Major Modification report

Section one

Programme provider name:	University of Bolton
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Greater Manchester Mental Health NHS Foundation Trust
Programme(s) reviewed: Programme: Nursing Degree Apprenticeship route - Mental Health Title of programme: BSc (Hons) Nursing - Registered Nurse (Mental Health) Degree Apprenticeship Modified programme title(s), if changed: N/A Programme start date: 26 April 2020 Academic level(s): England, Wales, Northern Ireland: Level 6 Modified academic level(s), if changed: N/A	
Date of review	24 January 2020
Type of Modification	Visit
QA visitor(s):	Registrant Visitor: Kudzai Mafuba Lay Visitor: Terence Williams

Summary of review and findings
The University of Bolton (UoB), school of nursing has a BSc (Hons) nursing programme in approval for the fields of adult and child nursing and BSc (Hons) nursing (adult) nurse degree apprenticeship (NDA) since 2 September 2019. The school presents a three-year pre-registration BSc (Hons) nursing registered nurse degree apprenticeship in the field of mental health nursing for approval in partnership with Greater Manchester Mental Health NHS Foundation Trust. 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 visit confirm the university has effective partnerships with all stakeholders at an operational and strategic level. 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's a shared Greater Manchester and Lancashire approach to the preparation of practice supervisors, practice assessors and academic assessors. The mental health field nurse apprenticeship route of the nursing programme is developed with PLP collaboration. At the modification visit the PLP representative tell us students will be studying full-time for the duration of the programme. Students will be studying with direct entry students. The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level. Modification to 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
	Effective partnership working: collaboration, culture, communication and resources:

	None identified
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.*	**Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** None identified
Date condition(s) to be met:	
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	Student practice learning experiences in all four fields and across the lifespan.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	
Final recommendation made to NMC:	
Date condition(s) met:	

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 appropriateStandard 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

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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 practice staff tell us they have regular meetings with the programme team and senior staff at 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 educational audits of practice learning environments using a single process facilitated through the online practice assessment record and evaluation (PARE) tool. Practice educators say this is managed and monitored by UoB staff in partnership with practice educators through the Greater Manchester (GM) consortium of approved education institutions (AEIs) and PLPs.

UoB has a dedicated service user lead and there are plans to further increase the number of service user volunteers in all fields of nursing practice. Documentary evidence and discussions at the approval visit 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 confirm their preparation for and involvement in development of the new programme, student recruitment and selection, the 'Patient as coach' initiative and assessing students' practical skills. Students confirm their experiences of service user and carer involvement in the programme.

Students tell us they're 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 provide examples of programme changes that are in response to student feedback. Students say they're aware of the process for escalating concerns either during practice learning experiences or in the university.

Documentary analysis and discussions at the modification visit confirm PLPs associated with UoB are involved in programme development. They tell us they understand their responsibilities for the provision of practice learning appropriate experiences and supporting students.

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UoB, their PLPs, and other AEIs in the Greater Manchester region have an agreement to use an adapted version of the PLPAD. To support implementing the PLPAD there's a shared Greater Manchester and Lancashire approach to preparing practice supervisors, practice assessors and academic assessors. The programme team and PLPs confirm practice supervisor and practice assessor preparation is progressing and there are proportionate plans in place to operationalise these roles in time for the proposed start date of the programme. This is confirmed by students. Academic staff confirm they're aware of UoB's plans and arrangements to prepare them for their academic assessor role.

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, practice supervisors and assessors tell us students have extensive opportunities for inter-professional learning within acute and community practice learning environments.

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

Met

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

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met: 24 January 2020

Revised outcome after condition(s) met:

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.

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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

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

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

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

Yes

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

R1.5 is met. Unchanged since original approval on 2 September 2019. Programme documentation and evidence at the approval visit confirm recognition of prior learning (RPL) arrangements for up to 50 percent of the programme are in place. RPL is assessed via a mapping document which applicants complete and submit against a portfolio of evidence. RPL applications are reviewed internally and by an external examiner prior to ratification at a board of examiners.

Evidence that for NMC registered nurses recognition of prior learning is

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capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes (R1.6)

Met

R1.6 is met. Unchanged since original approval on 2 September 2019. Documentation shows RPL of theoretical modules requires applicants to demonstrate and provide evidence of how they meet programme learning outcomes and how they can apply these to the mental health field of practice. The external examiner reviews applications for RPL.

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

R1.7 is met. Unchanged since original approval on 2 September 2019. 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. Where needed, students 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 student learning. Students have access to online skills resources and the virtual learning environment (VLE) 'Moodle' which helps them develop their skills.

The programme team say clinical simulation suites provide access to technology enhanced learning resources. In addition, the programme team tell us that during practice learning students use digital resources to record e-observations and electronic stations are used to request referrals, tests and to check results.

The PLPAD requires students to demonstrate skills development in numeracy, literacy, digital and technological literacy. Medicines management is assessed in the PLPAD which incorporates a numeracy assessment.

Personal tutors provide student support and signpost students to university student services for assistance with numeracy and literacy skills. This is confirmed by

students. The university uses a selection of electronic teaching and learning resources including Elsevier clinical skills, e-learning library resources, and an online resource SN@P to practise medicines calculations. Flipped classroom learning packages are included in all modules. Students confirm there's access to a wide range of learning resources.

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

Proposed transfer of current students to the programme under review

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

N/A

Unchanged since original approval on 2 September 2019. There are no existing mental health field NDA 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

Met

Unchanged since original approval on 2 September 2019. Documentation shows RPL of theoretical modules requires applicants to demonstrate and provide evidence of how they meet programme learning outcomes and how they can apply these to the mental health field of practice. The external examiner reviews applications for RPL.

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

Yes

Outcome

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Is the standard met?
Met Date: *24 January 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 2. Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education R2.2 comply with the NMC Standards for student supervision and assessment R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates. 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 outin 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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

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

R2.4 is met. Unchanged since original approval on 2 September 2019. 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 with opportunities for shared learning with students from the adult field of nursing practice. Mental health field specific content is reflected in module indicative content which is in the module descriptors and is delivered in lectures, workshops and tutorial groups. The programme is designed to support and align with practice learning and appropriate sequencing of content, programme, module aims and outcomes.

PLPs and employers demonstrate strong commitment to facilitate students' practice learning across the four fields of nursing within acute and community care settings. PLPs tell us there are collaborative arrangements to facilitative spoke learning experience opportunities.

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

R2.5 is met. Unchanged since original approval on 2 September 2019. The programme specification and handbook identify the mental health nursing field, content and assessment strategy. These enable students on successful completion of the programme to apply for entry to the NMC register as a mental health nurse. Theory and practice modules learning outcomes address core and mental health field specific content.

The programme team tell us students will have field specific lectures and workshops. The programme team confirm students will be facilitated to develop field specific identity and gain exposure and knowledge related to all four fields of nursing practice.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

R2.8 is met. Unchanged since original approval on 2 September 2019. Documentary evidence demonstrates mapping is undertaken and shows specific mental health field content related to law, safeguarding, consent, pharmacology and medicine administration and optimisation. This is included in designated modules and in the indicative content of modules descriptors. This content is

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assessed in practice via the PLPAD where, for example, specific medicines management assessment is included. All students are assessed on safeguarding, law and consent in practice.

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

R2.9 is met. Unchanged since original approval on 2 September 2019. The programme provides an equal balance of theory and practice learning to meet NMC requirements. During the programme students complete 2475 hours of theoretical learning and 2475 hours practice learning. This is communicated to students in their programme handbooks. The practice allocation model demonstrates achievement of designated practice learning hours for the programme.

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

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

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

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)

No

The programme is for single field.

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

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met

Yes

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

Yes

Outcome
Is the standard met?   *Met*   **Date:** *24 January 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A*   **Revised outcome after condition(s) met:**   *N/A*

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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-registrationnursing 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

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

R3.1 is met. Programme documentation indicates students are provided with appropriate practice learning opportunities to develop and meet the Standards of proficiency for registered nurses enabling 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 tell us there's sufficient capacity for practice learning experiences within their organisations and the programme team continue to identify further practice learning environments. Students say they're 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

R3.2 is met. Unchanged since original approval on 2 September 2019. Programme documentation and discussions at the modification visit demonstrate students experience a variety of practice learning experiences. Employer representatives at the modification visit confirm signing commitment statements and will ensure students will access the necessary range of practice learning experiences across the four fields of practice.

Practice learning experiences are monitored and reviewed by UoB in partnership with employers. UoB and PLPs confirm practice learning experiences prepare students to meet the holistic needs of people of all ages.

The online PARE system shared by UoB and PLPs within the GM consortium provides a single point for accessing, monitoring and evaluating students' practice learning experiences. Students confirm they have opportunities to provide feedback through the PARE system. Practice educators, practice assessors and practice supervisors tell us they access student evaluations through PARE and feedback can contribute to enhancing practice learning environment.

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

R3.3 is met. The programme team say during practice learning experiences students will have opportunities to address communication and relationship management skills in the mental health field of nursing practice. Learning outcomes and nursing procedures in the PLPAD demonstrate students need to demonstrate competence in these areas and requires them to complete and reflect upon episodes of care. These further contribute to developing these specific skills and proficiencies. Practice supervisors and practice assessors confirm they understand the requirements for students to develop these skills.

All communication and relationship management skills and nursing procedures are summatively assessed at each progression point. The practice learning environment audit identifies learning opportunities and indicates where students can have opportunities to develop communication and relationship management skills and nursing procedures.

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

R3.4 is met. Unchanged since original approval on 2 September 2019. Learning is facilitated using a problem-based learning approach and incorporates blended learning and flipped classroom. The blended learning involves providing the student with learning resources to use at any time outside of the classroom, for example, narrated PowerPoint slides, podcasts, online books, articles, short tests and quizzes.

A range of simulated and enhanced technology teaching strategies are included throughout the programme. These strategies are reflected in module specifications. Students have access to virtual learning resources through the VLE Moodle. The LEAP online tool can enhance learning and assessments. Students say the quality and availability of teaching and learning resources meet their learning needs. The programme team and service users and carers tell us there are plans to develop shared simulation-based 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

R3.5 is met. Unchanged since original approval on 2 September 2019. The programme team confirm 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. Students and practice learning staff confirm UoB is committed to actively supporting students with additional needs in both the university and practice learning environment.

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

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

 Yes

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

 Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met

 Yes

Outcome
Is the standard met? *Met* Date: *24 January 2020*
Post Event Review
Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4. Supervision and assessment

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

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

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

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

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

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

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

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

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

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

R4.10 ensure that all proficiencies are recorded in an ongoing record of

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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

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

R4.1 is met. Unchanged since original approval on 2 September 2019. Programme documentation and discussions at the approval visit confirm UoB and PLPs have developed and agreed guidelines about the new roles of practice supervisor and practice assessor. The programme teamwork with PLPs to support the implementation of the PLPAD. The programme team tell us the preparation programme for practice supervisors and assessors is proportionate and employers are of the same view. The Greater Manchester strategy for preparing and support practice supervisors, practice assessors and academic assessors is used. Partnership arrangements relating to the supporting, supervising, learning and assessing students during practice learning are established. NDA students and practice staff confirm they participate in 12-weekly reviews.

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 assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. Unchanged since original approval on 2 September 2019. UoB and PLPs with other AEIs in the GM consortium use a common approach for identifying and preparing practice supervisors and practice assessors. Senior practice staff, practice educators, practice supervisors and practice assessors explain the process of self-declaration, attendance at practice preparation workshops and development opportunities. PLPs provide evidence of scheduled training updates and tell us they'll maintain a register of practice supervisors and practice assessors.

There is a senior academic staff member at UoB with responsibility for monitoring the quality of practice learning. Documentary evidence shows academic staff are provided with information regarding the role of academic assessor and how they can ensure they meet the requirements of the academic assessor role.

The GM partnership local level agreement states partnership arrangements relating to student support, supervision, learning and assessment during practice learning. Partnership agreements outline processes of monitoring and quality assurance processes for practice learning.

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

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

R4.4 is met. Unchanged since original approval on 2 September 2019. There are processes in place to provide students with timely feedback for all assessments to support their development. Feedback is available for both theoretical and practice learning. Students tell us they receive formative feedback and feed forward from module tutors for all module assessments as they work towards the submission of each assessment. These processes are outlined in programme documentation.

Students tell us 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

R4.5 is met. Unchanged since original approval on 2 September 2019. The PLPAD is mapped to the NMC Standards of proficiency for registered nurses and demonstrates students meet programme outcomes for the mental health field of nursing practice. The PLPAD details the proficiencies, skills, professional attitudes, values and behaviours, relationship and management skills and nursing procedural skills to be developed and assessed as part of the programme requirements. Programme and module learning outcomes require students to demonstrate mental health field specific application of knowledge and skills.

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

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

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

Yes

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

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

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

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

Yes

Outcome
Is the standard met? *Met* **Date:** *24 January 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 5. Qualification to be awarded

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

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

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

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

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

N/A

There no fall back awards with eligibility for NMC registration.

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met

Yes

Outcome
Is the standard met? *Met* **Date:** *24 January 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Section four

Source 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	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation:	

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Two x year two students BSc (Hons) nursing (adult field) Two x year one students BSc (Hons) nursing (child field) One x year two BSc (Hons) nursing nurse degree apprenticeship student (adult field)	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	No
System Regulator Reports List	
If you stated no above, please provide the reason and mitigation UoB is an established AEI, visiting facilities not required.	
Additional comments:	

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Issue record

Final Report

Author	Kudzai Mafuba Terence Williams	Date	6 February 2020
Checked by	Monica Murphy	Date	18 February 2020
Submitted by	Amy Young	Date	27 February 2020
Approved by	Leeann Greer	Date	2 March 2020