

**Programme Major Modification report**

**Section one**

<b>Programme provider name:</b>	University of Bradford
<b>Programmes reviewed:</b> <i>This is the NMC programme title(s)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Children’s <input checked="" type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input type="checkbox"/></p> <p>NDA Children’s <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input checked="" type="checkbox"/></p> <p>Dual award - adult/children’s <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/children’s <input checked="" type="checkbox"/></p> <p>Dual award - learning disabilities/children’s <input type="checkbox"/></p>
<b>AEI programme title(s):</b>	
<b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i>	<p>BSc (Hons) Nursing (Adult)</p> <p>BSc (Hons) Nursing (Children’s)</p> <p>BSc (Hons) Nursing (Mental Health)</p> <p>MNurs Nursing (Adult and Mental Health Dual Award)</p> <p>MNurs Nursing (Mental Health and Children's Dual Award)</p> <p>BSc (Hons) Nursing (Adult) [fall back award]</p> <p>BSc (Hons) Nursing (Children's) [fall back award]</p> <p>BSc (Hons) Nursing (Mental Health) [fall back award]</p>
<b>Modified AEI programme title(s) if applicable:</b> <i>Please include new title(s) if current AEI programme title(s) are being</i>	N/A

<i>modified as a result of this modification or add N/A</i>	
<p><b>Additional AEI programme title(s) if applicable:</b> <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i></p>	N/A
<b>Academic levels of current programme:</b>	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse – Children’s	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p>

	<p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A</p>
NDA Children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A</p>
NDA Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A</p>
Dual award - adult/mental health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A</p>

Dual award - adult/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
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Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<b>Academic levels of modified/additional programme(s)/route(s):</b>	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF</p>

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A
Registered Nurse – Children’s	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A
NDA Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
NDA Children’s	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A

NDA Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/mental health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Dual award - adult/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p>

	<input checked="" type="checkbox"/> N/A
Dual award - mental health/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<b>Programme approval dates:</b>	
<b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i>	4 September 2020
<b>Date(s) of NMC approval of any modifications since last approval:</b>	
<b>Programme start dates:</b>	
<b>Current modification programme start date:</b>	
RN – Adult	16 September 2024
RN – Children's	16 September 2024
RN - Learning Disabilities	
RN - Mental Health	16 September 2024
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	16 September 2024

Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	16 September 2024
Dual award – Learning Disabilities/Children's	
<b>Date of modification:</b>	26 June 2024
<b>Type of modification:</b>	Desktop
<b>QA visitor(s):</b>	Registrant Visitor: David Clarke



## Section two

### Summary of review and findings

The University of Bradford (UoB) is an approved education institution (AEI). The UoB school of nursing and healthcare leadership (the school) is part of the faculty of health studies and is seeking approval of a modification to the existing pre-registration nursing programme.

The UoB offer a three-year Bachelor of science (BSc) with honours (Hons) direct entry routes in adult, mental health and children's nursing and a direct entry Master of nursing (MNurs) dual award with routes in adult and mental health nursing and mental health and children's nursing. The BSc (Hons) and MNurs routes were approved by the Nursing and Midwifery Council (NMC) on the 4 September 2020. The programme is delivered at Bradford and at Dewsbury and District Hospital for adult nursing only.

The modification is to approve changes to the BSc (Hons) and MNurs routes across all fields. The modification includes moving to a single, 60 credit practice module that runs throughout each academic year, revising and moving numeracy assessments to year two of the programme to enhance student experience and removing clinical skills from theory modules so that they're aligned with simulated practice learning (SPL). The school also seek approval to incorporate up to 600 hours of SPL and present an implementation plan for an initial 320 hours of SPL for the programme. The proposed modification is designed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for pre-registration nursing programmes (SPNP) (NMC 2018, updated 2023) and the Standards for student supervision and assessment (SSSA) (NMC, 2018, updated 2023).

The UoB have been delivering 300 hours of SPL across the programme under the historic NMC emergency and recovery standards. The UoB have a variety of simulated clinical resources to support SPL, including simulated ward areas, several multi-function rooms, an older person's house, primary care rooms and an immersive simulation room. The UoB utilise an indirect practice supervision and assessment model for SPL. They prepare academic staff to act as practice supervisors and practice assessors and recruit a team of indirect practice supervisors and practice assessors. All are prepared using the same materials as colleagues based in clinical practice. There's documentary evidence that UoB practice supervisors don't simultaneously act as an academic assessor.

There's evidence that the UoB continues to maintain effective partnership working with students, practice learning partners (PLPs) and people who use services and carers (PUSCs). This includes evidence of engagement with these stakeholder

groups relating to the programme modifications. For example, via several curriculum workshops.

Documentary evidence and the desktop review confirm that systems and processes remain in place to manage and mitigate any risks to practice learning. For example, any issues arising from Care Quality Commission (CQC) quality reviews or inspections which impact on the practice learning environment are managed through a systematic partnership process with PLPs.

Documentary evidence confirms that the UoB have systems in place to monitor equality, diversity and inclusion (EDI) and how issues impact on their students. Documentary evidence details attainment gaps, actions and monitoring for each route, including data on ethnicity, age, disability and gender. The AEI has an EDI policy and action plan in place.

Arrangements at programme level don't meet the SFNME as conditions apply.

Arrangements at programme level meet the SSSA.

The programme modification is recommended for approval subject to three NMC conditions.

Updated 30 July 2024:

Evidence is provided to confirm that conditions one, two and three are met.

The modified programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p>

	<p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>Condition two: The UoB must provide documentary evidence that demonstrates the SPL environment is regularly reviewed to ensure it remains appropriate, safe and effective. (SFNME R2.14; SPNP R2.10, R4.1)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition one: The UoB must provide documentary evidence that demonstrates clear mapping of the modified programme to support students transferring from the existing curriculum and ensure that programme learning outcomes continue to be met. (SFNME R2.1)</p> <p>Condition three: The UoB must provide evidence of the name of the registered nurse responsible for directing each field of practice in the programme. (SFNME 2.20; SPNP 4.3)</p>
<b>Date condition(s) to be met:</b>	24 July 2024
<b>Recommendations to enhance the programme delivery:</b>	None identified.
<b>Focused areas for future monitoring:</b>	None identified.

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

The UoB provide documentary evidence that demonstrates clear mapping of the modified programme to support students transferring from the existing curriculum and ensure that programme learning outcomes are met. Condition one is met.

The UoB provide documentary evidence that demonstrates the SPL environment is regularly reviewed to ensure it remains appropriate, safe and effective. Condition two is met.

The UoB provide evidence of the name of the registered nurse responsible for directing each field of practice in the programme. Condition three is met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	24 July 2024

### Section three

<b>NMC Programme standards</b>
<p>Please refer to NMC standards reference points:  <a href="#">Standards for pre-registration nursing programmes</a> (NMC 2018, updated 2023)  <a href="#">Future nurse: Standards of proficiency for registered nurses</a> (NMC, 2018)  <a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023)  <a href="#">Standards for student supervision and assessment</a> (NMC 2018, updated 2023)  <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)  <a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020)  <a href="#">QA Handbook</a> (NMC, 2022)</p>

<b>Partnerships</b>
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The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.

**Please refer to the following NMC standards reference points for this section:**

[Standards framework for nursing and midwifery education](#) (NMC 2018, updated 2023)

**Standard 1: The learning culture:**

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

**Standard 2: Educational governance and quality:**

S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, 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 people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

**Standard 5: Curricula and assessment:**

- R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
- R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
- R5.14 a range of people including people who use services contribute to student assessment

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

**Standard 1: Organisation of practice learning:**

- R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
- R1.7 students are empowered to be proactive and to take responsibility for their learning
- R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including users of services, registered and non-registered individuals, and other students as appropriate

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

**Findings against the standard and requirements**

**Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.**

Programme documentation and the desktop review provide evidence of shared responsibility with PLPs for theory and practice-based learning, supervision and assessment. Partnership working is robust and effective at strategic and operational levels for the delivery of the nursing programme. Lines of communication and accountability for the quality assurance, development, delivery and evaluation of the nursing programme are established. Partnership meetings occur regularly to review and provide feedback on students' practice learning experiences and include scheduled meetings and working groups. For example, the practice education group meets bi-annually and has placement provider, academic, student and PUSC representation. The practice education support team meets monthly with PLPs to identify any issues and manage them accordingly.

The programme team confirm there's partnership working with experienced PLPs, students and PUSCs, ensuring the programme and SPL experiences reflect the needs of contemporary nursing practice. The UoB engage students, PUSCs and PLPs in the programme modification process through a series of curriculum workshops. PUSCs are involved in curriculum delivery and student assessment. They take part in SPL and face-to-face teaching with students. SPL scenarios utilise a variety of resources to provide a real-world experience for students, including PUSCs, standardised patients, actors and student role play. PUSC involvement in the recruitment and selection of students is well established.

Documentary evidence confirms there are processes in place for students to provide feedback about their programme. Students evaluate practice learning experiences using the practice placement quality monitoring tool. This is part of the electronic practice assessment record and evaluation platform. Systems are in place for students to evaluate theory modules. There are formalised school processes to review student experiences and evaluations and for students to receive feedback on this. There's documentary evidence that students are involved in and are listened to regarding the development of SPL.

Interprofessional learning (IPL) is a thread throughout the range of practice learning experiences within the programme. In real world placements, students are

enabled to spend time in a range of different health and social care services, providing them with an opportunity to observe different multidisciplinary teams involved in providing care. IPL is utilised during SPL to enhance student learning and facilitated through the involvement of expert professionals, practice staff and visiting lecturers drawn from a range of professional areas. The UoB run several allied health professional programmes and have a range of academic staff with diverse professional backgrounds.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

**MET**  **NOT MET**

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

**MET**  **NOT MET**

### Post Event Review

**Identify how the condition is met:**

N/A

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

**MET**  **NOT MET**

N/A

### Student journey through the programme

#### Standard 1: Selection, admission and progression

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

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

R1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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



- R1.1.5 can demonstrate proficiency in English language  
R1.1.6 have capability in literacy to meet programme outcomes  
R1.1.7 have capability for digital and technological literacy to meet programme outcomes.
- R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks
- R1.3 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully
- R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme
- R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes, up to a maximum of 50 percent of the programme
- R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme
- R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

[Standards framework for nursing and midwifery education](#), specifically R2.6, R2.7, R2.8, R2.9, R2.11

**Proposed transfer of current students to the programme under review**

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for pre-registration nursing programmes](#) (NMC 2018, updated 2023).

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

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

**Findings against the standard and requirements**

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

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

YES  NO

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

YES  NO

- Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.2)

YES  NO

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully. (R1.3)

YES  NO

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

YES  NO

**Provide an 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 (R1.5)

MET  NOT MET

R1.5 is met. Unchanged through this modification.

- 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. Unchanged through this modification.

- 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. Unchanged through this modification.

#### **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.**

The UoB confirm that current students progressing to continuing studies in the 2024/2025 academic year will transfer to the modified programme. However, there's no mapping evidence that demonstrates how students are supported to transfer to the modified programme and continue to meet programme learning outcomes. (Condition one)

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

**From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.**

The SSSA are applied to the approved programme since 2020 and therefore there are no students who require transfer.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met

YES  NO

There's no mapping presented to ensure students who transfer to the modified programme continue to meet programme outcomes. (Condition one)

### Outcome

**Is the standard met?**

MET  NOT MET

The evidence presented doesn't demonstrate how transferring students are mapped to the modified programme to ensure they continue to meet programme learning outcomes.

Condition one: The UoB must provide documentary evidence that demonstrates clear mapping of the modified programme to support students transferring from the existing curriculum and ensure that programme learning outcomes continue to be met. (SFNME R2.1)

**Date:** 26 June 2024

### Post event review

**Identify how the condition(s) is met:**

Condition one: The UoB provide documentary evidence that demonstrates clear mapping of the modified programme to support students transferring from the existing curriculum and ensure that programme learning outcomes continue to be met.

Condition one is met.

Evidence:

Conditions response document, undated

Module descriptor for year three NMC health numeracy assessment module (transition cohort only), undated

Transition plan for skills and procedures - for cohorts currently on programme, 24 July 2024

Transition plan for repeat year students, undated

Transition plan for students in suspended studies in academic year 2023-2024, July 2024

Suspension of studies form flow chart, undated

**Date condition(s) met:** 24 July 2024

**Revised outcome after condition(s) met:**

MET  NOT MET

## Standard 2: Curriculum

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

- R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*
- R2.2 comply with the NMC *Standards for student supervision and assessment*
- R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing
- R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes
- R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice
- R2.9 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies
- R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment
- R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours
- R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and
- R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

*Standards framework for nursing and midwifery education*, specifically R1.9, R1.13; R2.2, R2.15, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 - R5.16.

*Standards for student supervision and assessment*, specifically R1.2, R1.3, R1.7, R1.10, R1.11

### Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)  
YES  NO
- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)  
YES  NO
- Mapping to show how the programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)  
YES  NO

**Provide an 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. Unchanged through this modification.

- 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. Unchanged through this modification.

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

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

YES  NO

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

YES  NO

**Provide an 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

R2.8 is met. Unchanged through this modification.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET  NOT MET

R2.9 is met. Documentary evidence and the desktop review confirms capacity and resource to deliver up to 320 hours of SPL in the BSc (Hons) routes and 360 hours of SPL in the MNurs routes. A range of teaching and learning strategies are otherwise unchanged through this modification. The designated programme hours comprise of 50 percent theory and 50 percent supernumerary practice-based learning and this is evidenced for all routes. Programme module and learning outcomes are unchanged through this modification in all routes. Practice allocation for the delivery of the programme is unchanged through this modification in all routes.

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

MET  NOT MET

R2.10 is not met. Programme documentation demonstrates that technology and simulation opportunities are used to support achievement of the programme outcomes.

The UoB's virtual learning environment (VLE) platform supports the delivery of all online sessions. Students are prepared for the use of technology starting with the programme induction. Coursework is submitted electronically via the VLE. SafeMedicate is used for numeracy preparation and assessment.

SPL is delivered across all nursing routes in line with the SSSA and is evaluated positively by students who also contribute to its further development. However, there's no evidence that the SPL environment is regularly reviewed to provide assurance that it remains appropriate, safe and effective. (Condition two)

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.11)

YES  NO  N/A

The programme isn't delivered in Wales.

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

YES  NO

- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)

YES  NO  N/A

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

YES  NO  N/A

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

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

YES  NO



There's no evidence presented that the SPL environment is regularly reviewed to provide assurance that it remains appropriate, safe and effective. (Condition two)

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to curricula and assessment are met

YES  NO

### Outcome

Is the standard met? MET  NOT MET

The desktop review doesn't provide evidence that the SPL environment is regularly reviewed to provide assurance that the environment remains appropriate, safe and effective.

Condition two: The UoB must provide documentary evidence that demonstrates the SPL environment is regularly reviewed to ensure it remains appropriate, safe and effective. (SFNME R2.14; SPNP R2.10, R4.1)

Date: 26 June 2024

### Post event review

Identify how the condition(s) is met:

Condition two: The UoB provide documentary evidence that demonstrates the SPL environment is regularly reviewed to ensure it remains appropriate, safe and effective.

Condition two is met.

Evidence:

Conditions response document, undated

SPL audit, undated

Date condition(s) met: 24 July 2024

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

### Standard 3: Practice learning

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

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

R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages

- R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children’s nursing
- R3.4 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning
- R3.5 take account of students’ individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities
- R3.6 ensure students experience the range of hours expected of registered nurses, and
- R3.7 ensure that students are supernumerary.

*Standards framework for nursing and midwifery education*, specifically R1.1, R1.3, R1.5; R2.10, R2.15; 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**

R3.1 is met. There’s documentary evidence, including detailed SPL lesson plans, that there are opportunities for students to deliver safe and effective care to a range of people across the four fields of nursing practice within practice-based learning delivered by simulated means. The plans for delivery of SPL hours include both cross field and single field of nursing opportunities for students to develop their practice. For example, SPL includes a range of procedures that are contextualised within scenarios that depict the needs of PUSCs across all fields of practice as they experience healthcare across a range of settings.

- 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. There's documentary evidence, including detailed lessons plans, that the proposed implementation of increased SPL hours are designed to meet the holistic needs of people across the life span and that simulation facilities have appropriate environments and resources to support this. The SPL experience contributes to the student's overall development during the programme and supports achievement of the Future Nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). A member of the indirect supervision team or other suitably qualified UoB staff, act as practice supervisor or practice assessor and provide relevant detail and record of student's performance in their electronic practice assessment document (PAD).

- 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. There's documentary evidence that the continuation of SPL hours contributes to students achieving the communication and relationship management skills and nursing procedures within their field of nursing.

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

**MET**  **NOT MET**

R3.4 is met. The UoB request approval to use up to 600 hours of SPL with an initial delivery plan for up to 320 hours in the BSc (Hons) routes and 360 hours in the MNurs routes. Documentary evidence and the desktop review confirm capacity and resource to deliver the proposed, initial SPL hours. The UoB confirm that additional resources are needed to support an increase in SPL up to 600 hours and that a university business case will be required to support the required increase of physical and human resources. The UoB confirm that they'll undertake a robust consultation with PLPs if an increase in SPL is required.

SPL activity remains aligned to the SSSA. The UoB has a process in place for the preparation of academic staff to act as practice supervisors, practice assessors and academic assessors. A team of indirect practice supervisors and practice assessors are prepared by the practice education team using the same process as academic staff. This process reinforces the key principles agreed locally in line with the requirements of the SSSA. The roles and responsibilities of practice supervisors, practice assessors and academic assessors are clearly detailed in programme documentation including student, practice supervisor and practice

assessor facing documents. When students are undertaking SPL, the indirect practice supervisors and practice assessors are academic members of staff or a different team of indirect practice supervisors and practice assessors who've been recruited specifically for the role and have undertaken suitable preparation and training. Student progress and achievement of the FN:SPRN is recorded in the PAD. Practice supervisors don't act as the academic assessor for students at the same time. A spreadsheet is maintained by the SPL team to track and confirm this.

- There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities (R3.5)

**MET**  **NOT MET**

R3.5 is met. Unchanged through this modification.

**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:** 26 June 2024

**Post event review**

**Identify how the condition(s) is met:**

N/A

**Date condition(s) met:**

N/A

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

N/A

**Standard 4: Supervision and assessment**

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

- R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*
- R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*
- R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme
- R4.4 provide students with constructive feedback throughout the programme to support their development
- R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%
- R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse
- R4.9 ensure that there is equal weighting in the assessment of theory and practice
- R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*.

*Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

*Standards for student supervision and assessment*

**Findings against the standards and requirements**

**Provide an 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 not met. Documentary evidence and the desktop review confirm that support, supervision, learning and assessment within the programme continues to meet the SFNME. Lines of communication with PLPs and conjoint accountability for the quality assurance, development, delivery and evaluation of the nursing programme are established. However, there's no evidence that the SPL environment is regularly reviewed to provide assurance that it remains appropriate, safe and effective. (Condition two)

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

**MET**  **NOT MET**

R4.2 is met. The UoB has a process in place for the preparation of academic staff to act as practice supervisors, practice assessors and academic assessors. The UoB have a team of indirect practice supervisors and practice assessors who are prepared by the practice education team using the same process as academic staff. This process reinforces the key principles agreed locally in line with the requirements of the SSSA. The roles and responsibilities of practice supervisors, practice assessors and academic assessors are clearly detailed in programme documentation including student, practice supervisor and practice assessor facing documents. When students are undertaking SPL, the indirect practice supervisors and practice assessors are academic members of staff or the team of indirect practice supervisors and practice assessors who've undertaken suitable preparation and training. This is monitored as part of staff appraisal processes.

**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**

R4.3 is not met. There's limited evidence presented that confirms the NMC is informed of the name of the registered nurse responsible for directing the programme. The UoB have a lead nurse directing each field of practice, rather than a single person directing the programme overall, however this needs to be made clear in programme documentation. (Condition three)

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

**MET**  **NOT MET**

R4.4 is met. Unchanged through this modification.

- 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. Unchanged through this modification.

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

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

**YES**  **NO**

- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)

**YES**  **NO**

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

**YES**  **NO**

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

**YES**  **NO**

- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)

**YES**  **NO**

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

YES  NO

There's no evidence presented that the SPL environment is regularly reviewed to provide assurance that the environment is appropriate, safe and effective.  
(Condition two)

There's limited evidence presented that confirms the NMC is informed of the name of the registered nurse responsible for directing the programme. The UoB have a lead nurse directing each field of practice, rather than a single person directing the programme overall, however this needs to be made clear in programme documentation. (Condition three)

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 desktop review doesn't provide evidence that the SPL environment is regularly reviewed to provide assurance that the environment remains appropriate, safe and effective.

Condition two: The UoB must provide documentary evidence that demonstrates the SPL environment is regularly reviewed to ensure it remains appropriate, safe and effective. (SFNME R2.14; SPNP R2.10, R4.1)

There's limited evidence presented that confirms the NMC is informed of the name of the registered nurse responsible for directing the programme. The UoB have a lead nurse directing each field of practice, rather than a single person directing the programme overall, however this needs to be made clear in programme documentation.

Condition three: The UoB must provide evidence of the name of the registered nurse responsible for directing each field of practice in the programme. (SFNME 2.20; SPNP 4.3)

**Date:** 26 June 2024

### Post event review

**Identify how the condition(s) is met:**



Condition two: The UoB provide documentary evidence that demonstrates the SPL environment is regularly reviewed to ensure it remains appropriate, safe and effective.

Condition two is met.

Evidence:

Conditions response document, undated

SPL audit, undated

Condition three: The UoB provide evidence of the name of the registered nurse responsible for directing each field of practice in the programme.

Condition three is met.

Evidence:

Conditions response document, undated

Academic staff curriculum vitae, undated

**Date condition(s) met:** 24 July 2024

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

### **Standard 5: Qualification to be awarded**

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

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

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

*Standards framework for nursing and midwifery education, specifically R2.12, R2.21*

### **Findings against the standards and requirements**

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

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

**YES**

**NO**

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

YES  NO

**Fall Back Award**

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

YES  NO  N/A

Unchanged through this modification.

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: 26 June 2024

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for registered nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC 2018, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The programme handbook is only available in the UoB's VLE. A video of the programme handbook is provided for the desktop review. The UoB have a registered nurse responsible for directing each field and CVs aren't provided. (Condition three) The UoB doesn't provide apprenticeship routes within the programme.		
List additional documentation: Post modification evidence to meet conditions: Conditions response document, undated Module descriptor for year three NMC health numeracy assessment module (transition cohort only), undated Transition plan for skills and procedures - for cohorts currently on programme, 24 July 2024 Transition plan for repeat year students, undated Transition plan for students in suspended studies in academic year 2023-2024, July 2024 Suspension of studies form flow chart, undated SPL audit, undated Academic staff curriculum vitae, undated		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		

People who use services and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The modification is conducted as a desktop review.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: Czajka Properties Limited, Beanlands Nursing Home, CQC inspection report, 7 September 2022 Bradford Teaching Hospitals NHS Foundation Trust, Bradford Royal Infirmary, CQC inspection report, 26 May 2023 Mid Yorkshire Teaching NHS Trust, Dewsbury and District Hospital, CQC inspection report, 8 March 2024 Mid Yorkshire Teaching NHS Trust, CQC inspection report ,16 November 2022 Regency Healthcare Limited, Acorn Nursing Home, CQC inspection report, 1 August 2023		
If you stated no above, please provide the reason and mitigation: The UoB is an established AEI and therefore visits to practice learning environments and inspection of resources isn't required.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

<b>Issue record</b>			
<b>Final Report</b>			
Author(s):	David Clarke	Date:	3 July 2024
Checked by:	Sarah Snow	Date:	10 July 2024
Submitted by:	Mubaraq Sanusi	Date:	20 August 2024
Approved by:	Natasha Thompson	Date:	2 September 2024