Programme approval visit report

Section one

Programme provider name:	University of Bolton
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Northern Devon Healthcare NHS Trust
	Wigan Wrightington and Leigh NHS Foundation Trust
	Manchester University NHS Foundation Trust
	Airedale NHS Foundation Trust, Community Services, Skipton Hospital, Castleberg Hospital, Skipton General Hospital, Ilkley Coronation Hospital
	Tameside and Glossop Integrated Care NHS Foundation Trust
	Bradford Teaching Hospitals NHS Trust
	Pennine Acute Hospitals NHS Trust - Now part of Northern Care Alliance
	Lancashire Teaching Hospitals NHS Trust
	Bolton NHS Foundation Trust
	The Christie NHS Foundation Trust
	Salford Royal NHS Foundation Trust, Part of Northern Care Alliance
	NHS Tameside and Glossop CCG
	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) Nursing (Adult)	
	BSc (Hons) Nursing (Child)	
	BSc (Hons) Nursing (Adult) (Registered Nursing Higher 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:	19 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	2 September 2019 2 September 2019 N/A N/A 2 September 2019 N/A N/A N/A
QA visitor(s):	Registrant Visitor: Kevin Gormley Lay Visitor: Jane Suppiah

Summary of review and findings
The University of Bolton (UoB), school of nursing presented a three-year pre-registration BSc (Hons) nursing programme in adult and child fields of nursing for approval. They also presented a nurse degree apprenticeship route in the adult field of practice. The child field of nursing is a new provision for the university.   The programme is mapped against the Standards for pre-registration nursing programmes (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018).   Documentary evidence and discussion at the meetings confirm the university has effective partnerships with key stakeholders at an operational and strategic level.   The effective partnership with practice learning partners (PLPs) has resulted in agreement to have an adapted version of the Pan London practice assessment document (PLPAD). To support the implementation of the PLPAD, there is a shared Greater Manchester and Lancashire approach to the preparation of practice supervisors, practice assessors and academic assessors.   In addition to delivery of the proposed pre-registration nursing (adult) programme at the UoB campus, the university propose to deliver the programme at two additional satellite sites: the pre-registration nursing (adult field) at Bradford Further Education (FE) College and the pre-registration nursing (adult field) at Petroc FE and Higher Education College, North Devon in partnership with North Devon NHS Trust.   A visit to the Bradford FE College satellite site prior to the approval visit found there are insufficient physical and staff resources in place at the College to support the programme. Delivery of the pre-registration nursing (adult) programme at Bradford FE College was not recommended for approval.   A visit to the Petroc FE College satellite site prior to the approval visit found there are insufficient physical resources and facilities at the College. The pre-registration nursing (adult field) was not recommended for approval. This outcome was also supported by the university as the quality of the student experience in comparison to the UoB campus is not assured.   The Standards framework for nursing and midwifery education (SFNME) are not met at programme level as conditions apply.   The Standards to support student supervision and assessment (SSSA) are not met at programme level as conditions apply.   The pre-registration nursing programme with the following awards are recommended to the NMC for approval subject to four conditions: •   BSc (Hons) Nursing (adult)   •   BSc (Hons) Nursing (child),

• BSc (Hons) Nursing (adult) nurse degree apprenticeship (NDA) route.

The NDA route is supported by the employing organisations: Bolton NHS Foundation Trust, and Wrightington, Wigan and Leigh NHS Foundation Trust.

There is one recommendation.

Updated 19 July 2019

Evidence was provided that the changes required to meet the four conditions have been made. The conditions are met. The SFNME and the SSSA are now met at programme level.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ 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:** Condition four: The programme team must demonstrate that there is sufficient staffing expertise available to deliver the child field of nursing and support students. (SFNME R2.14; SPNP R2.1) **Selection, admission and progression:** Condition two: The programme team must amend the programme specification to confirm that applicants will be interviewed. (SFNME R2.6 Standards for pre-registration nursing programmes (SPNP) R1.1.1 - 1.1.3) **Practice learning:** Condition three: The programme team must provide an operational plan for the preparation of academic assessors for the adult and child fields of nursing to meet the SSSA. (SSSA R6.1; SPNP R4.2) **Assessment, fitness for practice and award:** None identified

	Education governance: management and quality assurance:
	Condition one: The programme team must amend the programme documentation to ensure the specificity of content related to the child field of nursing. (SFNME R5.2, R5.4; SPNP R2.7)
Date condition(s) to be met:	19 July 2019
Recommendations to enhance the programme delivery:	Recommendation one: Consider whether an exemption to university regulations could allow more that 50 percent RPL for NMC registered nurses. (SPNP R1.6)
Focused areas for future monitoring:	The capacity of teaching resources to deliver the child field of nursing The delivery of specific content for the child field of nursing.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised documentation provides evidence that the changes required to meet the four conditions have been made.

Revised programme documentation is provided which provides assurance that the BSc (Hons) nursing (child) programme has content which is specific and relevant to child field nursing and aligns with the programme outcomes. Condition one is now met.

The programme team provided updated programme specifications which state that an interview is mandatory for the recruitment of applicants to the nursing programmes which confirms that condition two is now met.

The university provided an academic framework which clearly illustrates their approach to the implementation of the academic assessor role and how students and academic assessors will be assigned at different stages of the programme. Condition three is now met.

The university provided a resource paper that identifies three current whole time equivalent (WTE) registered children's nurse lecturers and their allocated academic time to the child nursing field. They are supported by two NMC registered children's nurses from other programmes in the faculty. Additional teaching support is available from a lecturer who is a NMC registered children's nurse who is appointed to work variable hours. Confirmation was also provided that the university has approved and is currently recruiting an additional member of

teaching staff who will be a NMC registered children's nurse. Condition four is now met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	The AEI commented on some inaccuracies in the summary report: The report included the child field of practice as a NDA route which was not correct and has been removed. The proposed NDA is for the adult field as stated. The BSc Nursing (adult) programme proposed for North Devon is fee paying and not an NDA route. This has been corrected. The NDA adult provision is now correctly recorded as: Bolton Foundation NHS Trust and Wrightington, Wigan and Leigh NHS Foundation Trust.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	19 July 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

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 evidence and discussions during the approval process confirm the AEI works in partnership with their PLPs, service users, students and other stakeholders. Senior nurses told us that they have regular meetings with the programme team and senior staff at the UoB and joint decisions are made at a strategic and operational level to support the pre-registration nursing programme and ensure the quality of the practice learning environments.

AEIs within the Greater Manchester and Lancashire regions share the educational audits of practice learning environments using a single process facilitated through the online practice assessment record and evaluation (PARE) tool. Practice educators told us that this is managed and monitored by UoB staff in partnership with practice educators through the Greater Manchester (GM) consortium of academic and PLPs.

The UoB has a dedicated service user lead and clear plans to further increase the number of service user volunteers. Documentary evidence and discussions demonstrate strategic and operational commitment to involving service users in all aspects of the proposed programme. We met service users from a range of diverse backgrounds with different experiences of NHS services across the fields of nursing practice. They confirmed their preparation for and involvement in: the development of the new programme; student recruitment and selection: 'Patient as coach initiative; and the assessment of students' practical skills. Students confirmed their experience of service user and carer involvement in the programme.

Students told us they have been involved in the development of the proposed programme and about their opportunities to provide feedback about any issues through the student-staff liaison committee. They provided examples of programme changes that are in response to student feedback. Students we spoke to are aware of the process of escalating concerns either during practice learning experiences or in the university.

We confirmed through the approval process that PLPs associated with UoB have been involved in the development of the programme. They understand their responsibilities for the provision of practice learning experiences and support for students.

The effective partnership with PLPs has resulted in agreement to have an adapted version of the Pan London practice assessment document (PLPAD). To support the implementation of the PLPAD, there is a shared Greater Manchester and Lancashire approach to the preparation of practice supervisors, practice assessors and academic assessors. The UoB in partnership with PLPs ensure oversight for

practice supervision and assessment is in place and practice learning adheres to the SSSA (NMC, 2018).

Practice educators, supervisors and assessors told us that students have extensive opportunities for inter-professional learning within both acute and community practice learning environments. This was confirmed by students.

The UoB programme team and practice educators confirmed the programme of preparation for practice supervisors and assessors is progressing and there are proportionate plans in place to operationalise these roles in time for the proposed start date of the programme. Workshops had been provided for academic assessors but at the approval event we found insufficient understanding among the teaching staff with regard to the role, and an absence of a clear plan to implement this role. This must be addressed. (Condition three)

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 ☒</div>

We found insufficient understanding among the teaching staff with regard to the academic assessor role, and an absence of a clear plan to implement this role. This must be addressed. (Condition three) (SSSA R6.1; SPNP R4.2)

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

We found insufficient understanding among the teaching staff with regard to the academic assessor role, and an absence of a clear plan to implement this role. This must be addressed. (Condition three)

Condition three: The programme team must provide an operational plan for the preparation of academic assessors for the adult and child fields of nursing to meet the SSSA. (SSSA R6.1; SPNP R4.2)

Post Event Review

Identify how the condition is met:

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Condition three: The UoB academic assessor framework has been amended to clearly state the approach to implementation of the academic assessor for the adult and child fields of nursing. Detail includes how all students will be assigned a different nominated academic assessor for each part of the programme. A supporting academic assessor allocation document identifies the implementation using named academic staff in the programme team. An overview of the child field expertise paper identifies how all child field students will be assigned a different nominated academic assessor for each part of the programme. Condition three is now met.

Evidence:

UoB programme team response to conditions, 19 July 2019

UoB academic assessor (AA) framework, updated July 2019

UoB school of nursing and midwifery AA staff allocations, excel sheet, July 2019

UoB school of nursing and midwifery child field expertise, version 2, final, July 2019

Date condition(s) met: 19 July 2019

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

Condition three is now met.

Assurance is provided that the SSSA R6.1 is now met.

Assurance is provided that the SPNP R4.2 is now met.

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:

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- 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** ☒

R1.1.1 - R1.1.3 are not met. We found conflicting documentary evidence as to whether applicants to the programme are required to be interviewed to demonstrate values and capability to learn behaviours in accordance with the Code. (Condition two)

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R1.5 is met. UoB has a recognition of prior learning (RPL) policy that meets NMC requirements for RPL. Programme documentation and evidence at the approval visit confirm that RPL arrangements for up to 50 percent of the programme are in place. RPL is assessed via a mapping document that applicants complete and submit against a portfolio of evidence. RPL applications are reviewed internally

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and by an external examiner prior to ratification of the RPL claim at a Board of Examiners.

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

MET ☒   **NOT MET** ☐

R1.6 is met. RPL is assessed through a RPL mapping document which applicants must complete in addition to a portfolio of evidence. The UoB will give RPL for 50 percent of the programme for successful RPL claims. The AEI are advised to consider whether more that 50 percent RPL could be given for NMC registered nurses. (Recommendation one)

- 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. UoB programme documentation confirms that each student's capability to develop numeracy skills and literacy are assessed as part of the admission process. Group and individual interviews assess applicants' ability to communicate effectively. At the start of the programme students have a numeracy and literacy assessment. If necessary, they are provided with a learning plan, with links and resources to the Learning, excellence, and achievement pathway (LEAP) which is an online resource designed to support learning. Students also have access to online graduate skills resources and the virtual learning environment (VLE) 'Moodle' which helps them to develop skills.

Enhanced personal tutors also provide student support and sign post students to university student services to assist them with numeracy and literacy skills. The university uses a selection of electronic teaching and learning resources including Elsevier Clinical Skills, e-learning library resources, an online resource SN@P to practise medicines calculations; and flipped classroom learning packages that are included in all modules.

The PAD requires students to demonstrate development of their skills in numeracy, literacy, digital and technological literacy. Medicines management is also assessed which incorporates a numeracy assessment.

The UoB clinical simulation suites provide access to technology enhanced learning resources, for example an anatamage table is used to learn anatomy. During

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practice learning students use digital resources to record e-observations and electronic stations are used to request referrals, tests and to check results.

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

<div align="right">**MET** ☒   **NOT MET** ☐</div>

The programme team told us that students studying the pre-registration nursing programme (NMC, 2010) will transfer to year two or three of the new programme (NMC, 2018). The pre-registration nursing programme (NMC, 2010) has been mapped to the Standards for pre-registration nursing programmes (NMC, 2018) and Standards of proficiency for registered nurses (NMC, 2018) to ensure that the required outcomes and proficiencies are met. Any gaps in learning will have a remedial action plan implemented to facilitate the transfer. Students reported receiving detailed information and are content with their decision to move to the new pre-registration nursing programme. Practice educators also reported their involvement in the decision to transfer current students to the new programme and SSSA.

Following approval of the programme all students will be contacted and based upon the principle of informed choice, they will be asked to sign a form confirming their decision to transfer.

Final year three students will stay on the pre-registration nursing programme (NMC, 2010) and the Standards to support learning and assessment in practice (NMC, 2008). this is supported by PLPs and students.

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

<div align="right">**MET** ☒   **NOT MET** ☐</div>

RPL is assessed through a portfolio of evidence and RPL mapping document. The UoB will give RPL for 50 percent of the programme for successful RPL claims. The

AEI are advised to consider whether more that 50 percent RPL could be given for NMC registered nurses. (Recommendation one)

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

YES ☐   **NO** ☒

R1.1.1 - R1.1.3 are not met. We found conflicting documentary evidence as to whether applicants to the programme are required to be interviewed to demonstrate values and capability to learn behaviours in accordance with the Code. (Condition two) (SFNME R2.6; SPNP R1.1.1 - R1.1.3)

Outcome

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

We found conflicting documentary evidence as to whether applicants to the programme are required to be interviewed to demonstrate values and capability to learn behaviours in accordance with the Code. (Condition two)

Condition two: The programme team must amend the programme specification to confirm that applicants will be interviewed. (SFNME R2.6; SPNP R1.1.1-R1.1.3)

Date: 20 June 2019

Post event review

Identify how the condition(s) is met:

Condition two: BSc (Hons) nursing programme specifications for each field and route have been amended and clearly state that an interview is mandatory for recruitment to the nursing programmes. Condition two is now met.

Evidence:

UoB programme team response to conditions, 19 July 2019

BSc (Hons) Nursing programme specifications: NRS002; NRS003; NRS006; NRS008; NRS014; NRS009; NRS025; and NRS026, July 2019

Date condition(s) met: 19 July 2019

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

Condition two is now met.

Assurance is provided that the SFNME R2.6 is now met.

Assurance is provided that the SPNP R1.1.1-R1.1.3 are now met.

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There are limited academic staff resources to support the delivery of the child field of nursing practice. The programme team must demonstrate that there is sufficient staffing expertise available to deliver the child field of nursing and support students. (Condition four) (SFNME R2.14; SPNP R2.1)

- 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)

<div align="right">

MET ☒   NOT MET ☐

</div>

R2.4 is met. The programme is designed to support students and provide practice learning experiences across all four fields of nursing practice. The design of the programme has generic modules shared by students from differing fields of nursing practice: this provides opportunities for shared learning of common components of the programme. Field specific content will be delivered in lectures, workshops and tutorial groups. Field specific content is reflected in module descriptors. The programme is designed to support and align with practice learning with appropriate sequencing of content, programme and module aims and outcomes.

PLPs demonstrate a strong commitment to facilitate students' practice learning across the four fields of nursing within acute and community care settings. They confirmed that there are sufficient practice learning environments to support students. Students told us that there are opportunities to organise additional 'spoke' visits and follow patients through their care journeys.

- 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 not met. The documentation confirms that field specific learning outcomes and content are identified in the module descriptors. The programme structure is purposefully designed to enable students to enter one or more specific fields of nursing practice. The programme team told us that students will be separated for field specific lectures and workshops. The programme team confirmed that students will be facilitated to develop field specific identity as well as gain exposure and knowledge related to all four fields of nursing practice. However, it is not clear in the documentation how the field specific content related to the child field of nursing will be addressed. This needs to be explicit. (Condition one)

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

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

YES ☒   **NO** ☐

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

R2.7 is not met. We found that content in the programme documentation related to the child field of nursing is limited. This content needs to be more specific in the programme documentation. (Condition one) (SFNME R5.2, R5.4; SPNP R2.7)

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

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

MET ☒   **NOT MET** ☐

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R2.8 is met. Documentary evidence confirms that mapping has been undertaken to ensure that field specific content related to law, safeguarding, consent, pharmacology and medicine administration and optimisation is clearly included in designated modules and within the indicative content section of the modules. This content is also assessed in practice via the PAD where, for example, specific medicines management assessment is included.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point
There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)　　　　　**MET** ☒　　　**NOT MET** ☐

R2.9 is met. The programme provides an equal balance of theory and practice learning to meet NMC requirements. The programme structure ensures that the 2,300 hours of practice learning, and 2,300 hours of theoretical learning are achieved by the end of the programme. This is made clear to students within their programme handbooks. A practice allocation model clearly demonstrates the achievement of designated hours for the programme.

Documentary evidence confirms a range of learning and teaching strategies are proposed. There are appropriate module aims, descriptors and outcomes specified.

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 not delivered in Wales.

- 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** ☐

- 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** ☒

The AEI is not seeking approval of a programme leading 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** ☒

There are limited academic staff resources to support the delivery of the child field of nursing practice. The programme team must demonstrate that there is sufficient staffing expertise available to deliver the child field of nursing and support students. (Condition four) (SFNME R2.14; SPNP R2.1)

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** ☒

We found that content in the programme documentation related to the child field of nursing is limited. This content needs to be more specific in the programme documentation. (Condition one)

Condition one: The programme team must amend the programme documentation to ensure the specificity of content related to the child field of nursing. (SFNME R5.2, R5.4; SPNP R2.7)

There are limited academic staff resources to support the delivery of the child field of nursing practice. Assurance must be provided that there is sufficient staffing expertise available to deliver the child field of nursing and support students. (Condition four)

Condition four: The programme team must demonstrate that there is sufficient staffing expertise available to deliver the child field of nursing and support students. (SFNME R2.14; SPNP R2.1)

Date: 20 June 2019

Post event review

Identify how the condition(s) is met:

Condition one: Revised programme documentation evidences specific content related to the child field of nursing. Programme specifications include relevant child focused programme outcomes. A revised child field programme handbook identifies NMC registered children's nurses in the teaching team and teaching on the programme. Module specifications and module guides detail specific child

content and teaching. Indicative reading resources are explicit to the child field of nursing. Condition one is now met.

Evidence:

UoB programme team response to conditions, 19 July 2019

UoB BSc (Hons) Nursing child field programme specifications: NRS009; NRS025; NRS026, July 2019

BSc (Hons) Nursing child field programme handbook 2019-20, 19 July 2019

BSc Nursing, module guides: NRS4004; NRS4005; NRS4006; NRS5004; NRS5005; NRS5006; NRS5007; NRS6004; NRS6005; NRS6006, July 2019

BSc (Hons) Nursing module specifications: NRS4004; NRS4005; NRS4006; NRS5004; NRS5005; NRS5006; NRS5007; NRS6004; NRS6005; NRS6006, July 2019

Condition four: There is an overview of child field of nursing expertise in the staffing resource paper provided which identifies the academic hours required to deliver safe and effective teaching and learning opportunities for students to ensure the required programme outcomes are achieved.

The academic hours detailed in this paper reflect teaching commitments, personal tutorial time and academic assessor responsibilities and requirements. A core staffing establishment of three WTE NMC registered children's nurses is in place, supported by two NMC registered children's nurses from other programmes in the faculty. Additional teaching support is available from a variable hours lecturer who is a NMC registered children's nurse.

In addition, evidence is provided that the university has approved and is currently advertising a vacancy for a further children's nurse lecturer.

Evidence:

UoB overview paper of child field nursing expertise paper, July 2019

UoB child field expertise, V2 final, July 2019

Curricula vita (6) for NMC registered children's nurses, various dates

BSc (Hons) nursing child field programme handbook 2019-20

Date condition(s) met: 19 July 2019

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

Condition one and four are now met.

Assurance is provided that the SFNME R2.14, R5.2 and R5.4 are now met.

Assurance is provided that SPNP R2.1 and R2.7 are 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

<table>
<tr><td align="center">Findings against the standard and requirements</td></tr>
</table>

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

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

MET ☒   NOT MET ☐

R3.1 is met. Documentary analysis indicates that students are provided with appropriate practice learning opportunities to develop the Standards of proficiency for registered nurses to enable them to deliver safe and effective care to a diverse range of people across the four fields of nursing practice. This is evident in the PLPAD adopted by the Greater Manchester and Lancashire region. Senior nurses told us that there is sufficient capacity for practice learning experiences within their organisations and the UoB teaching team continue to identify further practice learning environments. Students told us that they are well supported during practice learning and there are sufficient opportunities for them to gain experience in all 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. Programme documentation and discussion at the approval visit demonstrates that students will experience a variety of practice learning experiences. For students undertaking the NDA route, employers sign a commitment statement that ensures students will access the necessary range of practice learning experiences, including EU requirements. Practice learning experiences will be monitored and reviewed by the UoB.

We are assured that the practice learning experiences will prepare students to meet the holistic needs of people in all ages. The online PARE system shared by UoB and PLPs within the GM consortium provides a single point for accessing, monitoring and evaluating student's practice learning experiences. Students confirmed that that they have the opportunity to provide feedback through the PARE system. Practice educators, assessors and supervisors told us that they access student evaluations through the PARE and feedback contributes to the enhancement of the practice learning environment, if necessary.

- 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. UoB teaching team told us that during practice learning experiences, students will have opportunities to address communication and relationship management skills, within their selected fields of nursing practice. The learning outcomes and nursing procedures within the PAD demonstrate that students need to display competence in these areas and requires them to complete and reflect upon an episode of care that further contributes to the development of these specific skills and proficiencies. These skills will also be developed with diverse groups of service users. Practice supervisors and practice assessors confirmed that they understand the requirements for students to develop these 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. Modules will be delivered using a problem based learning approach and incorporating blended learning which fully complies with Article 31(5) of Directive 2005/36/EC. Blended learning involves providing the student with learning resources to use at any time outside of the classroom, for example; narrated power points, podcasts, online books and articles and short tests and quizzes. A range of simulated and enhanced technology teaching strategies have been included throughout the programme. These strategies are reflected in the module specifications. A flipped classroom strategy also aims to enhance the use of technology for students who will always have access to virtual learning resources through the VLE Moodle; LEAP online tool can also be used to enhance learning and assessments. Students told us that the quality and availability of teaching and learning resources accurately address their learning needs. The teaching team and service users and carers (SUCs) told us that they have plans to develop shared simulated teaching and learning scenarios to further enhance student learning.

- 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. The UoB supported-study-policy outlines the university's commitment to supporting students where health and well-being may impact on their achievement and progress. We confirmed that comprehensive processes are in place to take account of students' individual needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for disabilities. We found that UoB is committed to supporting students with additional needs in both the university and practice learning environment.

Specific learning needs are assessed through the services for disabled students' which students can self-refer to. An assessment is carried out and students are encouraged to disclose their needs to practice staff to enable appropriate and reasonable adjustments to be made. Students told us that their experiences of the UoB reasonable adjustment strategy and process contributes significantly towards facilitating effective and safe learning. We found all personal tutors act as enhanced personal tutors providing guidance to students should they require extra support.

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*

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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: 20 June 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%

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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)

<div align="center">

MET ☒   **NOT MET** ☐

</div>

R4.1 is met. Documentation and findings at the approval visit confirm that the UoB and PLPs have developed and agreed guidelines about the new roles of practice assessor and practice supervisor. The UoB teaching team work with PLPs to support the implementation of the PAD which clearly describes the roles and responsibilities for practice supervisors and assessors. The UoB teaching team told us that the preparation programme for practice supervisors and assessors is proportionate and appropriate and this view was confirmed by the practice educators we met.

- 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 not met. UoB together with other AEIs and PLPs in the GM consortium have agreed a common approach for identifying and preparing practice supervisors and assessors. Senior nurses, practice educators, supervisors and assessors clearly explained the process of self-declaration, attendance at preparation workshops and development opportunities. We are assured by senior nurses and the programme team that sufficient resources are in place to deliver the preparation required. PLPs provided evidence of scheduled training updates and told us that a register of supervisors and assessors will be maintained.

There is an appointed academic staff member at UoB with responsibility for the quality of practice learning. Documentary evidence suggests academic staff have been provided with information regarding the role of academic assessor and how they can ensure they meet the SSSA requirements. At the approval visit we found an absence of any plans to prepare academic assessors to support, supervise and assess pre-registration nursing students. (Condition three) (SSSA R6.1; SPNP R4.2)

Evidence provides assurance that the following QA approval criteria are met:
• There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)   **YES** ☒   **NO** ☐

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

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

MET ☒   NOT MET ☐

R4.4 is met. There are processes throughout the programme to provide students with timely feedback to support their development. Feedback is available for both theoretical and practice learning in the programme. These processes are well outlined in the programme handbook. Feedback in practice is provided via the PLPAD in the mid and final assessments and via the service user feedback section. Students told us that their feedback about the programme and other forms of learning and assessment is constructive and well informed. Students tell us that meetings take place with personal tutors on a regular basis, and they find academic staff are available, responsive and supportive at all other times.

- 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. All practice learning competencies within the PAD have been mapped to meet the Standards of proficiency for registered nurses, annexe A and B and programme outcomes for the relevant field of nursing practice.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing 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** ☐

- 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** ☒

Documentary evidence suggests academic staff have been provided with information regarding the role of academic assessor and how they can ensure they meet the SSSA requirements. At the approval event we found an absence of any plan to prepare academic assessors to support, supervise and assess students on the adult or child fields of nursing practice.

(Condition three) (SSSA R6.1; SPNP R4.2)

Outcome

Is the standard met? MET ☐ NOT MET ☒

At the approval event we found an absence of any plan to prepare academic assessors to support, supervise and assess students on the adult or child fields of nursing practice. (Condition three)

Condition three: The programme team must provide an operational plan for the preparation of academic assessors for the adult and child fields of nursing to meet the SSSA. (SSSA R6.1; SPNP R4.2)

Date: 20 June 2019

Post event review

Identify how the condition(s) is met:

Condition three: The UoB academic assessor framework has been amended to clearly state the approach to implementation of the academic assessor for the adult and child fields of nursing. Detail includes how all students will be assigned a different nominated academic assessor for each part of the programme. A supporting academic assessor allocation document identifies the implementation using named academic staff in the programme team. An overview of the child field expertise paper identifies how all child field students will be assigned a different nominated academic assessor for each part of the programme. Condition three is now met.

Evidence:

UoB programme team response to conditions, 19 July 2019

UoB academic assessor (AA) framework, updated July 2019

UoB school of nursing and midwifery AA staff allocations, excel sheet, July 2019

UoB school of nursing and midwifery child field expertise, version 2, final, July 2019

Date condition(s) met: 19 July 2019

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

Condition three is now met.

Assurance is provided that the SSSA R6.1 and the SPNP R4.2 are 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 is no fall back exit award with registration as a nurse.

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

  YES ☒   **NO** ☐

Outcome

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

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	☒	☐
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:

UoB self-assessment report, 2018

CQC Quality review Springfield Manor Gardens Inspection Report, 2018

CQC Quality review Timperley Care Home Inspection Report, 2018

Post event documentation to support the conditions are met:

UoB programme team response to conditions, 19 July 2019

UoB Child Field programme specifications: NRS009; NRS025; NRS026, July 2019

BSc (Hons) Nursing child field programme handbook 2019-20, 19 July 2019

BSc (Hons) Nursing, module guides: NRS4004; NRS4005; NRS4006; NRS5004; NRS5005; NRS5006; NRS5007; NRS6004; NRS6005; NRS6006, July 2019

BSc (Hons) Nursing module specifications: NRS4004; NRS4005; NRS4006; NRS5004; NRS5005; NRS5006; NRS5007; NRS6004; NRS6005; NRS6006, July 2019

BSc (Hons) Nursing programme specifications: NRS002; NRS003; NRS006; NRS008; NRS014; NRS009; NRS025; and NRS026, July 2019

UoB academic assessor (AA) framework, updated July 2019

UoB School of nursing and midwifery AA staff allocations, excel sheet, July 2019

UoB School of nursing and midwifery child field expertise, version 2, final, July 2019

UoB overview paper of child field nursing expertise paper, July 2019

UoB Child Field Expertise V2 final, July 2019

Curricula vita (6) for NMC registered children's nurses, various dates

BSc (Hons) nursing child field programme handbook 2019-20

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: 4 x year 1 students (adult field) 3 x year 2 students (adult field) 1 x year 3 student (adult field)		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

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:

Bolton NHS Foundation Trust

1x children's ward

1x neonatal unit

1x health visiting team

3 x students (1x year 1: 2x year 2)

At Wrighton, Wigan and Leigh Foundation NHS Trust

1 x children's ward.

During these visits we found a positive and enthusiastic practice learning team structure was in place; and a strong commitment to ensuring a quality learning environment for students. PLPs told us that there are good communication processes and links already in place with UoB. Students we met confirmed that placements are well organised with learning opportunities clearly identified which enables them to meet their programme outcomes and proficiencies.

Findings of visits to Petroc College and North Devon NHS Trust are reported separately.

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:

The UoB is an established AEI and it was not a requirement to visit library facilities. Visits to children's nursing practice learning environments took place the

day before the approval visit as this is a new field of pre-registration nursing to be provided by the AEI.

Additional comments:

Issue record			
Final Report			
Author:	Kevin Gormley	Date:	22 July 2019
Checked by:	Judith Porch	Date:	11 August 2019
Approved by:	Leeann Greer	Date:	23 August 2019
Submitted by:	Lucy Percival	Date:	23 August 2019