans are in place for simulation-based learning to be used appropriately; it is spread across the three years, with a greater emphasis on preparing the first-year students for their first practice learning experience. The programme team have a clear rationale for this and have plans in place for the content and delivery model.

A range of learning and teaching strategies are used throughout the programme and these are appropriately detailed in the programme specification, programme handbook and module descriptors. Examples of these include lectures, workbooks, presentations, discussion boards, scenario based learning, reflective diaries, online tutorials and seminars, simulation and practice based learning, directed and self-directed study and a range of e-learning/online activities, quizzes and games via the VLE.

Overall student facing information provides clear guidance regarding what to expect within the programme. The number of theory and practice hours clearly demonstrate an equal balance for each part of the programme, providing full assurance that the NMC and EU Directive 2005/36/EC requirements will have been achieved by the end of the programme. Students and the programme team are able to describe the mechanisms in place for ensuring achievement of the

required programme hours which are monitored by the personal teacher and confirmed by the academic assessor.

Throughout the programme documentation there are appropriate module aims, descriptors and outcomes specified, including generic modules and field specific modules. The proficiencies are assessed in practice, using the PAD. There's a practice allocation model that varies by field of practice and provides assurance that, through the delivery of the programme, each student will demonstrate the achievement of designated hours. Students are made aware of insight visits and opportunities for achieving a greater understanding of, and exposure to, the other fields of practice.

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** ☐

- 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** ☒

R2.12 is not met. The full-time route meets the requirements of this standard. The part-time route programme structure incorporates a personal development booklet that accounts for 80 hours of theoretical study. The booklet doesn't form part of the module content and isn't identified on the programme structure. The team were unable to explain how these hours would be monitored to ensure completion. It isn't clear in the programme documentation or made transparent for students how the BN part-time programme meets the minimum hours required for registration with the NMC. (Condition two)

- 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 practice.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)

  YES ☐ **NO** ☐ **N/A** ☒

The programme leads to registration solely with the NMC.

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

YES ☐ **NO** ☒

There's no evidence of the involvement of SUCs in the evaluation and management of the programme. (Condition one)

It's not clear in the programme documentation or made transparent for students how the BN part time programme meets the minimum hours required for registration with the NMC. (Condition two)

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** ☒

There's no evidence of the involvement of SUCs in the evaluation and management of the programme.

Condition one: Provide an action plan or similar documentation that clearly demonstrates the involvement of SUCs for all fields of nursing practice in all aspects of programme management, evaluation and quality assurance processes. (SFNME R1.12; SPNP R2.1)

It's not clear in the programme documentation or made transparent for students how the BN part-time programme meets the minimum hours required for registration with the NMC.

Condition two: Provide documentation that demonstrates that the part-time route meets the minimum programme hours and this is made transparent for students. (SFNME R3.2; SPNP R2.12)

Date: 23 March 2021

Post event review

Identify how the condition(s) is met:

Condition one: BU have provided a comprehensive SUC involvement action plan and gantt chart. The action plan identifies actions to enhance partnership working

in all aspects of programme management. This includes mechanisms for monitoring and evaluation through the BU quality assurance infrastructure.

Condition one is now met.

Evidence:

BU SHS implementation plan for SUC involvement in the BN programme, 16 April 2021
SUC involvement in the BN, gantt chart, undated

Condition two: BU have clarified the hours the part-time students undertake. The personal development workbook is allocated 80 theory hours to be completed over the two-year programme duration. Twenty hours at level five and 60 hours at level six. The hours are allocated in the practice learning modules.

Condition two is now met.

Evidence:

BN part-time programme handbook child, adult, learning disability and mental health fields, undated
BN programme specification and validation documents, adult nursing, part-time, May 2021
BN programme specification and validation documents, learning disability nursing, part-time, May 2021
BN programme specification and validation documents, child nursing, part-time, May 2021
BN programme specification and validation documents, mental health nursing, part-time, May 2021

Date condition(s) met: 19 May 2021
Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must: R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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. Documentary analysis and discussion at the approval visit with the programme team, PLPs and students confirms that students experience a range of practice learning opportunities to enable them to develop and meet the FN:SPRN to deliver safe and effective care to a diverse range of people. This includes evidence of experiences across all fields of nursing practice. For students studying the adult field of practice this also includes experience in midwifery settings.

Students are allocated to field specific hub placements with additional experience gained for related spoke areas. Part-time students are allocated to areas other than their place of employment. Practice supervisors and practice assessors work with individual students to help them tailor their practice learning experiences to enable them to meet the FN:SPRN.

Discussion with the programme team and students at the approval visit assures us that students are allocated to appropriate placement experiences of sufficient length and breadth according to their field of practice. The allocation model promotes the use of a diverse range of learning opportunities and the opportunity for insight visits across field.

PLPs tell us they work collaboratively with the programme team to ensure that students' practice learning experiences are safe and effective. Students tell us that they know how to escalate concerns when learning experiences are unsafe. PLPs speak positively about the academic practice support system and understand the quality assurance and governance requirements of the programme. This includes education audit procedures and dealing with concerns and escalation processes.

There are robust fitness to practise processes in place. Where concerns about the fitness of part-time students are raised these are addressed in partnership with BCUHB.

BCUHB and PLPs confirm they have sufficient numbers of practice supervisors and practice assessors to support the students in achieving the programme learning outcomes and FN:SPRN.

There are signed formal agreements between BU and PLPs that assure resources are available for effective student support and assessment in practice.

- 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. Documentation review and confirmation from the programme team, students and PLPs assures that the hub and spoke model of placement allocation ensures students access a variety of practice learning experiences that meet the holistic needs of people of all ages. Students attend spoke placements offering experience with SUCs from alternate fields of nursing. These experiences are documented in the PAD. They're monitored by the personal tutor and confirmed by the academic assessor.

Students are allocated to placements according to the experience they require to enable them to achieve the programme learning outcomes and the FN:SPRN. The achievement of the proficiencies is clearly documented in the PAD.

There are consistent and appropriate procedures for assessing, monitoring and evaluating the quality and standard of practice learning in the programme.

BU works in partnership with BCUHB and PLPs to ensure allocated student numbers correspond with audited numbers and current capacity for each area. A

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partnership approach is adopted for the completion of the educational audit which occurs biennially. Practice experience is evaluated through a formal once for Wales evaluation questionnaire. Results are discussed at the practice education quality assurance group. Corrective action is taken where required through partnership working between the link tutor and the PLP.

Where issues are identified from the HIW, BU works with the BCUHB and PLPs at strategic and operational levels to actively address any issues impacting on the quality of the student learning experience. Action plans are developed and regular review occurs until issues are resolved. Lessons learnt are shared at the placement education quality assurance group.

Documentary evidence is provided of raising and escalating concerns and this information is clear in all the student facing documentation. The process is understood by students.

- 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. Achievement of the communication and relationship management skills and nursing procedures is evidenced through the PAD within the students' own field of practice. This is identified in the programme specification.

The programme team tell us that some of the more specialist areas relating to psychosocial interventions and the more invasive procedures within the annexes may be met through simulation-based learning. The rationale for this is to prevent students spending a short period of time within an area to meet a specific task. They tell us that simulation-based learning will be used to introduce and develop some of the skills and procedures. The programme team tell us simulation-based learning has a holistic approach focussing upon application at an appropriate level to the students' field of practice. Simulation doesn't count as practice learning hours.

PLPs tell us that they're currently identifying and amending as appropriate trust policies to clarify the students' role. This is to support the development of the skills and procedures included in the FN:SPRN which have previously not been part of students' practice learning experiences within their organisation.

- 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)

R3.4 is met. Documentary review and discussion at the approval visit confirm that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment.

There's a school approach to simulation-based learning which is clearly documented in the clinical skills and simulation operational document. This provides guidance on simulation-based learning and will be updated and developed in collaboration with BCUHB as opportunities for learning experiences develop. The programme team has detailed plans in place and is able to articulate the role and value of simulation-based learning to enhance the student learning experience and promote safe and effective care.

The time spent in simulation-based learning will be in addition to the minimum of 2,300 hours in practice learning environments. Arrangements for technology enhanced and simulation- based learning meet the EU Directive 2005/36/EC requirements.

SUCs comment on the inclusive way BU engages them to promote realistic learning experiences for students.

- 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. There's evidence that processes are in place to ensure students' individual needs and circumstances are accounted for in practice learning allocations.

Students requiring additional support have access to robust BU reasonable adjustment processes. Personal learning support plans are developed and considered by practice supervisors and practice assessors when in practice areas.

There's signposting in the student handbook to the range of supportive services available. Students tell us they're aware of these services and feel supported in these processes. Where health issues arise, students are referred to occupational health services.

We're assured that students' additional learning needs are comprehensively addressed with reasonable adjustment in BU and practice learning settings.

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:** 23 March 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐   N/A

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*

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)

    MET ☒   **NOT MET** ☐

R4.1 is met. There's a robust partnership infrastructure providing support, supervision, learning and assessment in BU and practice learning environments.

Governance and quality assurance structures and processes are in place to support programme learning and student achievement. Managing risks and concerns processes are clearly expressed in a range of programme

documentation and there's evidence of management of risk arising from HIW inspection.

Practice learning is underpinned and driven through local level partnership agreements and strategic oversight arrangements, which include the practice education quality assurance group and the NMC standards task and finish group between BU and the PLPs, to assure practice learning environment quality and standards of supervision and assessment are met.

Educational governance, quality, safety and effectiveness of learning environments for programmes is assured by the continuous monitoring processes, identified in the partnership local level agreement and audit of practice learning environments.

BU has a professional and statutory regulatory board subgroup. School professional and programme leads and teams oversee and assure adherence to all NMC requirements.

Documentary analysis and discussion at the approval visit provide assurance that the programme team and PLPs ensure student support, supervision, learning and assessment complies with the SSSA. We've seen and heard evidence of how individuals are being prepared for their new roles. This includes academic staff at BU and practice supervisors and practice assessors in PLPs. Clinical educators and facilitators will be the nominated person for student support. There's a significant level of enthusiasm from PLPs and a desire to move to the SSSA.

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

  MET ☒   NOT MET ☐

R4.2 is met. Documentary analysis and discussion at the approval visit provides assurance that there are processes in place to identify practice assessors and practice supervisors and prepare them for their role.

BU follows the once for Wales guidelines for practice supervisor/practice assessor roles and requirements and there's a practice supervisor/practice assessor handbook. All this documentation clearly reflects the SSSA.

PLPs tell us they have appropriate systems in place to monitor and assure capacity for practice supervision and assessment. There are signed local agreements assuring this.

PLPs tell us they've been involved in the development of the programme and explain how current mentors undertake assessor preparation. Practice supervisors are prepared through supported learning. They tell us the majority of practice

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supervisors will initially be NMC registered nurses, however they'll work towards expanding the number of practice supervisors who are registrants from other disciplines.

There's a comprehensive handbook for academic assessors which clearly identifies the role and responsibilities. Students will be allocated the same academic assessor for year one and three of the full-time programme and a different one for year two. Part-time students will have a different academic assessor for each year.

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. Evidence of clear processes to provide students with feedback throughout the theoretical and practice learning elements of the programme is presented. There's detailed mapping of the summative assessments throughout the programme. Students engage with formative and summative assessments and receive feedback which contributes to the development of their academic skills and demonstration of knowledge and understanding. Feedback and feed forward are integral parts of the assessment strategy.

The PAD specifies the requirement for mid-point written and verbal feedback from the practice assessor, alongside ongoing verbal and written feedback from practice supervisors. During practice learning students receive written and verbal feedback from SUCs, peers, practice supervisors, practice assessors and academic assessors.

Students who have trouble achieving the required proficiencies during practice learning experiences are supported to achieve with action plans and additional support when required. Students tell us that feedback on their progress is clear and helps them to improve their performance.

There's a clear appeals and complaints process.

- 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 evidence of curriculum mapping within the documentation submitted for approval. This includes mapping of the theory and practice modules to demonstrate that students have the opportunity to meet the FN:SPRN and programme outcomes for their specific field of nursing practice.

The PAD details the proficiencies, skills, professional attitudes, values and behaviours, relationship and management skills and nursing procedural skills to be assessed as part of the programme requirements. The PAD is mapped to the FN:SPRN including skills and procedures in annexes a and b. PLPs tell us they're reviewing staff capability and updating policies to ensure students can learn and practice these skills in a supportive environment.

The programme team provide assurance through discussion at the approval visit that the field specific practice learning that students undertake will provide them with appropriate opportunities to meet the FN:SPRN and programme outcomes for their field.

Examples of student journeys clearly demonstrate the range required to meet the FN:SPRN and EU Directive 2005/36/EC requirements.

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

- 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% (R4.6)

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: 23 March 2021		

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

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

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 are no fall back exit awards 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: 23 March 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐
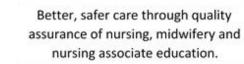
Section four

Sources of evidence

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

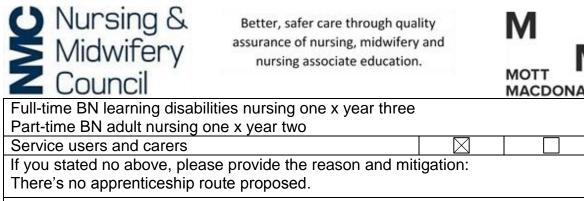| Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme 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 mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐

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:
Alternate documentation about the programme detail has been presented to PLPs but there's no programme specific handbook for PLPs.
There's no apprenticeship route proposed.

List additional documentation:
Post approval visit documentation to meet conditions:
BN programme specification and validation documents, adult nursing, part-time, May 2021
BN programme specification and validation documents, learning disability nursing, part-time, May 2021
BN programme specification and validation documents, child nursing, part-time, May 2021
BN programme specification and validation documents, mental health nursing, part-time, May 2021
BN part-time programme handbook child, adult, learning disability and mental health fields, undated
BU SHS implementation plan for SUC involvement in the BN programme, 16 April 2021
SUC involvement in the BN, gantt chart, undated

Additional comments:
None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Full-time BN adult nursing one x year one Full-time BN adult nursing two x year two Full-time BN adult nursing two x year three Full-time BN child nursing one x year one Full-time BN mental health nursing two x year two		

Full-time BN learning disabilities nursing one x year three Part-time BN adult nursing one x year two		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g., clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: HIW inspection report Ysbyty Gwynedd Hospital, BCUHB, 26 September 2019 HIW inspection report Bron Derw Medical Centre, BCUHB, 15 November 2019 HIW inspection report Wrexham Maelor Hospital, BCUHB, 14 April 2020 HIW inspection report Aeddfan psychiatric unit, BCUHB, 7 October 2020 HIW inspection report Wrexham Maelor Hospital, BCUHB, 1 October 2020 HIW inspection report Ysbyty Gwynedd maternity services, BCUHB, 28 February 2020		
If you stated no above, please provide the reason and mitigation: BU is an NMC AEI which has a history of delivering approved NMC programmes and facilities have been previously reviewed. The senior management team and PLPs tell us the resources are in place. Facilities on the two campuses are in the process of being upgraded.		
Additional comments: None identified.		

Issue record			
Final Report			
Author(s):	Jo Benn Sophia Hunt	Date:	23 March 2021
Checked by:	Angela Hudson Pat Hibberd	Date:	2 April 2021
Submitted by:	Amy Young	Date:	10 June 2021
Approved by:	Emiko Hughes	Date:	10 June 2021