Nursing & Midwifery Council

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

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Programme approval visit report

Section one

Programme provider name:	Bournemouth University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Avon and Wiltshire Mental Health Partnership NHS Trust
	Dorchester County Hospital NHS Foundation Trust
	Hampshire Hospitals NHS Foundation Trust
	Isle of Wight NHS Foundation Trust
	Poole Hospital NHS Foundation Trust
	Portsmouth Hospital NHS Trust
	The Royal Bournemouth and Christchurch Hospitals NHS Foundation Trust
	Salisbury NHS Foundation Trust
	Somerset Partnership NHS Foundation Trust
	Southern Health NHS Foundation Trust
	South West Ambulance Service NHS Trust
	Taunton and Somerset NHS Foundation Trust
	University Hospitals Southampton NHS Foundation Trust
	Wiltshire Health & Care (Previously Great Western Hospitals NHS Foundation Trust)
	Yeovil District Hospital NHS Foundation Trust
	Private, voluntary and independent health care providers
Programmes reviewed: (*Tick all that apply)*	*Pre-registration nurse qualification leading to*
	Registered Nurse – Adult ☒
	Registered Nurse – Child ☒
	Registered Nurse - Learning Disabilities ☐
	Registered Nurse - Mental Health ☒
	Nursing Degree Apprenticeship (NDA) route
	NDA Adult ☒

	NDA Child	☐
	NDA Learning Disabilities	☐
	NDA Mental Health	☒

Title of programme(s):	BSc (Hons) Adult Nursing / MSc Adult Nursing
	BSc (Hons) Mental Health Nursing / MSc Mental Health Nursing
	BSc (Hons) Children and Young Peoples Nursing
	BSc (Hons) Adult Nursing (Apprenticeship)
	BSc (Hons) Mental Health Nursing (Apprenticeship)

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 – Child	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 Child	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
Date of approval visit:	12 June 2019
Programme start date: RN – Adult RN – Child RN - Learning Disabilities RN - Mental Health NDA Adult NDA Child NDA Learning Disabilities NDA Mental Health	20 September 2020 20 September 2020 N/A 20 September 2020 12 January 2020 N/A N/A 12 January 2020
QA visitor(s):	Registrant Visitor: Jackie Vasey Lay Visitor: Terence Williams

Summary of review and findings

The faculty of Health and Social Sciences at Bournemouth University (BU) presented a pre-registration nursing programme for approval against the Nursing and Midwifery Council Standards for pre-registration nursing programmes (SPNP) (NMC, 2018), and Future nurse: Standards of proficiency for registered nurses (NMC, 2018). BU has presented the following routes, three-year full time BSc (Hons) nursing programme (adult, mental health or child field), two-year full time MSc in nursing (adult or mental health field), and a four-year part-time nurse degree apprenticeship (NDA) (adult or mental health field). The direct entry routes are planned to commence in September 2020. The NDA routes are planned to commence in February 2020.

The following employer of NDAs contributed to the approval visit and acknowledge their obligation to comply with the Standards for pre-registration nursing programmes (NMC, 2018); The Royal Bournemouth and Christchurch Hospitals NHS foundation trust. Health Education England Wessex attended the approval visit in support of the NDA route.

The faculty are proposing to adopt the South practice assessment document (PAD), ongoing achievement record (OAR) and related mapping and guidance documents. The faculty are planning to implement the standards for student supervision and assessment (SSSA) (2018) across all NMC programmes from September 2019.

The programme documentation and approval process confirm evidence of effective partnership working between BU, employers and practice learning partners (PLPs), service users and carers (SUC) and students.

The Standards framework for nursing and midwifery education (SFNME, NMC, 2018) is not met at programme level.

The SSSA (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval subject to five conditions; two NMC conditions, two joint NMC and university conditions and one university condition. Two NMC recommendations are made.

Updated 6 August 2019

Evidence was provided to meet the five conditions. The conditions and related standards are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

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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: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition two: Programme team to document the process of DBS, and occupational health assessment checking at the point of recruitment of Future Nurse apprentices. (SPNP, R1.2) Condition four: Confirm the process for obtaining student agreement for the proposed transfer to the 2018 NMC programme standards. (SFNME R2.1) (University and NMC condition) **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition one: Illustrate how the pre-registration nursing programme has equal weighting in the assessment of theory and practice. (SPNP R4.9) **Education governance: management and quality assurance:** Condition three: Provide a separate programme specification for the nurse degree apprenticeship. (SFNME, R2.1) (University and NMC condition) Condition five: Ensure documentation at programme and unit level is differentiated in line with FHEQ level descriptors. (University condition)
Date condition(s) to be met:	5 July 2019
Recommendations to enhance the programme delivery:	Recommendation one: To consider providing a separate apprentice handbook for NDAs. (SFNME R3.1 and R3.2) Recommendation two: Recommend a process of recording external examiner NMC registration and

	ongoing revalidation over the duration of appointment. (SFNME R2.20)
Focused areas for future monitoring:	

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Further documentation has been provided by the AEI which outlines the equal weighting of theory and practice assessment in units across the programme.

Condition one: Standards for pre-registration nursing programmes R4.9 is now met.

The process for DBS and occupational health checking at the point of recruitment has been clarified.

Condition two: Standards for pre-registration nursing programmes R1.2 is now met.

Separate programme specifications for the nurse degree apprenticeship have been provided which differentiates the specific governance requirements for apprentices.

Condition three: SFNME R2.1 is now met.

A detailed account has been provided outlining how the transfer of students to the 2018 standards will be managed. Condition four: SFNME R2.1 is now met.

Revised unit documents clearly differentiate the Framework for higher education qualification (FHEQ) learning outcome levels for level 7. The validation report confirms that the university agree that this condition is met.

Condition five: University condition has been met.

The SFNME is now met.

The Standards for pre-registration nursing programmes are now met.

AEI Observations	Observations have been made by the education institution **YES** ☒ **NO** ☐
Summary of observations made, if applicable	The AEI confirmed the accuracy of the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐

Date condition(s) met:	27 August 2019

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC *Standards for student supervision and assessment*

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

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Findings against the standard and requirements

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

Documentary analysis and discussions at the approval visit confirm that stakeholders, including PLPs, employers, SUCs and students have been involved in the design and development of the programme seeking approval. Stakeholder engagement events are documented with evidence of listening to stakeholder voices and feedback. BU are part of the Wessex group who are adopting the South PAD, which was adapted from the PAN London PAD. Practice learning is reviewed by the head of employer engagement and head of practice education.

Documentary evidence and the approval processes demonstrate effective partnership working with PLPs from a range of organisations, including NHS, private and voluntary organisations. At strategic level, the director of employer engagement is responsible for collaborative working and a memorandum of agreement assures agreed principles are adhered to. At operational level, locality working groups provide a forum for discussing practice related issues such as the

implementation of the standards for student supervision and assessment. Employers and PLPs understand their responsibilities in meeting the Standards of proficiency for registered nurses.

The public involvement in education and research partnership (PIER) is an established SUC group. SUCs confirm their involvement in student assessments and it is clear that this will be an important activity for the next academic year. We found that service users and carers are currently not involved in face to face recruitment following a review of the role. However, the PIER group are indirectly involved in recruitment through involvement in designing questions used at interview and resources to be used at recruitment events. SUC feel valued in their role and report a positive impact on the student experience.

The school works collaboratively with students. We found students have been consulted on the development of the new programme and they gave examples of how programme content has been included following their feedback. Students are aware of the plan for transfer to the programme standards in September 2020. There are established processes for recording student evaluations on their programme and experiences in practice learning which are fed back to PLPs in a timely way. Students reported that any concerns about poor practice are addressed positively and collaboratively with the university and PLPs.

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*

<div align="right">

MET ☒   **NOT MET** ☐

</div>

Please provide any narrative for any exceptions

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

<div align="right">

MET ☒   **NOT MET** ☐

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Please provide any narrative for any exceptions

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

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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, and that any declarations are dealt with promptly, fairly and lawfully

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

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

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

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

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

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

Proposed transfer of current students to the programme under review

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

Findings against the standard and requirements

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

  YES ☒   **NO** ☐

- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7)*.

  YES ☒   **NO** ☐

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

  YES ☐   **NO** ☒

R1.2 is not met. There is evidence of effective process to check occupational health status and undertake DBS checks at the point of selecting direct entry students, with ongoing fitness for practice checks throughout the programme. However, the process of DBS checks and occupational health assessment needs to be clearer at the point of recruitment of degree nurse apprentices. This should include clear lines of accountability in terms of AEI and employer responsibility for undertaking the DBS and occupational health checks at the point of recruitment, and tripartite agreement to sharing data. (Condition two) (SPNP, R1.2)

- 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)

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YES ☒　　　**NO** ☐

- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

YES ☒　　　**NO** ☐

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

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

MET ☒　　　**NOT MET** ☐

R1.5 is met. We found documentary evidence of RPL procedures in the programme specification for each route. The programme specification document outlines 50 percent maximum recognition of prior learning (RPL) for non-registered nurses and is compliant with Article 31(3) of Directive 2005/36/EC.

There is a BU RPL policy. The policy refers to professional statutory regulatory body exemptions. There is an RPL portfolio required for entry to the MSc nursing route. For entry to the MSc, successful RPL against 720 practice hours and 650 theory hours is required. The programme team confirmed the process for RPL claims. RPL claims are mapped by the relevant programme lead, approved by the faculty RPL coordinator and confirmed at examination board. The team provided documentary evidence of guidance for applicants.

- 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. Registered nurses wishing to gain second registration will have their prior learning mapped as outlined in the RPL process and an interview with the RPL coordinator to map their learning journey. A maximum of 50 percent of RPL is accepted and outlined in the academic regulations. The programme team confirmed that more than 50 percent RPL can be mapped to the Standards of proficiency for registered nurses.

- 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 confirms opportunities for students to develop numeracy through a numeracy examination which culminates in a requirement for 100 percent pass rate. Documentary analysis evidences that numeracy, literacy, digital and technological literacy are appropriately mapped to the South PAD. Programme learning outcomes are appropriately mapped to the Standards of proficiency for registered nurses and confirm the programme meets NMC requirements.

Recruitment and selection to the programme includes an assessment of skills through review of entry qualifications and interviews. Applicants are required to demonstrate evidence of literacy and numeracy skills through GCSE English and maths or equivalent. The capacity for digital and technological literacy is also considered through the requirement to submit the application online. This includes submission of a personal statement which is assessed during the shortlisting phase.

The team confirmed the ongoing development of student abilities during the programme are supported by an extensive range of online resources (which were demonstrated at the approval visit). The resources enable students to develop literacy, numeracy and digital literacy skills to meet programme outcomes.

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

- Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

YES ☒   **NO** ☐

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place

MET ☐   **NOT MET** ☒

There is evidence that current students learning in theory and practice can be mapped to the programme standards and the standards of proficiency for registered nurses. Students at the approval visit told us they are aware of the new

Standards for pre-registration nursing programmes and the Standards of proficiency for registered nurses. However, the team were unable to provide details of a satisfactory plan as to how they will manage student consent to transfer and specifically those who may not agree to the transfer to the 2018 programme standards in September 2020.

The programme team confirmed that all September 2018 and September 2019 cohorts will be transferring to the 2018 standards in September 2020. February 2018 and February 2019 adult nursing cohorts will transfer to the 2018 standards in February 2020. September 2017 cohort would not be transferring to the 2018 standards.

All PG Dip cohorts will remain on the current 2010 programme standards. No new students are being recruited to this route.

All cohorts will transfer to the 2018 Standards for student supervision and assessment in September 2019.

The programme team confirmed that September 2019 students would be consulted about the transfer to the 2018 programme standards in October 2019. September 2018 students confirmed that they had been informed of the planned transfer. The team will seek agreement from students to transfer and are required by BU to obtain 100 percent agreement from 75 percent of students. An online voting system will be used. When asked how the students who may not agree will be managed, the team stated that they would be supported. Further clarification of how the team will manage students who may not agree is required. The team are required to provide a detailed plan of how they will manage and document student agreement and refusal to transfer to the 2018 NMC standards. (Condition four) (SFNME R2.1) (University and NMC condition)

Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes

MET ☒   **NOT MET** ☐

For registered nurses wishing to gain registration in a second field of nursing practice, an RPL claim for more than 50 percent of the programme is allowed in the school policy. The team confirmed that more than 50 percent RPL can be mapped to the Standards of proficiency for registered nurses and programme outcomes.

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

YES ☐   **NO** ☒

The programme team are unable to provide assurance with respect to gaining consent from current students transferring to the Standards for pre-registration nursing programmes (NMC, 2018). (Condition four) (SFNME R2.1) (University and NMC condition)

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Outcome

Is the standard met? MET ☐ NOT MET ☒
The process of DBS and occupational health assessment needs to be clearer at the point of recruitment of future nurse degree apprentices. This should include clear lines of accountability in terms of AEI and employer responsibility for undertaking the DBS and occupational health checks at the point of recruitment, and tripartite agreement to sharing data.
Condition two: Programme team to document the process for DBS and occupational health assessment checking at the point of recruitment of future nurse apprentices (SPRNP R1.2). The team were unable to provide details of a satisfactory plan of how they will manage student consent and specifically those who may not agree to the transfer to the NMC 2018 programme standards.
Condition four: To confirm the process for obtaining student agreement for the proposed transfer to the 2018 programme standards. (SFNME, R2.1) (University and NMC condition)
Date: 8 July 2019

Post event review

Identify how the condition(s) is met:
Condition two:
The school has provided a separate programme specification for nurse apprentices. The entry requirements for DBS and occupational health for apprentices are clearly stated and comply with the same processes as direct entry students. The school has a well-established process for recruitment to ensure students' health and character enable safe and effective practice on entering the programme, which is applied equally to apprentices.
Condition two is now met.
Evidence:
BU, BSc (Hons) Adult Nursing Programme Specification Apprenticeship, 8 July 2019
BU, BSc (Hons) Mental Health Nursing Programme Specification Apprenticeship, 8 July 2019
Condition four:
The school have provided a detailed account of how the transfer of students to the 2018 programme standards will be managed. A timeline for implementation is provided. Further clarity about how students who do not agree to the transfer will be managed was provided in a separate document. The team have provided assurance that students will not be disadvantaged if they dissent.
Condition four is now met.

Evidence:

BU, Condition iv transition arrangements student approval document, 8 July 2019

BU e mail trail related to management of students who refuse transfer to 2018 programme standards, 6 August 2019

Date condition(s) met: 27 August 2019

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

Condition two is met. Assurance is provided that SPRNP R1.2 is now met.

Condition four is met. Assurance is provided that SFNME R2.4 is now met

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Standard 2: Curriculum

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

R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*

R2.2 comply with the NMC *Standards for student supervision and assessment*

R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing

R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes

R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice

R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies

R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

Standards framework for nursing and midwifery education specifically*:*

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1)

<div align="right">YES ☐   NO ☒</div>

R2.1 is not met. The programme proposal includes a nurse degree apprenticeship (NDA) route. However, the team have not provided a separate nurse degree apprentice programme specification. The programme is planned to be delivered as a stand-alone cohort and the differences between the direct entry and NDA route are significant, requiring a separate programme specification. (Condition three) (SFNME, R2.1) (University and NMC condition)

The programme team explained how external examiner appointments to NMC programmes are made in line with BU policy. The process of checking NMC registration at the point of appointment and for the duration of the role could be strengthened. Recommendation two: Recommend a process of recording external examiner NMC registration and ongoing revalidation over the duration of appointment. (SFNME R2.20)

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

<div align="right">YES ☒   NO ☐</div>

- Mapping to show how the curriculum and practice learning content reflect the *Standards* of *proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)　　　　　　　　　　**YES** ☒　　　**NO** ☐

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

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

　　　　　　　　　　MET ☒　　　**NOT MET** ☐

R2.4 is met. We found documentary evidence in the programme design to support students in theory and practice for each field of nursing. The team have stated that the placement range of experience is facilitated by the placement team with a hub and spoke model. Students at the approval event report that exposure to the four fields was experienced, but exposure to the child field could be problematic. However, the team told us that the students complete a portfolio of evidence to ensure they cover the four fields and this includes midwifery exposure (during skills sessions). The team confirm that the portfolios are checked before the student results are issued to ensure they complete the portfolio before the completion of the programme.

The theoretical units are generic, with field specific content and field specific simulation sessions and seminars for application of content to the chosen field. Practice placements are field specific. Documentary evidence of field specific content is provided with examples such as family centred care for child nursing students. Inter professional learning (IPL) units enable collaborative working in groups with students from other disciplines to develop a wider understanding of service user needs.

The programme team have developed a supportive and informative student handbook for direct entry students, however there is no bespoke handbook in place for NDAs. Recommendation one: To consider providing a separate apprentice handbook for NDAs. (SFNME R3.1 and R3.2)

- 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. Documentary evidence shows each route of the programme is balanced in structure, design and delivery. The generic and field specific learning allows students to develop field specific identities and enter the register in their field of nursing practice. Module descriptors show field specific content and assessment. Field specific programme specifications include field specific

programme outcomes. Programme leads are current NMC registered nurses in the relevant field of practice.

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

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

<div align="right">

YES ☒   **NO** ☐

</div>

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)   **YES** ☒   **NO** ☐

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

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

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R2.8 is met. Documentary evidence indicates where law, safeguarding, consent, pharmacology and medicines administration and optimisation is included in the unit content and through the UK core skills training. There is field specific content in relation to law which is embedded in the nursing theory unit. We found that students undertake a range of skills development through the UK core skills training, which includes adult and child safeguarding. The clinical pharmacology and medicines management units include field specific content. The South PAD is designed to assess this for entry to the register in a single field of practice (adult, mental health, or children's nursing). The proposed programme has been presented to stakeholder groups from all fields to ensure appropriate field specific content.

- 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 met. Documentary evidence shows an equal balance of theory and practice learning across the programme stages including the end point and that these meet

2300 hours in theory and 2300 hours in practice learning. Programme theory and practice learning hours are shown in the programme plans with hours identified for each route. Unit descriptors also indicate face to face and independent learning hours. The programme uses a blended approach to teaching and learning, using face-to-face and online methods. The range of learning and teaching methods is detailed in student facing unit documents and programme specifications.

There is a practice learning allocation model which is managed by the placements team. This demonstrates the achievement of the designated hours for the programme. When students achieve their practice learning hours they are currently verified by their academic adviser. Programme hours are monitored by the placement team.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

YES ☐   **NO** ☐ **N/A** ☒

The programme is delivered in England.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11). **YES** ☒   **NO** ☐

- Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)

YES ☒   **NO** ☐

- 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** ☒

The programme does not lead to a dual award.

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

YES ☐   **NO** ☒

Registration is solely with the NMC.

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to curricula are met **YES** ☐   **NO** ☒

The programme proposal includes an NDA route. However, the team have not provided a separate NDA programme specification. The programme is planned to be delivered as a standalone cohort and the differences between the direct entry

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and NDA route are significant requiring a separate programme specification. (Condition three) (SFNME, R2.1) (University and NMC condition)

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 team are implementing an NDA route. However, the team have not provided a nurse degree apprentice programme specification. The programme is planned to be delivered as a standalone cohort and the differences between the direct entry route and the NDA route are significant requiring a separate programme specification.

Condition three: to provide a separate programme specification for the nurse degree apprenticeship. (SFNME R2.1) (University and NMC condition)

Date: 8 July 2019

Post event review

Identify how the condition(s) is met:

Condition three:

The school have provided a separate programme specification document for the NDA for adult and mental health nursing fields. A separate document is provided as the nurse degree apprenticeship will be delivered as a standalone cohort and have specific and different governance requirements.

Condition three is now met.

Evidence:

1. BSc (Hons) Adult Nursing Programme Specification BSc Apprenticeship, 8 July 2019

2. BSc (Hons) Adult Nursing Programme Specification BSc Full Time, 8 July 2019

3. BSc (Hons) Mental Health Nursing Programme Specification BSc Apprenticeship, 8 July 2019

4. BSc (Hons) Mental Health Nursing Programme Specification BSc Full Time, 8 July 2019

Date condition(s) met: 27 August 2019

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

Condition three is met. Assurance is provided that the SFNME R2.1 is now met.

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Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must: R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document) R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities R3.6 ensure students experience the range of hours expected of registered nurses, and R3.7 ensure that students are supernumerary. *Standards framework for nursing and midwifery education* specifically: R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12 *Standards for student supervision and assessment,* specifically R1.1 – R1.11
Findings against the standard and requirements
Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met. • Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.1)   MET ☒   NOT MET ☐

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R3.1 is met. There is evidence that there are practice learning opportunities in place to allow students to develop and meet the Standards of proficiency for registered nurses and 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. Robust placement provision is supported by a range of processes and roles such as the director of employer engagement. The quality of placements is assured by audit, and capacity is monitored to ensure a range of placements learning opportunities are available.

The AEI is adopting the South PAD and OAR which has been mapped to the NMC proficiencies for registered nurses. The AEI in partnership with the PLPs has robust processes in place to ensure students will have exposure to safe and effective care across the lifespan and for people with a range of physical, cognitive and mental health care needs. PLPs confirmed that students are exposed to the diverse range of people and documentary evidence shows student placements journeys with a range of placements indicated. Adult nursing students told us there are sufficient opportunities to gain experience in mental health but gaining experience in children's nursing and midwifery can be more difficult. However, students are enabled to experience the range of four field exposure via skills or simulation if not achieved via placement.

PLPs and the lead for practice education confirm that practice learning opportunities are audited and robustly evaluated.

- 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 and the approval process give assurance that practice learning environments supported by simulation allow students to meet the holistic needs of people of all ages. We found robust allocation processes and mapping of student practice learning journeys. This ensures students undertake a range of practice learning experiences in a variety of settings across health and social care. A hub and spoke model is a feature of the programme to enable students to experience a wide range of placements. Capacity is monitored through the admissions, progression and employability group to ensure student placements experience requirements can be met. Frequent meetings between PLPs and the AEI leads to review and evaluate placement experiences were confirmed at the approval visit. We found established evaluation systems with students evaluating each practice learning experience. Students evaluate placements through the placements on the web (POW) platform.

The school and PLPs have robust recording, escalation and monitoring systems. Students confirmed that concerns in practice are addressed in partnership with PLPs and AEI staff. Academic staff are involved in the annual auditing of placements, monitoring and quality assurance of practice learning environments.

- 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. The content of the units and South PAD have been mapped to Annexe A and B of the Standards of proficiency for registered nurses. Documentary evidence shows practice learning environments allow students the opportunity to meet communication and relationship management skills and nursing procedures, as set out in the Standards of proficiency for registered nurses. Students told us that communication is an aspect of learning that is particularly well integrated throughout the programme with increased level of complexity and links with other elements of the programme. Communication and relationship management skills are assessed for all fields of nursing practice through the PAD. SUC give feedback to students through the PAD on communication and relationship management skills.

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

MET ☒   NOT MET ☐

R3.4 is met. The unit directory provides an indication of how learning strategies include technology and blended learning. The programme team confirm a commitment to technology-based learning which is core to the programme. The technology team presented the range of technological resources available to students. They confirm that robust support is provided to students to engage with technology. At the approval visit the senior leadership team presented the university investment in the development of physical resources to enhance simulation-based learning opportunities and inter-professional learning. The designated simulation hours are indicated in the units and are proportionate to support learning. SUC involvement in simulated activities was confirmed at the approval visit. Compliance with the content of Article 31(5) of Directive 2005/36/EC is evident and mapped to the content of the programme units.

- 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. Narrative accounts show that reasonable adjustment processes apply to placement learning. The university has robust structures for students who require additional support. A reasonable adjustment flow chart outlines the process from declaring a disability to interventions. The inclusivity handbook outlines reasonable adjustments for students. There are processes in place to support

students with additional learning needs in university and practice placement areas. Students told us that their individual needs were taken into account on placements. The team provided an example of communication between PLP and university related to supporting a student seeking reasonable adjustments in practice. Practice learning initial interview gives students the opportunity to discuss reasonable adjustments with their practice supervisor. This features in the checklist for practice learning orientation in the South PAD.

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

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

- Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)

  YES ☒　　　**NO** ☐

- Processes are in place to ensure that students are supernumerary (R3.7)

  YES ☒　　　**NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met　　**YES** ☒　　**NO** ☐

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

Outcome

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

Date: 27 August 2019

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET ☒   NOT MET ☐

R4.1 is met. Support, supervision, learning and assessment complies with the SFNME (NMC, 2018). The programme leaders (PLs) are NMC registrants in the

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relevant field and the role is supported by the BU strategy for staff development. Student evaluations and a range of evaluative and monitoring processes in the AEI ensure the effectiveness of lead roles in supporting programmes.

The students confirm good support systems and describe the staff as helpful and supportive. Students describe the feedback from lecturers on academic assessments as of a very high standard. Feedback is individualised with opportunities for further discussions with lecturers. Students present told us they receive high levels of support, particularly from their academic adviser. PLPs and academic practice leads provided assurance that students are supernumerary and are not counted in numbers. PLPs and academic practice leads confirm that students are reminded of their supernumerary status empowering them to report any concerns through the raising concerns process.

Academic support and student welfare services are comprehensive and signposted in programme documents. Students confirm awareness of the support they can receive in academic and practice learning environments. There are unit leaders who provide individual and academic support and group tutorials. Students confirm they are very well supported in university and in practice areas. The university welfare team provide a range of specialist services including disability services, dyslexia support and mental health support. Students tell us these services are helpful and supportive.

PLPs and academic practice leads confirm that identification, selection and preparation of staff for the roles of practice supervisor and practice assessor are underway in collaboration with pan Wessex AEIs and HEE. Appropriate support, supervision, feedback and assessment processes for students in practice learning environments are in place. PLPs told us lecturers are visible and readily available to offer support in practice learning environments. Students confirm there is good access to effective support systems.

Programme specifications for each field of nursing practice identify the programme structure, learning outcomes and assessment which are mapped to the Standards of proficiency for registered nurses. Unit content for each route of the programme demonstrates increasing depth and complexity as students' progress towards programme completion. Students told us their learning is supported by formative opportunities for feedback and development in theoretical and practice learning.

- 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 in gateway two and discussion at the approval visit confirm robust processes in the preparation for, and introduction of, the SSSA. The unit lead and unit team members will undertake the role of the academic assessor and preparation for the role is underway. The unit lead will be different each year ensuring compliance with the SSSA standards. At the approval visit PLPs confirm their understanding of the roles and responsibilities for learning and

assessment of practice supervisors, practice assessors and academic assessors. The programme team confirm that they are delivering workshops and information events to prepare future practice supervisors, practice assessors and academic assessors for their roles. PLPs tell us that processes for preparation of practice assessors and academic assessors have been ongoing since January 2019. All stakeholders are confident processes for the preparation and introduction of practice supervisors and practice assessors are effective.

The practice assessor and academic assessor work in partnership to communicate decisions about student progression. This is recorded in the South PAD at the midpoint and end of the programme part.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)   **YES** ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R4.4 is met. Narratives outline how student feedback processes include formative and summative feedback both in theory and practice. There is an indication of the formative tasks for each unit in the unit descriptors. At the approval visit students report effective feedback strategies. Some students reported a variation in the amount of feedback but stated that the assessment grid for indicative marks and areas for improvement is very helpful. University policy is that students receive feedback on summative work within three weeks of submission. Formative and summative feedback is also provided in the South PAD. Students have an academic adviser who provides feedback on progress. Students report very good support from academic advisers.

External examiner feedback is provided and confirms that robust assessment strategies and monitoring is in place. The programme team highlight reflective practice as important to supporting student development and included recall days from practice to enable students to reflect on placement experiences. Students confirm the value of the recall days.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for

their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

MET ☒   **NOT MET** ☐

R4.5 is met. Comprehensive mapping of the NMC standards of proficiency to the three fields of nursing on each of the routes provides assurance that students will meet the Standards of proficiency for registered nurses in their field of nursing practice.

The mapping of the South PAD outcomes to the NMC standards of proficiency confirms how students of all fields are facilitated to meet the proficiencies in placement. PLPs and the programme team tell us there are collaborative processes for preparation for enhanced skills delivery, practice learning and practice assessment. This includes a gap analysis to identify the training needs of practice staff to support the skills achievement required in the new standards. However, PLPs assured the panel that the expertise is already available. The PLPs state that signposting through online placement information will enable students to access staff with the required skills to support their learning and achievement of the proficiencies. Cross-field skills teaching is planned in the university practice modules.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

  YES ☒   **NO** ☐

- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)   **YES** ☒   **NO** ☐

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)

  YES ☒   **NO** ☐

- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

  YES ☐   **NO** ☒

R4.9 is not met. The practice units are non-credit bearing. Therefore, the equal weighting in the assessment of theory and practice is not identifiable. Documentary evidence of how theory and practice units are weighted equally in the assessment of theory and practice is required. (Condition one) (SPRNP, R4.9)

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- 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** ☒

The practice units are non-credit bearing. Therefore, the equal weighting in the assessment of theory and practice is not identifiable. Documentary evidence of how theory and practice units are weighted equally in the assessment of theory and practice is required.

Condition one: Illustrate how the programme has equal weighting in the assessment of theory and practice. (SPRNP, R4.9)

Date: 8 July 2019

Post event review

Identify how the condition(s) is met:

Condition one:

The school have provided an updated document which indicates how the assessment of theory and practice is equally weighted. Assessment in units have been designated as either practice or theory based to illustrate the weighting.

Condition one is now met.

Evidence:

Supervision and Assessment standard 4.9 - condition of approval document, 8 July 2019

Date condition(s) met: 27 August 2019

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

Condition one is met. Assurance is provided that SPRNP R4.9 is now 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.

Findings against the standards and requirements

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Fall Back Award

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

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

YES ☐   **NO** ☐ **N/A** ☒

There are no fall-back exit awards that provide eligibility for registration with the NMC.

Programme specifications confirm that fall back or interim exit awards do not provide eligibility to apply for entry to the NMC register. Verification was obtained from the programme team at the approval visit.

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: 27 August 2019

Post event review

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	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018)	☒	☐

Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s)	☒	☐
Curricula vitae 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 confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐

List additional documentation:

Post approval visit documentary evidence to meet conditions:

1. BSc (Hons) Adult Nursing Programme Specification BSc Apprenticeship_20190708092440.docx, 8 July 2019

2. BSc (Hons) Adult Nursing Programme Specification BSc Full Time_20190708092440.docx, 8 July 2019

3. BSc (Hons) Mental Health Nursing Programme Specification BSc Apprenticeship_20190708092440.docx, 8 July 2019

4. BSc (Hons) Mental Health Nursing Programme Specification BSc Full Time_20190708092440.docx, 8 July 2019

5. Condition iv transition arrangements student approval_20190708092440.docx, 8 July 2019

6. MSc Adult Nursing Programme Specification v2.0 track changes_20190708092440.docx, 8 July 2019

7. MSc Mental Health Nursing Programme Specification v2.0 track change_20190708092440.docx, 8 July 2019

8. Response to conditions Pre reg Nursing June 19_20190708092440.docx, 8 July 2019

9. Supervision and Assessment standard 4.9 - condition of approval_20190708092440.docx. 8 July 2019

10. Unit Directory BSc (Hons) AN MH and CYP Nursing with track changes_20190708092440.docx, 8 July 2019

11. Unit directory MSc AN and MH Nursing with track changes_20190708092440.docx, 8 July 2019

12. Email trail re condition iv BU Pre reg nursing_20190806161514.pdf, 6 August 2019

13. BU confirmed university approval report, 27 August 2019

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

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Adult- year 1 x one Adult year 3 x two Child year 1 x two Child - graduate Mental Health - year 1 x one Mental Health - year 3 x one Mental Health - year 1 PG Dip x one Mental health - graduate		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		

Nursing & Midwifery Council

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

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Additional comments:

Seven SUCs attended with the coordinator.

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		
If you stated no above, please provide the reason and mitigation: Library staff and technology staff presented at the approval event. BU is an established AEI delivering pre-registration nursing programmes. Visits to library facilities and practice learning environments were not requirements of the approval visit.		
Additional comments:		

Mott MacDonald Group Disclaimer

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

Issue record			
Final Report			
Author:	Jackie Vasey	Date:	5 August 2019
Checked by:	Pam Page	Date:	28 August 2019
Approved by:	Leeann Greer	Date:	18 September 2019
Submitted by:	Lucy Percival	Date:	19 September 2019