Nursing & Midwifery Council

Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Programme Major Modification report

Section one

Programme provider name:	University of Bolton
Programmes reviewed: *This is the NMC programme title(s)*	*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 ☐
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	BSc (Hons) Nursing (adult) BSc (Hons) Nursing (adult) nurse degree apprenticeship (NDA) route BSc (Hons) Nursing (child) BSc (Hons) Nursing - Registered Nurse (Mental Health) Degree Apprenticeship BSc (Hons) Nursing (Adult) (Registered Nursing Higher Apprenticeship) (Part-time) BSc (Hons) Nursing (Adult) (Part-time) BSc (Hons) Nursing (Mental Health) (Part-time) BSc (Hons) Nursing Registered Nurse Degree Apprenticeship (Mental Health) (Part-time)

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*	
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*	M(Nurs) Nursing (Adult) (integrated Master's degree) MSc Nursing (Adult) (Pre-Registration)

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

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

	☒ N/A
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
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 ☒ N/A
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 ☒ N/A
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 ☒ N/A
Academic levels of modified/additional programme(s)/route(s):	

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

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

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 ☒ N/A
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 ☒ N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	2 September 2019
Date(s) of NMC approval of any modifications since last approval:	14 February 2020 5 March 2020 9 March 2020 13 January 2021
Programme start dates:	
Current modification programme start date:	
RN – Adult	22 January 2024
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	
NDA Children's	
NDA Learning Disabilities	

NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of modification:	12 October 2023
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Isobel Ryder

Section two

Summary of review and findings

The University of Bolton (UoB) is an established Nursing and Midwifery Council (NMC) approved education institution (AEI). The UoB was approved to deliver bachelor of science (with honours) (BSc (Hons)) nursing (adult), BSc (Hons) nursing (adult) nurse degree apprenticeship (NDA) and BSc (Hons) nursing (child) routes within a pre-registration nursing programme on 2 September 2019.

The approved programme was modified to deliver the BSc (Hons) nursing (adult) and the BSc (Hons) nursing (adult) NDA routes at Petroc College on 14 February 2020.

The addition of a satellite college, Bradford College of Further Education, to deliver the BSc (Hons) nursing (adult) (direct entry) was approved on 5 March 2020.

On 9 March 2020 the programme was modified to add a three-year pre-registration BSc (Hons) nursing registered NDA in the field of mental health nursing for approval in partnership with Greater Manchester Mental Health (MH) NHS Foundation Trust.

The approved programme was further modified to add the following part-time routes on 13 January 2021; BSc (Hons) nursing (adult) (NDA) (part-time), BSc (Hons) nursing (adult) (part-time), BSc (Hons) nursing (mental health) (part-time) and BSc (Hons) nursing (NDA) (mental health) (part-time).

This modification is to add a postgraduate full-time Master of science (MSc) nursing (adult) at level seven and a four-year, integrated masters (M(Nurs)) nursing (adult) route to the approved pre-registration programme. Single field programmes are offered in full-time mode only.

The modification visit is undertaken by remote means.

Documentation and evidence from the modification visit demonstrate that the programme is offered in response to consultation with practice learning partners (PLPs) to meet local workforce requirements. Documentation and evidence from the modification visit highlights the benefits of widening access to a pre-registration nursing programme, including gaining NMC registration at postgraduate level.

The programme is utilising the northwest practice assessment document (PAD) (NWPAD). The NWPAD is mapped to the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). The programme is mapped to the Standards for pre-registration nursing programmes (SPNP) (NMC 2018, updated 2023).

There's evidence of robust and effective partnership working between the UoB and PLPs as part of the greater Manchester (GM) group. The practice-based learning team at the UoB explain that they work closely with PLPs to monitor the quality of the learning environment in the region. They confirm that any issues arising from

Care Quality Commission (CQC) quality reviews/inspections which impact on practice learning environments are managed through a systematic partnership process and monitored at regular meetings between AEIs, including the UoB and PLPs within the GM group. Evidence from educational audits is used to determine suitability of practice learning environments, and any risks to students' practice learning are robustly managed and monitored. Documentary evidence indicates and the programme team and PLPs confirm they work collaboratively to develop action plans to mitigate risks to the student placement learning environments in the event of adverse CQC reporting. They report to the GM group on a monthly basis and to the NMC in the annual self-assessment report and through exceptional reporting.

Greater Manchester MH NHS Foundation Trust is currently rated as inadequate by the CQC. Documentary evidence and discussion at the visit confirms a close and effective working relationship with the trust including regular monitoring and evaluation of student experience within this PLP.

There's documentary evidence of existing strategies to ensure that student selection and recruitment information reaches a diverse population. Equality, diversity and inclusion (EDI) data is routinely collected as part of UoB dashboard data and is evaluated at a strategic level within the institution. EDI data is monitored and differential attainment identified and addressed at subject level. Information on student progression and achievement is less clear at programme level (field and route), as this data isn't routinely collected within the student record system. Personal tutors, academic assessors, people who use services and carers (PUSCs), practice assessors and practice supervisors receive appropriate induction and development, including training for EDI.

Information provided in the programme modification documentation and at the modification visit meetings provide assurance that the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met at a programme level.

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

The modification is recommended to the NMC for approval subject to one NMC condition and one joint NMC and university condition. One further university condition is made. The university makes one recommendation.

Updated 3 November 2023:

UoB has provided evidence which demonstrates the two NMC conditions are now met.

The chair of the university major modification panel confirms that the university condition is met.

The NMC standards are met and the modification is recommended for approval.

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:** None identified. **Selection, admission and progression:** Condition one: Within the documentation, clarify the admissions and preparatory aspects of the MSc nursing route to explicitly outline the programme length and the application requirements from both a university and NMC perspective. (SPNP R2.12) (Joint NMC and university condition). Condition two: Ensure that practice assessment is sequenced to integrate theory and practice at increasing levels of complexity and occurs throughout the programme to determine student progression. (SFNME R5.6, R5.7, R5.11; SPNP R4.1). **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition three: Review the programme documentation to remove any typographical errors and inconsistencies. (University condition)

Date condition(s) to be met:	31 October 2023
Recommendations to enhance the programme delivery:	Recommendation one: The programme team should revisit the PUSC handbook to reflect the nature of the programmes at level seven. (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: Programme documentation, including admissions and marketing information, pre-course portfolio guidance, recognition of prior learning (RPL) guidance, programme handbooks and programme planners, consistently confirms programme length, from both a university and NMC perspective. Condition one is met. Programme documentation, including the practice placement handbook, related guidance and placement planner, confirm that in the MSc, part one of the NWPAD is assessed during placements one and two in year one, and part two is assessed during placements three and four in year one. Condition two is met. Confirmation has been received that the university condition has been met and approved by the chair of the conjoint approval panel.	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	3 November 2023

Section three

Safe, kind, effective care through quality
assurance of nursing, midwifery and
nursing associate education.

NMC Programme standards
Please refer to NMC standards reference points: *Standards for pre-registration nursing programmes* (NMC 2018, updated 2023) *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018) *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) *Standards for student supervision and assessment* (NMC 2018, updated 2023) *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, 2022)

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services 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 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme
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 people who use services 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 people who use services contribute to student assessment.

Standards for student supervision and assessment (NMC 2018, updated 2023)

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 users of services, 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, people who use services, students and any other stakeholders:

Programme documentation and evidence from the modification visit confirms effective partnership working between the UoB and all stakeholders. These include PLPs, PUSCs and students.

There's evidence of effective partnership working between the UoB and PLPs at strategic and operational level. The GM group of universities, which includes the UoB, work in partnership with PLPs in the GM area to ensure a collaborative approach to implementing the SSSA. This approach includes shared educational audit documents and shared preparation of practice supervisors, practice assessors and academic assessors. With multiple AEIs using the same practice learning environments, this initiative helps to reduce inconsistency in the assessment process. The GM group of universities have adopted an adapted version of the pan-London PAD called the NWPAD.

Documentary analysis provides evidence of shared responsibility for theory and practice learning, supervision and assessment with PLPs. Partnership working is robust and effective at strategic and operational levels for the delivery of the pre-registration nursing programme. Lines of communication and accountability for the quality assurance, development, delivery and evaluation of the nursing programme

is established. Partnership meetings and practice education facilitator meetings are held regularly throughout the year to review and provide feedback on student practice learning experiences. Consultation about the proposed modification has taken place.

A stakeholder group was established to support the development of the MSc and M(Nurs) routes. PLPs, PUSCs and students at the modification visit tell us how the programme team listened to their ideas and suggestions to shape the modules, selection process and delivery of the new routes. PLPs tell us of the benefits of the MSc direct entry, including the importance of providing registered nurses in two years, with RPL admission. PLPs view the registrants exiting the MSc and M(Nurs) routes as future leaders and innovators. The PLPs support a January start date to aid recruitment to the programmes and to assist workforce planning.

Documentary analysis (triangulated at the visit) provides evidence of consultation with PUSCs on this programme modification and development. PUSCs are involved with recruitment and teaching in the adult nursing programme and speak about their development (including in EDI training) to support involvement across the new postgraduate routes.

Practice leads and those involved with the supervision and assessment of students, tell us there are effective processes in place to manage concerns and support students with reasonable adjustments. Students tell us about their experiences of raising concerns and confirm they've opportunity to evaluate their practice learning experiences.

Students tell us they feel supported in theory and practice and that their voice is heard and acted upon. Students also tell us that they've had the opportunity to give feedback in theory and practice and that their views are sought on aspects of programme development, including this modification.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, 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, people who use services, 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:

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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 meet the entry criteria for the programme as set out by the AEI and 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure 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

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

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.9, R2.11

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, updated 2023).

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the ***Standards for student supervision and assessment*** (NMC 2018, updated 2023).

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 people who use services 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** ☐

- 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. Fitness for practice processes evidenced and information given to

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applicants and students are detailed
(R1.2)

YES ☒   **NO** ☐

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully. (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 (R1.5)

MET ☒   **NOT MET** ☐

R1.5 is met. For entry to the MSc route, applicants provide up to 600 hours of practice and 500 hours of theory via RPL to meet the SPNP standards using a pre-entry portfolio. RPL, whilst mapped to the FN:SPRN, is for recognition of practice hours only. Applicants complete the portfolio prior to attending interview, supported by admissions tutors. The external examiner is involved in reviewing a sample of the RPL portfolios. An RPL policy outlines the process for managing RPL to the proposed programme routes, including a process to recognise experiential learning to gain access to the MSc route. RPL can also be applied up to a maximum of 50 percent against the M(Nurs) route.

- 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. The programme team tell us that where an NMC registered nurse requests RPL to the programme this is considered on an individual basis. UoB regulations permit more than 50 percent RPL for applicants to the pre-registration nursing programme who are currently NMC registered nurses with no restrictions on practice. Student guidance is provided on the UoB webpages, and the

department of nursing has RPL academic advisors to support students through the process.

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

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

  MET ☒   **NOT MET** ☐

R1.7 is met. Documentary evidence demonstrates that students must have a required level of numeracy and literacy for entry to the programme. Literacy is tested at entry stage through review and scoring of the personal statement. Numeracy on entry isn't tested but candidates must achieve the minimum requirement of general certificate of secondary education maths or equivalent.

Programme documentation, including module specifications, identify a number of formative and summative assessment strategies that support the development of numeracy, literacy, digital and technological literacy. The programme learning outcomes and modules are fully mapped to the FN:SPRN.

Students tell us that support is available through study skills workshops, online skills packages and student support officers. Mapping documents provide detail of the modules in which numeracy, literacy, digital and technological literacy outcomes are met. The proposed units in this modification include numeracy assessments which must be passed at 100 percent.

Practice learning is assessed using the NWPAD, which uses an electronic platform, further developing digital and technological literacy. The NWPAD is mapped to the FN:SPRN and supports the development of numeracy, literacy and digital skills. Students at the modification visit confirm they feel supported during theory and practice to meet the programme requirements.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> 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's evidence that current students' learning in theory and practice is mapped to the SPNP and FN:SPRN. Direct entry second year students on the approved BSc (Hons) nursing (adult) route are offered the opportunity to transfer to the proposed M(Nurs) route, if they achieve the equivalent of upper second classification grades at the end of the second year. Students confirm they're enthusiastic about this opportunity.

No students will transfer onto the proposed MSc route.

Proposed transfer of current students to the _Standards for student supervision and assessment (SSSA)_ (NMC 2018, updated 2023).
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 are fully embedded across all NMC pre-registration nursing routes.
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:** 12 October 2023
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 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies

R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment

R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours

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, R2.15, R2.16, R2.19, R2.20; 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 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 (R2.3)

  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 evidence shows how the design and delivery of the proposed routes support students to gain experience in all four fields of nursing. The NWPAD mapping document demonstrates how practice experience maps to the FN:SPRN. Mapping of each field of nursing practice against the FN:SPRN confirms there's experience and exposure to all four fields of nursing in theory and practice. A diverse range of practice learning environments are used and students document their experiences of spoke practice placements in the NWPAD. In the proposed M(Nurs) and MSc routes, there are four practice learning placements per year of which at least one is in a community setting. These practice learning placements provide experience of working with children, people with learning disabilities or mental health issues, physical health needs and maternal care.

The programme team tell us how skills and simulated learning activities are used to facilitate cross field learning experiences.

- 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. The programme structures illustrate there's a single field of nursing practice (adult) that students can enter in via the proposed routes. Field specific learning outcomes are outlined in the module descriptions, including the modules proposed within this modification. The module specifications and assessments allow students to apply learning to their chosen field of practice. Students' practice learning experiences are primarily in their chosen field of practice.

Years one and two of the M(Nurs) route are shared with the BSc (Hons) route, while years three and four enable students to further enhance and develop knowledge, skills and values within the students' chosen field of practice.

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

- There is evidence that mapping has been undertaken to show how the general and professional content meets NMC requirements of the *Standards of proficiency for registered nurses* and programme outcomes. (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. Module descriptions and mapping provide evidence of content in law, safeguarding, consent, pharmacology and medicines administration and optimisation across the proposed modified programme. There's a GM policy for ensuring consent is sought to deliver safe and effective care in practice learning settings. The NWPAD and ongoing achievement record (OAR) provides evidence of mapping of law, safeguarding, consent, pharmacology and medicines administration and optimisation to the FN:SPRN in practice learning environments. Theoretical content is delivered in field specific seminar groups. Medicines management, pharmacology and numeracy is summatively assessed in the final year. A pass rate of 100 percent is required to pass the module.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent 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 proposed programme route structures demonstrate an equal balance of theory and practice learning. Proposed module descriptors outline the range of teaching and learning strategies used, with appropriate aims and outcomes stated. The M(Nurs) and MSc routes contain the required number of theory and practice learning hours to meet the SPNP. For the MSc route, this includes the required number of evidenced practice hours and experience via RPL, as outlined by the programme team in admissions information. No FN:SPRN are RPL'd for admission to the MSc route.

There's a variety of assessments used across the programme routes including poster presentations, oral examination, written examinations, written work, objective structured clinical examinations and observed practice.

Practice hours are recorded via the practice assessment record and evaluation (PARE) system and are monitored by the personal academic tutor. Students retrieve any unmet practice hours during a practice placement providing they don't exceed 48 hours per week. These hours are recorded via the PARE. Retrieval of unmet practice hours and FN:SPRN are individually managed according to student need and circumstance.

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment (R2.10)

MET ☒   NOT MET ☐

R2.10 is met. The use of technology enhanced and simulation-based learning is widely reported in the documentary evidence and is confirmed by a number of sources at the visit, including students, the programme team and documentary evidence. Documentary evidence and discussion at the visit confirm that the UoB provides a variety of technology and simulation based learning opportunities, including simulation-based education, inter-professional learning events, a variety of patient journeys, scenario work and working with PUSCs in simulation across the programme routes. PUSCs describe their participation in practice learning and students tell us they recognise the importance of this contribution as effective in

the preparation for practice learning. For both proposed routes, simulation is implemented as a valuable learning and teaching methodology.

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 (R2.11)

  YES ☐   **NO** ☐   **N/A** ☒

The programme is delivered in England only.

- Evidence to ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours (R2.12)

  YES ☐   **NO** ☒

R2.12 is not met. The programme documentation for the proposed MSc route states the programme is two or three years in length. Discussion with the programme team confirms that the MSc is two years in length, but that recognition of prior experiential learning and RPL requirements confirm that the programme is the equivalent of a minimum length of three (academic) years. Programme and student facing documentation requires clarification. (Condition one)

- 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** ☒

The programme leads to eligibility to apply for registration in a single field of nursing practice (adult).

- 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 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** ☒

The programme documentation for the proposed MSc route states the programme is two or three years in length. Discussion with the programme team confirms that the MSc is two years in length, but that recognition of prior experiential learning and RPL requirements confirm that the programme is the equivalent of a minimum length of three (academic) years. Programme and student facing documentation requires clarification.

Condition one: Within the documentation, clarify the admissions and preparatory aspects of the MSc nursing route to explicitly outline the programme length and the application requirements from both a university and NMC perspective. (SPNP R2.12) (Joint NMC and university condition).

Date: 12 October 2023

Post event review		

Identify how the condition(s) is met:

Condition one: Programme documentation, including admissions and marketing information, pre-course portfolio guidance, RPL guidance, programme handbooks and programme planners, consistently confirms programme length, from both a university and NMC perspective. Condition one is met.

Evidence:
MSc pre-registration marketing text, October 2023
MSc pre-entry portfolio guidance, 2023
Programme handbook M(Nurs) nursing (adult) (integrated master's degree), undated
Programme handbook MSc nursing (adult) (pre-registration), undated.

Date condition(s) met:		
3 November 2023		

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

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 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning

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; R2.10, R2.12; 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 nursin.g (R3.1)

MET ☒   **NOT MET** ☐

R3.1 is met. Mapping documents and discussions with the programme team and PLPs during the visit confirm that students on both programme routes are offered learning opportunities to support the delivery of safe and effective care, to a diverse range of people. Practice learning opportunities are across the four fields of nursing 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. Documentary evidence, including placement mapping, demonstrates a variety of practice learning experiences (including simulation-based education), such as to meet the needs of people of all ages. Students are able to explain the range of practice learning opportunities that they're offered and the support that they gain during these placements. PLPs and the practice learning team confirm that for the proposed MSc route, students' previous experiences are considered, in advance of the first practice learning placement.

- 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. Proposed modules and programme mapping documents provide evidence to support the provision of practice learning opportunities, allowing students to develop and meet the FN:SPRN communication and relationship management skills and nursing procedures within their selected field of nursing practice.

- Evidence to ensure the programme is no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning (R3.4)

MET ☒   **NOT MET** ☐

R3.4 is met. Documentary evidence, confirmed by the programme team at the visit, explain the balance of practice learning and confirm that there's no more than 600 hours simulated practice learning (SPL) within the M(Nurs) route. The UoB are approved under RN6(D) to deliver SPL in their pre-registration nursing programme. There's a simulation strategy in place, which explains when and how SPL, including working with PUSCs, is included in the pre-registration nursing programme. SPL (under RN6(D)) is embedded within the BSc (Hons) nursing and is included within years three and four of the M(Nurs) route. The programme team and practice-based learning team confirm how the SSSA is implemented in SPL.

Proficiencies are mapped to the annexes in FN:SPRN and students value the range of teaching approaches used to support skill development. Further

development of these skills is embedded in scenarios to enable application to real life events in a safe environment, including working with PUSCs. This also supports the development of skills linked to assessment, decision making and leadership at level seven.

The programme team, hours mapping document and handbook confirm that for the MSc route, no SPL is included within the practice learning hours within the programme, since 600 hours is RPL'd as part of the admissions process for this route.

- 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. Documentary evidence, confirmed at the visit (including by PLPs and students), demonstrate that there are robust systems in place that take account of students' individual learning needs when allocating their practice learning. Students, in particular, are appreciative of this and are able to outline a number of reasonable adjustments offered to them.

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: 12 October 2023

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 constructive 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.*

Standards framework for nursing and midwifery education, specifically*:*
R2.12; 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.

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 not met. Documentary evidence, confirmed at the visit, assures us that support systems, student supervision, learning and assessment complies with the SFNME. Documentary evidence provides details of the placement allocation model. There's a clear strategy for completing educational audits in partnership between the UoB and PLPs. The audit process identifies the availability of suitably prepared practice supervisors and practice assessors in each of the practice learning environments. The UoB and PLPs work together to manage and monitor student allocation to PLPs and to prepare practice supervisors and practice assessors for their roles in supporting, supervising and assessing practice learning. The programme team and PLPs tell us there are sufficient, suitably qualified and prepared academic assessors, practice supervisors and practice assessors to support students on the MSc and M(Nurs) routes. Students tell us they know how to raise concerns or complaints and they're always supernumerary and well supported in practice learning environments. Academic staff, practice-based staff and PUSCs involved in the programme have all received up to date training in EDI.

The programme team and PLPs at the modification visit confirm MSc route students are supernumerary and undertake four placements per year.

Documentary evidence and discussions with the programme team confirm that students on the MSc route are assessed in part one and part two concurrently, across the four placements over the duration of the first year of the MSc route, rather than sequentially. This proposed concurrent assessment could cause challenges with student progression, if a student passes part two, but not part one. (Condition two)

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

  MET ☒   NOT MET ☐

R4.2 is met. Documentary evidence and the programme team confirm how practice learning is assessed across the whole programme and recorded in the NWPAD. Documentary evidence, triangulated at the visit, confirms a specific programme of development for practice supervisors and practice assessors is in place for the proposed programme routes. Practice supervisors and practice assessors confirm that they're prepared for the new routes and the specific challenges that might be posed. The programme team and PLPs explain that there's an implementation plan to support the development of practice supervisors and practice assessors. PLPs confirm their involvement in the stakeholder meetings that supported the development of the MSc and M(Nurs) routes.

The programme team explain how the SSSA is implemented for SPL. Academic staff acting as practice supervisors and practice assessors complete appropriate preparation using the NWPAD resources. The programme team confirm that checks are in place to ensure that academic staff don't act as practice assessors or practice supervisors concurrently to their role as academic assessor.

Students confirm they're allocated personal academic tutors and a different academic assessor for each part of the programme. Students confirm they feel supported while on placement and during theory weeks.

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)

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YES ☒   **NO** ☐

</div>

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 constructive feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed. (R4.4)

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R4.4 is met. The programme specification and handbooks outline the formative and assessment strategy and students report receiving timely feedback throughout their programme, including through written and oral modes. The feedback supports student learning and is evaluated centrally within the UoB, informing an action plan. Module specifications provide details of the learning, teaching and assessment methods for each module.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the

Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

MET ☒   **NOT MET** ☐

R4.5 is met. Mapping documents for the proposed modules for the M(Nurs) and MSc routes provide assurance that programme content and practice learning experiences enable students to meet the FN:SPRN.

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** ☐

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

YES ☐   **NO** ☒

Documentary evidence and discussions with the programme team confirm that students on the MSc route are assessed in part one and part two concurrently, over the duration of the first year of the MSc route, rather than sequentially. This proposed concurrent assessment could cause challenges with student progression, if a student passes part two, but not part one. (Condition two)

Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met
YES ☒　　　**NO** ☐

Outcome
Is the standard met?　　　　**MET** ☐　　**NOT MET** ☒

Documentary evidence and discussions with the programme team confirm that students on the MSc route are assessed in part one and part two concurrently, over the duration of the first year of the MSc route, rather than sequentially. This proposed concurrent assessment could cause challenges with student progression, if a student passes part two, but not part one.

Condition two: Ensure that practice assessment is sequenced to integrate theory and practice at increasing levels of complexity and occurs throughout the programme to determine student progression. (SFNME R5.6, R5.7, R5.11; SPNP R4.1)

Date: 12 October 2023

Post event review
Identify how the condition(s) is met:

Condition two: Programme documentation, including practice placement handbook, related guidance and placement planner, confirm that in the MSc, part one of the NWPAD is assessed during placements one and two in year one, and part two is assessed during placements three and four in year one. Condition two is met.

Evidence:

MSc pre-registration nursing marketing text, October 2023
MSc pre-entry portfolio guidance, 2023
Programme handbook M(Nurs) nursing (adult) (integrated master's degree), undated
Programme handbook MSc nursing (adult) (pre-registration),undated
Programme specification MSc nursing (adult) (pre-registration), 24 October 2023
Programme specification M(Nurs) nursing (adult) (integrated master's), 24 October 2023
Programme handbook M(Nurs) nursing (adult) (integrated master's degree), undated
Programme handbook MSc nursing (adult) (pre-registration),undated
Practice placement handbook MSc nursing (adult) (pre-registration) degree academic year, 2023/24
Practice placement handbook M(Nurs) nursing (adult) (integrated master's), degree academic year, 2023/24.

![NMC Nursing & Midwifery Council logo]

Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

![Mott MacDonald logo]

Date condition(s) met: 3 November 2023
Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐

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 R2.12, R2.21

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** ☐

- 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. (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** ☐

The proposed four-year M(Nurs) route includes a fall back exit award with NMC registration. This fall back exit award leads to eligibility to seek registration as a nurse (adult) and is BSc (Hons) adult nursing. Discussion at the visit and the M(Nurs) programme specification, handbook and mapping documents confirms that this can only be awarded when all NMC standards and proficiencies are met.

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: 12 October 2023		
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, updated 2023) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC 2018, updated 2023) 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, updated 2023) (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	☐	☒

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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: The student handbook is published on the AEI's website. External examiners appointed to the undergraduate programme will be reviewing postgraduate routes. An apprenticeship route isn't proposed.		
List additional documentation: Condition evidence: MSc pre-registration nursing marketing text, October 2023 MSc pre-entry portfolio guidance, 2023 Programme handbook M(Nurs) nursing (adult) (integrated master's degree), undated Programme handbook MSc nursing (adult) (pre-registration),undated Programme specification MSc nursing (adult) (pre-registration), 24 October 2023 Programme specification M(Nurs) nursing (adult) (integrated master's), 24 October 2023 Programme handbook M(Nurs) nursing (adult) (integrated master's degree), undated Programme handbook MSc nursing (adult) (pre-registration),undated Practice placement handbook MSc nursing (adult) (pre-registration) degree academic year, 2023/24 Practice placement handbook M(Nurs) nursing (adult) (integrated master's), degree academic year, 2023/24		
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	☒	☐
	☐	☒

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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: Seven second year students on BSc adult nursing Two second year students on BSc health and social care One graduate from BSc health and social care		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't 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 practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: CQC reports: Bolton NHS Trust, 11 April 2019 Airdale NHS Foundation Trust, 14 March 2019 BMI The Priory, 15 January 2020 Cheadle Royal Hospital, 26 May 2023 Greater Manchester MH NHS Trust, 21 July 2023 Halton General Hospital, 24 July 2019 Kemple View, 12 September 2019 Kneesworth House Hospital, 5 January 2022 The Christie NHS Foundation Trust, 15 May 2023 Royal Bolton Hospital, 3 March 2023		

| Tameside and Glossop Integrated Care NHS Foundation Trust, 4 July 2019 |
| Warrington and Halton Teaching Hospitals NHS Foundation Trust, 24 July 2019 |

| If you stated no above, please provide the reason and mitigation: |
| Not required as an established AEI. |

| Additional comments: |
| None identified. |

Issue record			
Final Report			
Author(s):	Isobel Ryder	Date:	26 October 2023
Checked by:	Pamela Page	Date:	27 October 2023
Submitted by:	Amy Young	Date:	22 November 2023
Approved by:	Natasha Thompson	Date:	22 November 2023