

Programme approval visit report

Section one

<p>Programme provider name:</p>	<p>BPP University School of Health</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Royal South Hants Hospital Salisbury NHS Foundation Trust Southampton General Hospital University Hospitals Southampton NHS Foundation Trust St George's University Hospitals NHS Foundation Trust University College Hospitals NHS Foundation Trust St Christopher's Hospice - Sydenham site Great Western Hospital Foundation NHS Trust Royal United Hospital Bath NHS Foundation Trust The Guy's and St Thomas's NHS Foundation Trust Solent NHS Trust St Andrews Hospice Rotherham, Doncaster and South Humber NHS Trust Hampshire Hospitals NHS Foundation Trust St. Christopher's Hospice - Bromley site The Royal Hospital for Neuro-disability Southampton Children's Hospital Wiltshire Health Care Croydon Health Services NHS Trust Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust Kettering General Hospital NHS Foundation Trust HCA Healthcare Harley Street, London HCA Healthcare Lister Hospital, London HCA Healthcare Portland Hospital, London HCA Healthcare Princess Grace Hospital, London HCA Healthcare London Bridge Hospital, London HCA Healthcare Out Patients and Diagnostic Centre, London HCA Healthcare Chelsea Medical Centre, London</p>

	<p>HCA Healthcare Diagnostic and Treatment Centre, London</p> <p>HCA Healthcare Wellington Hospital, London</p> <p>Countess Mountbatten House (Hospice)</p> <p>Moorgreen Hospital</p> <p>Southern Health NHS Foundation Trust</p> <p>Avon and Wiltshire Mental Health Partnership NHS Trust</p> <p>Princess Anne Hospital</p> <p>Royal Hampshire County Hospital</p> <p>The Royal Marsden NHS Foundation Trust</p> <p>BMI London Independent Hospital</p> <p>Wimbledon Opco Limited</p> <p>Great Ormond Street Hospital for Children NHS Foundation Trust</p>
--	---

Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: BSc (Hons) Nursing (Adult) [pre registration nursing]
Programme start date: 20 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Pre-registration nursing - Mental Health
Title of programme: BSc (Hons) Nursing (Mental Health) [pre registration nursing]
Programme start date: 20 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Pre-registration nursing - Child
Title of programme: BSc (Hons) Nursing (Child) [pre registration nursing]
Programme start date: 20 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Nursing Degree Apprenticeship route - Adult
Title of programme: BSc (Hons) Nursing (Adult) [Nursing Degree Apprenticeship]
Programme start date: 20 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Nursing Degree Apprenticeship route - Child
Title of programme: BSc (Hons) Nursing (Child) [Nursing Degree Apprenticeship]
Programme start date: 20 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Date of approval	16 January 2020
QA visitor(s):	Registrant Visitor: Angela Hudson Lay Visitor: Ruth Jones

Section two

Summary of review and findings

BPP University (BPP), school of nursing (the school) is seeking approval for a pre-registration nursing programme. There are two routes. A three year full-time direct entry BSc honours (Hons) nursing route in the fields of adult, child, and mental health nursing and a four-year part-time BSc (Hons) nurse degree apprenticeship (NDA) route in fields of adult and child nursing.

There will be one intake per year for the three-year honours route. BPP plan for two intakes per year for the four-year NDA route, although the school acknowledge that the child field may only have one intake per year as student numbers are anticipated to be smaller.

The Nursing and Midwifery Council (NMC, 2018) Standards framework for nursing and midwifery education (SFNME), Standards for student supervision and assessment (SSSA), and Future nurse: Standards of proficiency for registered nurses (FNSPRN) (NMC, 2018) are mapped within the programme.

There is evidence of effective partnership working with stakeholders, including; students, service users and carers (SUC) and practice learning partners (PLPs) involved in the development of the programme at both a strategic and operational level. BPP in partnership with PLPs ensure there are a range of practice learning opportunities in place that equip students to meet people's diverse needs across the lifespan. Students have opportunities to collaborate and learn with and from academic staff, other professionals, service users and peers. At an operational level there is effective partnership working between BPP and PLPs in the preparation and support of practice assessors, practice supervisors and academic assessors.

BPP cover a wide geographic area and currently deliver a three-year full-time direct entry route (adult and mental health fields) at a learning hub in Rotherham, Doncaster and South Humber NHS foundation trust (RDaSH). Students have taught theory, clinical skills and simulation based learning at the hub, and practice learning experiences at RDaSH and Doncaster and Bassetlaw NHS foundation trust (DBTH).

The school delivers a four-year NDA route (adult and child fields) at learning hubs in Southampton campus and Southampton education centre; Winchester education centre, and Kettering education centre. Southampton, Winchester and Kettering education centres are used for clinical skills and simulation-based learning. Students have taught theory at one of the hub centres or Southampton campus and practice learning experiences in their employing organisations.

The school deliver a three-year direct entry route (adult and child fields) at

Waterloo campus, with practice learning experiences spread over a wide geographical area in London. Taught theory and clinical skills and simulation-based learning are all delivered at Waterloo campus.

We met senior representatives of five employers who intend to deliver the NDA programme in partnership with BPP, namely: Hampshire Hospitals NHS Foundation Trust; University Hospitals Southampton NHS Foundation Trust; Kettering General NHS Foundation Trust; The Royal Marsden NHS Foundation Trust; and Great Ormond Street Hospital for Children NHS Foundation Trust. There are signed agreements from all NDA partners confirming sufficient resources in place to support programme delivery. Student supernumerary status is also confirmed.

South practice assessment document (South PAD) includes an ongoing achievement record (OAR) and will be used with students from South of England PLPs. Students based with Kettering General NHS Foundation Trust, and London PLPs will be using the pan London PAD (PLPAD). BPP have agreed with RDaSH and DBTH that students based in these organisations, will use the PLPAD rather than the Midlands, Yorkshire and East practice assessment document (MYEPAD). BPP will be responsible for preparing practice supervisors and practice assessors in the use of the PLPAD which will be online only. The South PAD is based on the PLPAD and is very similar. BPP are part of the pan Midlands, Yorkshire and East practice learning group (MYEPLG), pan London and Wessex subgroups formed for the implementation of the SSSA.

Arrangements at programme level meet the SFNME, Standards for pre-registration nursing programmes (SPRNP) and the SSSA.

The programme is recommended to the NMC for approval.

Visitors made three recommendations.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources: None identified</p> <p>Selection, admission and progression:</p>

<p><i>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.</i></p>	<p>None identified</p> <p>Practice learning: None identified</p> <p>Assessment, fitness for practice and award: None identified</p> <p>Education governance: management and quality assurance: None identified</p>
<p>Date condition(s) to be met:</p>	
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Keep under review academic staff recruitment to the child and mental health nursing programmes to proactively manage any risks to student learning in these programmes, that may be impacted by an increase in student recruitment. (SFNME R2.1, R2.4, R2.14, R2.18, R4.1; SSSA R6.1)</p> <p>Recommendation two: The school continue to develop and strengthen SUCs engagement in the pre-registration nursing programme to provide a more consistent approach, and for the school to consider utilising a wider pool of SUCs. (SFNME R1.12; SPRNP R2.9)</p> <p>Recommendation three: The school consider developing a more detailed implementation plan with regards to information on role preparation and equality and diversity training for SUCs. (SFNME R2.7; SPRNP R2.1)</p>
<p>Focused areas for future monitoring:</p>	<p>Staffing of child and mental health fields Academic assessor ratio in child and mental health fields Student recruitment in child and mental health fields SUC engagement in the pre-registration nursing programme SUC preparation and training Evaluation of the different PADs in use across the different campuses and hubs Availability of and access to learning disability practice learning experiences</p>

	Students supernumerary status in all practice learning experiences CLiP model evaluation
--	---

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution Yes
Summary of observations made, if applicable	The report is amended to reflect students can progress to the next part of the programme with hours outstanding but must pass all theoretical and practice assessments.
Final recommendation made to NMC:	
Date condition(s) met:	

Section three

NMC Programme standards
Please refer to NMC standards reference points <u><i>Standards for pre-registration nursing programmes (NMC, 2018)</i></u> <u><i>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</i></u> <u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u> <u><i>Standards for student supervision and assessment (NMC, 2018)</i></u> <u><i>The Code: Professional standards of practice and behaviour for nurses and midwives</i></u> <u>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</u> <u>QA Handbook</u>

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

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

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

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

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate
Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors

is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

Stakeholders, including service users, PLPs, employers and students, are involved in the design and development of the programme approval. Documentary analysis provides evidence of consultation through meetings and focus groups with PLPs, employers, SUC and students. This is confirmed at the approval visit.

Documentary analysis and discussion at the approval visit provide evidence of shared responsibility for theory and practice learning, supervision and assessment with PLPs. Partnership working is robust and effective at strategic and operational levels for the delivery of the pre-registration nursing programme. Lines of communication and accountability for quality assurance, development, delivery and evaluation of the nursing programme is established through quarterly placement meetings between BPP, PLPs and employers. Recruitment and selection processes are open, fair and incorporate a values-based recruitment process.

Strong and effective partnership working is in place in relation to the SSSA. BPP attend both the MYEPLG, pan London and Wessex subgroups for the implementation of the SSSA, which ensures a collaborative and coordinated approach to SSSA is adopted with PLPs.

At an operational level there's effective partnership working between BPP and PLPs in the preparation and support of practice assessors, practice supervisors and academic assessors. There's a practice supervisor, practice assessor, and academic assessor preparation programme and handbook developed by Health Education England (HEE) covering all approved education institutions (AEIs) in the south of England. BPP has contributed to this development. MYEPLG have online resources for practice supervisor, practice assessor, and academic assessors. For the north of England BPP and PLPs have elected to use the PLPAD and, in the south of England and London, the South PAD. Both PADs evidence the process to enable practice supervisors and practice assessors to work together when considering the competence of students.

PLPs confirm using a register of practice supervisors and practice assessors for each placement. BPP and PLPs have processes to respond quickly to any concerns if standards of care or student practice learning are considered at risk.

PLPs contribute to curriculum development meetings for the pre-registration

nursing programme. PLPs tell us they have asked for longer practice placements in the new programme. This feedback is acted upon and evidenced in minutes of stakeholder meetings and confirmed at the approval visit. PLPs confirm organisation policies are in the process of being amended and updated to permit students to undertake new skills and proficiencies.

PLPs work collaboratively with BPP in recruitment and selection. Employers present at the approval visit confirm that for the NDA route, recruitment and selection is employer led but still a partnership process with BPP.

SUC tell us they feel they have a voice and are respected as part of the team. Documentary analysis and the approval visit provide evidence of consultation through focus groups on programme design and development. SUC are involved in recruitment and selection processes, some teaching and assessment feedback through objective structured clinical examinations (OSCEs) and communication skills training. SUC tell us they provide feedback to students on practice in the PADs. SUC confirm they're included in fitness to practice panels.

An operation development plan for SUC engagement is in place. SUC engagement at campuses and learning hubs is variable and SUC say a small, enthusiastic group of SUCs are used regularly, particularly at RDaSH. Students based at Waterloo campus say they would like more SUC involvement in the programme. The panel recommend the school continue to develop and strengthen SUC engagement in the pre-registration nursing programme to provide a more consistent approach, and for the school to consider using a wider pool of SUC. (Recommendation two) (SFNME R1.12; SPRNP R2.1)

The school tell us SUC are prepared for all roles in relation to the pre-registration nursing programme at BPP via individual briefings, have equality and diversity training and other training online. SUC confirm preparation is on an individual basis dependent on the activity being undertaken. SUC tell us they're not sure what training and preparation is available for their role but feel well supported by the school. Some have completed equality and diversity training elsewhere, but this is not verified by the school. This inconsistent approach means it's not always clear what preparation and training is undertaken by SUC, therefore a more detailed implementation plan relating to SUC preparation and training is recommended by the panel. (Recommendation three) (SFNME R2.7; SPRNP R2.1)

BPP has strong and effective partnerships with students. Students tell us there are opportunities for student involvement and feedback through the national student council, BPP student association, module reviews and evaluations and student and staff liaison committees. BPP student association creates an annual report based on student feedback. This report identifies good practice and suggests key recommendations for change and working in partnership with BPP.

Some students say they're involved in focus groups for developing the new

programme. They confirm their feedback is listened to and acted upon. Students give an example of how they've provided feedback on the structure of online learning materials on the virtual learning environment (VLE). As a result of their feedback a new VLE structure is in place. Students say they continue to provide feedback on the structure and are pleased with changes made.

Students tell us they're informed of changes to their supervision and assessment in practice and understand the SSSA. They confirm they're supernumerary in practice and have good support in practice learning.

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:

N/A

Revised outcome after condition(s) 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 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

R1.1.7 have capability for digital and technological literacy to meet programme outcomes

R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.

R1.3 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. Recognition of prior learning (RPL) processes are outlined in the guidance for managing RPL. This complies with Article 31(3) of Directive 2005/36/EC. Applicant information is provided. RPL tutors advise applicants at the initial interview. Applicants must provide a portfolio of evidence to be approved at BPP RPL committee. Mapping of previous learning to module and programme learning outcomes must be demonstrated before RPL is awarded. Once reviewed at the RPL committee the portfolio of evidence is presented at external examination boards. Portfolios are reviewed and externally verified by an external examiner.

RPL can be used for certificated and experiential learning. Applicants for recognition of experiential learning (RPEL) need to provide evidence of a minimum

of 767 practice hours verified by a registered nurse. RPEL is capable of being mapped to the Standards of proficiency for registered nurses. RPL is allowed up to a maximum of 50 percent of the programme.

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

R1.6 is met. Registered nurses wishing to gain second registration will have their prior learning mapped as outlined in the RPL process. More than 50 percent RPL is permitted for applicants to the pre-registration nursing programme who are currently NMC registered nurses with no restrictions on practice. Guidance for applicants is provided in a document and the school's RPL tutor will support applicants through the process. Mapping documents evidence the Standards of proficiency to be achieved which complies with Article 31(3) of Directive 2005/36/EC.

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. Documentary evidence demonstrates students must have the required level of numeracy and literacy for entry to programme. Candidates must achieve the minimum requirement of general certificate of secondary education maths and English or equivalent. For NDA applicants, employer support is essential. Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. Literacy and numeracy are tested at application stage through a baseline test. Digital literacy is tested at interview stage with applicants accessing the VLE and completing a series of tasks including searching for predetermined information from the NMC website.

Both PADs are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Indicative practice module content includes developing digital, technological and numeracy skills. Numeracy

is formatively assessed through learning outcomes in PADs. There's a summative assessment of numeracy in each year of the pre-registration nursing programme with a 100 percent pass mark required in year three.

Support strategies are available for students to develop their abilities in literacy, numeracy, digital and technological literacy. Student support services provide support for academic assignments and presentations through individual consultations at campuses or online. Study skills are embedded throughout the programme and there's a study skills package available through the VLE. Specific programme and module learning outcomes are written to ensure students make progress in digital and technological literacy throughout the programme. All modules have e-learning embedded and this is outlined in programme specifications and mapping documents. Increased knowledge, skills and proficiencies in digital and technological literacy are developed through synchronous live online classroom learning and asynchronous online activities through the VLE. Students comment online activities are well planned, interesting and they enjoy working on them.

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

Met

Arrangements for effective management of transferring students are detailed in a transition document and communication strategy. Mapping documents are in place with regard to NMC Standards and transfer of students. The school tells us students on all routes of the pre-registration nursing programme will be transferring to the SSSA at their next progression point and to the new programme after September 2020. Any students interrupted from the pre-registration programme will have previous learning recognised through the RPL process.

Students tell us they're informed of changes to their programme, assessment and supervision in practice and can explain the differences in roles. They're enthusiastic about programme changes including an increase in skills

development. Further information events are scheduled at induction and progression points with each cohort.

PLPs confirm update sessions and preparation workshops for practice supervisors, practice assessors and academic assessors are scheduled regularly throughout the coming year.

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

More than 50 percent RPL is permitted for applicants to the pre-registration nursing programme who are currently NMC registered nurses. Applicant guidance is provided in a document and the school's RPL tutor will support applicants through the process. Mapping documents evidence the Standards of proficiency to be achieved which complies with Article 31(3) of Directive 2005/36/EC.

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

Yes

Outcome

Is the standard met?

Met

Date: 25 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 out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in

Annexe 1 of programme standards document)

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

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. Documentary evidence and the approval visit show how the design and delivery of the programme supports students to gain experience in all four fields of nursing. Examples of a student journey for each nursing field are provided. PAD mapping documents demonstrate how practice learning experience maps to proficiencies. Mapping for each field of nursing practice against the proficiencies confirms there will be practice experience and exposure to all four fields of nursing. Timetables and module specifications evidence learning disabilities content is taught throughout the programme, both face to face and online.

A diverse range of practice learning environments are available, and a hub and spoke model of practice learning is used. There are two practice learning experiences per year in both routes which are hub practice placements. Students are able to attend spoke practice learning experiences which provide experience of working with children, people with learning disabilities, people with mental health issues, physical health needs and maternal care. All students will document their experiences of spoke practice placements in the PADs and the EU directive workbook. All students irrespective of field of practice will use the EU directive workbook. This is the method of recording and reflecting on their learning experiences in different fields. The school tells us teaching and learning methods include transferable skills relevant to any service user, thus developing nurses to provide holistic care across the life course to diverse populations. Students confirm this.

There're two mandatory inter-professional conference days per year facilitated in practice settings by PLPs and BPP staff for all students. The conference days and workshops consist of lectures, group activities, and opportunities for simulation-based learning using a scenario-based vignette approach. These focus on different themes and students work with other health and social care professionals. Inter-professional content is integrated in modules and there's a range of online activities for students to complete and evidence in the portfolio.

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. Programme structure and programme handbooks illustrate the three specific fields in either adult, child, or mental health nursing that students can enter. Field specific learning outcomes are outlined in module descriptions.

Year one has two integrated modules with students from all three fields and both routes taught together. There's one field specific module in year one and two field specific practice learning modules. Year two and three have one integrated module in each year. Content is shared across all three fields and students apply generic content to a field specific context. Field specific modules further enhance and develop knowledge, skills and values in students' chosen field of practice.

Field specific modules are taught in the classroom and online. This field specific content is made available as webinars through the VLE for all students to access if they wish. Students tell us this is a very useful resource.

Practice modules in all routes are field specific, although the school tell us there are opportunities for students to have at least one cross field practice learning experience as a spoke placement. This is confirmed in detailed student learning journeys provided. For example, child nursing students can be placed in accident and emergency and mental health students in a setting with adults with physical health needs. Adult students can be in settings such as with a health visitor or community mental health team, thereby providing opportunities to meet the EU directive 2005/36/EU, annexe V2 for clinical instruction. These practice experiences are captured within the EU directives workbook, which is regularly reviewed by personal tutors. Each field has at least one practice learning experience in a community-type setting in the programme. Students can request a final practice learning experience in year three in a specific area. The process includes discussion about placement choice with the personal tutor at the end of year two. Choice can only be granted if students have met all EU directive clinical instruction requirements by the end of the first placement experience in year three or stage three for the NDA route.

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. Module specifications provide evidence of content in law, safeguarding, pharmacology and medicines administration and optimisation across all fields and routes of the programme. The PADs provide guidance for students to check consent is sought for ensuring safe and effective care of SUC in practice learning settings. Safeguarding content is mapped across all fields of nursing.

Clear and thorough mapping of the curriculum to the law, safeguarding, pharmacology and medicines is provided. Review of programme handbooks provide explicit field specific content in module outlines and assessment criteria.

Ethics and law are mapped across all three fields of nursing and delivered in each year of the programme and is focussed on increasing complexity of knowledge. A drugs calculation test is taken each year with an increasing pass mark in each year. Medicines administration and optimisation is formatively assessed in increasing levels of complexity throughout the programme. Students complete medicines management and therapeutic knowledge logs throughout the duration of the programme. These are reviewed by the practice assessor and academic assessor. Drugs calculations will be summatively assessed in the final stage. A pass mark of 100 percent is required.

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. Programme structures demonstrate an equal balance of theory and practice learning. Module specifications outline the range of teaching and learning strategies used with appropriate aims and outcomes stated. Both routes of the programme contain the required number of theory and practice learning hours. Direct entry has 2500 hours theory and 2500 hours practice. NDA route has 2400 hours theory and 2455 hours of practice.

For the BSc route each academic year is 45 weeks in length. Year one starts with a six-month block of theory followed by two practice learning experiences of 14 and eight weeks respectively. Year two has two practice learning experiences of 11 and 12 weeks interspersed with theory modules. Year three starts with a six month block of theory followed by 23 weeks of practice learning split into two practice learning experiences. Practice learning is based on a 37.5 hour week for BSc route students. PLPs tell us the long theory block at the start of year one ensures students are well prepared for practice learning.

For the NDA route the programme is 208 weeks in length with three stages. Each stage is 69 or 70 weeks in length and follows a similar theory and practice learning structure to the BSc three year route. Stage one starts with a 33 week theory block followed by a 36 week practice learning experience. Students spend three days in theory and two days in employment during the theory blocks. For practice learning students spend three days in supernumerary practice learning environments equivalent to 22.5 hours per week and two days in employment. The third stage practice learning experiences are three and a half days equivalent to 26.5 hours per week in supervised practice and one and a half days in employment. The school, PLPs, employers and students confirm NDA students do not have any practice learning experiences in their own place of employment.

Both routes have induction weeks scheduled at the beginning of each academic year or stage and assessment and exam weeks scheduled at the end of each theory block.

Students can progress to the next part of the programme with hours outstanding but must pass all theoretical and practice assessments. Unmet practice hours can be retrieved during a practice learning experience providing students do not exceed 48 hours per week as specified in the working time directive. The length of the retrieval period will be individually managed according to student need and circumstances. The school and employers confirm NDA students will not count employment hours towards any unmet programme hours. Practice hours are recorded in either the South PAD or via the practice assessment record and evaluation tool (PARE) in the online PLPAD. Hours are monitored by the personal tutor and academic assessor.

A range of teaching and learning strategies are used including face-to-face taught sessions, input from SUC and PLPs, simulation-based learning, synchronous 'online classroom live', asynchronous online learning through the VLE and practice learning. All online learning is logged and recorded in electronic portfolios. These are reviewed at personal tutor meetings.

Students confirm SUC contribute to programme delivery however input varies between the learning hubs and campuses. The school says BPP subscribes to online sites such as 'care opinion' which gives students access to SUC personal stories. They confirm they're currently exploring ways to increase SUC input across hubs and campuses.

There are shared theory modules in each year providing students with core knowledge, skills and values for nursing practice. Students on the three-year route have taught face-to-face sessions two days per week in theory blocks at the learning hubs or campuses. Shared group discussion and activities are facilitated through synchronous online classroom live one afternoon per week. Students tell us this works well, and they appreciate being able to have meaningful discussions with students in different fields at different sites. Asynchronous online learning is allocated the equivalent of two and a half days per week during theory blocks. For students on the NDA route the afternoon online classroom live activities are shared with students on the three-year route. Taught theory content will be shared with the September route cohorts but delivered separately for March NDA cohorts. Students tell us they enjoy the flexibility of online learning through the VLE. They say online materials and activities are excellent and increase their knowledge.

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)

N/A

This programme is delivered in England only.

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: Standards framework for nursing and midwifery education relevant to curricula and assessment are met

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 25 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 3. Practice learning

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

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

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

R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in Standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

R3.6 ensure students experience the range of hours expected of registered nurses, and

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically: R1.1 – R1.11

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. There's evidence in programme documentation and PADs to give assurance that students will develop both clinical and theoretical skills to deliver safe and effective care and meet the diverse needs of people. Practice learning agreements from PLPs and NDA employers provide evidence of commitment to safe and effective learning environments and agreement to supernumerary status for students to support their learning.

Students are informed about how to raise concerns in practice during programme inductions and throughout the programme. Students tell us they understand their obligations to raise and escalate concerns and confirm the process is in programme handbooks, the VLE and on posters available in practice learning settings. Students give an example of raising a concern about practice learning and tell us of quick and supportive actions by BPP academic staff.

Student journey planners provide evidence of learning across all four fields of nursing practice. These are monitored for each student through a placement tracker system to ensure diversity. The placement quality lead at BPP oversees this process for both NDA and direct entry route students. A mapping document confirms adult nursing students will meet the EU directive 2005/36/EU, annexe V2 clinical instruction element for general nursing in practice learning experiences. Current adult nursing students tell us about practice learning experiences with health visitors and people with mental health needs in community settings. The school acknowledge learning disabilities practice learning experiences are challenging to resource but are actively working with PLPs to increase and expand access to these opportunities.

Policy on student conduct and behaviour is outlined in programme handbooks and explained during induction weeks. Student facing documentation is aligned with the Code (NMC, 2018) and students assure us they understand the scope of

consent when delivering care.

BPP provide clinical skills, medicines management and optimisation and therapeutic conditions workbooks which students must complete each year. An EU directives workbook records the clinical instruction requirements set out in EU directive 2005/36/EU, annexe V2 for general nursing. Workbooks are reviewed by a personal tutor and external examiner and are required for successful completion of the programme.

All students receive notification of practice placements via email with contact details of the placement and link lecturer details. For the NDA route the employer and BPP work together to plan the students practice learning journey. Practice placement profiles are available on the VLE or PARE.

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. BPP has an extensive range of individual practice learning opportunities across a wide geographic area all of which are shared with other AEIs. Programme handbooks and student journey planners provide examples of hub and spoke experiences for field specific exposure. Assessment of practice includes completion of proficiencies as outlined in PADs.

BPP work collaboratively supporting audits where practice learning is shared with other AEIs. Any educational audits completed by BPP are shared with other AEIs. PLPs develop a list of audit due dates which are shared with and supported by all AEIs sending students to their practice learning environments. Biennial audits are supported by a link lecturer from an AEI and a learning environment manager (LEM) from the PLP. A member of unit staff is involved where possible. Audits are held on PARE or with the PLP to ensure they are accessible to all AEIs using the practice learning experience.

There's evidence of exceptional reporting to the NMC relating to PLPs with adverse regulator reports. Governance meetings are held regularly between PLPs and AEIs to share practice learning evaluations and monitor action plans developed as a result of student feedback, concerns in practice or regulator reports. BPP has exceptionally reported the following regulator concerns to the NMC. In collaboration with each organisation, evidence of action plans to ensure student practice learning is safe are in place for Hampshire hospitals NHS trust, Doncaster, Bassetlaw teaching hospitals NHS foundation trust and St George's university hospitals NHS foundation trust

BPP are members of the MYEPLG, pan London and Wessex group of AEs. These are consortia of AEs who work collaboratively to share information and data for assuring the quality of practice placement learning experience. There's evidence of regular collaborative governance meetings. This collaborative approach ensures information and action on adverse regulator reports, service changes or changes to practice supervisors and practice assessors is available to all AEs using the same PLPs. BPP collaborate with other AEs to deliver practice supervisor and practice assessor preparation and updates. As part of the Wessex supervision and assessment group they contribute to the content of practice supervisor and practice assessor preparation and update sessions.

There's documentary evidence of student's practice learning experience evaluations. Students based at RDaSH hub complete evaluations through PARE and those based at other learning hubs and campuses via paper copy. Evaluations are reviewed by the head of programme and placement lead at BPP. Any issues identified are shared with the link lecturer who will visit the practice area and formulate an action plan. Evaluations are shared with PLPs at practice learning meetings. Student evaluations are shared at staff and student liaison committees and school education and standards committee.

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. Programme mapping documents provide evidence to support the provision of practice learning opportunities, allowing students to develop and meet communication and relationship management skills and nursing procedures for all three fields of practice. PADs are used to assess these in practice. PLPs confirm organisation policies are in the process of being amended and updated to permit students to undertake new skills and procedures set out in the Standards of proficiency for registered nurses.

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. The programme uses a wide variety of teaching and learning methods including simulation-based and technology enhanced learning. BPP uses a VLE

and both synchronous and asynchronous online classroom activities throughout the programme.

Technology enhanced and simulation-based learning opportunities are effective and proportionate. Simulation-based learning activities must be completed in each theory block prior to practice learning experiences. There's a clinical skills log for each stage which evidences completion of theoretical learning prior to attempting practical skills. This ensures students are fully prepared for practice learning. In year one simulation-based learning focusses on practicing essential skills such as measuring and recording vital signs and moves to more complex situations such as managing the deteriorating patient in year three or stage three for NDA route. For the adult field in each route, learning opportunities comply with Article 31 (5) of Directive 2005/36/EC. Service users participate in simulation-based learning and assessment through the use of objective structured clinical examinations (OSCEs).

BPP's strategy for technology enhanced learning outlines five core principles which includes enhancing student learning and providing inclusive accessible learning experiences. Students tell us they like the flexibility of online learning which can be scheduled around home and caring responsibilities. Students who travel some distance to attend Waterloo campus tell us having online activities scheduled every week is financially beneficial to them.

Synchronous 'online classroom live' is used one afternoon a week to facilitate cross field discussion and group work with students based at learning hubs and campuses. Students tell us these sessions are enjoyable and they learn a lot from other fields of nursing practice. Asynchronous online activity is facilitated via the VLE which houses online activities, video clips, discussion boards and weekly tests for all students to access and work through. This ensures they learn as they progress through the programme. Two and a half days are allocated for online work every week during theory blocks. This is monitored by personal tutors and non-engagement followed up. Webinars are recorded at learning hubs and campuses and made available on the VLE for all students to access. Induction at the start of the programme prepares students for the use of technology throughout the programme. Coursework is submitted electronically via the VLE and students access results via Turnitin.

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. A disability and disclosure policy, mental health and well-being policy and a learning support policy provide robust evidence that processes are in place to support reasonable adjustments for students. Students who require reasonable adjustments in theory or practice learning have an initial assessment with BPP

learning support service and personal tutors and an individual learning support agreement is formulated. Students can sign a disability disclosure agreement to permit sharing their information with academic assessors, practice supervisors and practice assessors. A reasonable adjustments panel considers all requests for reasonable adjustments and in relation to practice placements, considers these with regard to student and patient safety. Programme handbooks inform students how to access support.

A key principle outlined in the current BPP learning, teaching and assessment strategy specifies programme design and delivery is accessible to all. Students and the school confirm programme and teaching materials are designed to accommodate a wide range of learners and learning needs, so creating an inclusive learning environment. There's disability and dyslexia support at BPP. The learning support service provides specialist support on a one to one basis.

There're mitigating circumstances processes for personal circumstances or temporary health issues which might affect student practice learning experience or ability to complete summative assessments. There's a fit-to-sit policy which permits deferral or extensions to coursework or examinations in situations of continued ill health or other circumstances such as travel difficulties or short term caring responsibilities. Students and PLPs give examples of situations in which mitigating circumstances process are used.

Reasonable adjustments are written into placement learning statements held by students. PADs require practice supervisors to facilitate reasonable adjustments disclosed by students. The school confirms link lecturers will support practice supervisors and practice assessors to facilitate reasonable adjustments for students in practice settings. For NDA students, employers will be involved with support.

A PowerPoint presentation relating to practice supervisor role preparation includes information on supporting reasonable adjustments for students in practice learning.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 25 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 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. Documentary analysis indicates university induction, education, ongoing development and support for academic staff ensures compliance with the SFNME in relation to student support, supervision, learning and assessment. An annual peer review and appraisal process provides evidence of commitment from the university to supporting staff with resources and time to fulfil their roles.

The personal tutor handbook outlines how personal academic tutors provide support and guidance to enable students to succeed. Tutors meet with students throughout the year monitoring attendance, engagement with learning activities and progress. There're four group meetings and four individual meetings scheduled in the programme in each year or stage. Meetings can be face-to-face, via SKYPE or conference calling, telephone or via instant messenger. A robust process is in place for monitoring student attendance and achievement. This includes a traffic light system with triggers for follow up and monitoring student progression. For example, academic failure in modules, over five days absence or lack of engagement with the VLE. Over 15 hours of theory missed requires additional theory work to be completed which is monitored by the personal tutor. For NDA students, the responsibility for monitoring student attendance and engagement is shared between the employer and the school and recorded in the NDA learning agreement.

BPP employ clinical teaching fellows seconded from PLPs at learning hubs in Southampton and Winchester. Their role is to support the BPP academic team to teach, manage and facilitate practice learning staff transition to the SSSA.

BPP confirms allocation of academic assessors and that workload remission is allocated for the role. One academic assessor will support 10 students. The academic assessor is different for each part of the programme. Link lecturers will also act as academic assessors. At the end of each stage the academic assessor will complete a theory and practice review sign off sheet. Practice assessors and academic assessors will meet in week one and at the end of the practice learning experience to discuss student progress, either face to face, via SKYPE, email or telephone. Decisions are recorded in the OAR.

Staffing levels are sufficient at present to deliver the programme, however BPP are collaborating with new partners to increase cohort numbers for the NDA and direct

entry route in mental health and child fields. There are currently enough teachers and academic assessors to support the small number of students on the programme in these fields. Should student numbers increase or staffing resources decrease in each of these fields, BPP has a plan in place to proactively manage any risks to student learning, including recruiting more staff. The visitors recommend the school keep under review academic staff recruitment to the child and mental health nursing fields to proactively manage any risks to student learning in these fields that may be impacted by an increase in student numbers. (Recommendation one) (SFNME R2.1, R2.4, R2.14, R2.18, R4.1; SSSA R6.1; SPRNP R4.1)

Support in practice is provided by a LEM or learning environment team (LET) and link lecturers from BPP and other AEIs. The LEM/LET lead will act as the nominated person in practice for students during their practice learning experience. The LEM/LET support a quality learning environment and act as a point of contact for practice supervisors and practice assessors and facilitate communication between AEIs about student issues or concerns. Meetings between LEM/LET and link lecturers from BPP and other AEIs are held six times a year.

Some trusts use the collaborative learning in practice (CLiP) approach to support supervision in practice learning. This model uses a coaching approach to develop students' clinical skills and confidence in decision making. PLPs are positive about this model saying this approach has increased capacity in practice learning environments and promotes leadership skills. Students are less enthusiastic saying there's less variety when they're allocated to one group of service users. Students say there's more students allocated to practice placements using CLiP but this does not impact on practice learning experiences.

Information developed by Wessex HEE provides key principles and guidance for the implementation of the SSSA across the Wessex AEIs. BPP is part of this group. This ensures consistency in student support, supervision and assessment across Wessex AEIs. There's a similar approach and documents for the pan London AEIs which BPP are part of. BPP has joined MYEPLG which has a similar approach to supporting PLPs with the implementation of the SSSA in the South Yorkshire area.

BPP fitness to practice policy outlines a robust process for managing student fitness to practise concerns. This is currently being updated. The panel includes service user representation. The policy applies to all students including NDA and information is shared between employers and BPP should a student give cause for concern in their workplace. Employers and PLPs confirm this. A fitness to study policy outlines actions to be taken if a student's health or wellbeing impacts on their study and ability to progress. This applies to both theory and practice learning. Students understand their responsibilities in relation to fitness to practice and know how to raise and escalate concerns

There's documentary evidence of a process for suspending or removing a practice learning environment from student practice learning. Part of the process ensures BPP communicates with other AEIs using the practice setting and the PLP. Decisions to deactivate a practice placement are based on a range of criteria such as critical reduction in practice supervisors or practice assessors, consistently poor student evaluations and lack of learning opportunities.

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. There's evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with NMC Standards. A transition and implementation plan outlines processes and timelines to move over to the SSSA including communication plans.

A practice supervisor and practice assessor handbook is developed by HEE Wessex which provides guidance on roles and responsibilities of practice supervisors, practice assessors and academic assessors. PLPs at the approval visit confirm they're reviewing processes to ensure all standards and requirements are met. This includes allocating practice supervisors and practice assessors. PLPs will keep a register of practice supervisors and practice assessors who are prepared to undertake the role. Private, voluntary and independent sector (PVI) organisations supported by BPP and other AEIs can also access preparation programmes offered by NHS PLPs. Each PVI will keep a register of practice supervisor and practice assessor attendance at preparation programmes and updates.

There's a preparation programme for practice supervisors, practice assessors and academic assessors in place co-produced by HEE Wessex, PLPs and Wessex AEIs including BPP. BPP will collaborate with other AEIs to deliver practice supervisor and practice assessor preparation and updates. This collaborative approach demonstrates good working relationships with other AEIs using the same practice settings as BPP. Preparation programme delivery is flexible allowing each AEI to use a variety of different approaches including face to face sessions, online resources, scenarios and videos. These cover agreed content and learning outcomes. Academic assessors will be prepared by BPP.

The content of the programme differs dependent on the skills and experience of the practice supervisor and practice assessor. Those new to the role will attend a workshop jointly delivered by PLPs and AEIs. Existing mentors and sign off mentors will take a transition to new roles session. Annual updates will continue to be provided jointly by PLPs and AEIs. Preceptorship programmes will include

preparation for the practice supervisor role.

BPP will collaborate with other AEs using the same practice settings as BPP in the MYEPLG geographic area. MYEPLG discussion paper outlines the implementation plan and transition to the SSSA for PLPs. The preparation programme has a flexible delivery but is mostly online. There's a range of online resources developed for preparing practice supervisors, practice assessors and academic assessors. BPP will support delivery and updates with other AEs for PLPs in the MYEPLG area.

Placement capacity is reviewed as part of the biennial audit but can be changed at any time to reflect staffing changes that impact on capacity. Meetings are held with head of programmes and PLPs to ensure students are supported while in practice settings.

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. Programme handbooks show there are appropriate mechanisms to assess and give feedback to students regarding theory and practice. There are formative assessment activities in each module and summative feedback is provided for assessed work through the VLE. Feedback on formative assessments is given within 10 working days of submission. Students tell us feedback is timely and helpful. The personal tutor has oversight of student progression for the year. PADs have a mid-point review with opportunities for feed forward and a summative end point assessment. SUC give feedback in PADs. The school tells us this is an integral element of the programme and practice assessors will be required to document reasons why students have not collected SUC feedback.

There's variety in summative assessments including written coursework, individual

presentations, unseen examinations, reflective accounts and practice assessment of proficiencies. SUC tell us they're involved in some formative assessments such as OSCEs and there are plans to further engage them with theory assessments in the future. External examiners engage with both theory and practice.

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. Mapping documents for all fields of nursing provide assurance programme content and practice learning experiences will enable students to meet the Standards of proficiency for registered nurses. PLPs have sufficient resources to meet the education needs of students with access to a diverse range of practice learning environments.

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: Standards framework for nursing and midwifery education relevant to supervision and assessment are met

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 25 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

Yes

There's a fallback award of BSc ordinary degree in adult, child, or mental health nursing fields enabling students to register with the NMC. Mapping documents demonstrate students will have achieved all NMC Standards and proficiencies as listed for that award.

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

Yes

Outcome

Is the standard met?

Met

Date: 25 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: BPP scholarship strategy 2019-2022, undated Removal of a practice learning environment, January 2020	

Statements of compliance, January 2020
Strategy for technology enhanced learning, 2016-2020

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: BSc (Hons) nursing adult apprentice students: Year one x three BSc (Hons) nursing adult direct entry: Year one x two, year two x one, year three x one BSc (Hons) nursing child apprentice students: Year one x three BSc (Hons) nursing mental health direct entry: Year two x one, year three x one	
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	Yes
System Regulator Reports List Hampshire Hospitals NHS Foundation Trust, 26 September 2018 Croydon Health Services NHS trust dated, 28 September 2018 Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, 24 March 2019	

Avon and Wiltshire Mental Health Partnership NHS Trust, 21 November 2018
 Kettering General Hospital NHS Foundation Trust, 22 May 2019
 Great Western Hospitals NHS Foundation Trust, 21 December 2018
 Royal South Hants Hospital, 17 April 2019
 University Hospital Southampton NHS Foundation Trust, 17 April 2019
 The Royal Hospital for Neuro-disability, 19 September 2018
 St George's University Hospitals NHS Foundation Trust, 18 December 2019
 Princess Grace Hospital, 30 May 2018

If you stated no above, please provide the reason and mitigation
 Not required, existing AEI.

Additional comments:

Mott MacDonald Group Disclaimer

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

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.

Issue record

Final Report

Author	Angela Hudson Ruth Jones	Date	28 January 2020
Checked by	Monica Murphy	Date	18 February 2020
Submitted by	Lucy Percival	Date	27 February 2020
Approved by	Leeann Greer	Date	6 March 2020