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Programme approval visit report

<u>**Section one**</u>

Programme provider name:	Birmingham City University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Birmingham Community Healthcare NHS Trust Birmingham and Solihull Mental Health Trust Birmingham Women's and Children's NHS Foundation Trust Black Country Partnership NHS Foundation Trust Burton Hospitals NHS Foundation Trust Heart of England NHS Foundation Trust Royal Orthopaedic Hospital NHS Foundation Trust Sandwell and West Birmingham Hospitals NHS Trust University Hospitals Birmingham NHS Foundation Trust Walsall Health Care NHS Trust Worcestershire Acute Hospitals NHS Trust Worcestershire Health and Care NHS Trust Wye Valley NHS Trust Private voluntary and independent health care providers
Programmes reviewed: (*Tick all that apply)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ⊠ Registered Nurse – Child ⊠ Registered Nurse - Learning Disabilities ⊠ Registered Nurse - Mental Health ⊠ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ⊠ NDA Child ⊠ NDA Learning Disabilities ⊠ NDA Mental Health ⊠

	Dual award - pre-registration nursing
	Dual award - adult/mental health ☒
	Dual award - adult/child ☒
	Dual award - adult/learning disabilities ☒
	Dual award - mental health/learning disabilities ☒
	Dual award - mental health/child ☒
	Dual award - learning disabilities/child ☒
Title of programme(s):	BSc (Hons) Nursing (Adult)
	BSc (Hons) Nursing (Mental Health)
	BSc (Hons) Nursing (Learning Disabilities)
	BSc (Hons) Nursing (Child)
	BSc (Hons) Nursing (Adult) - Nursing Degree Apprenticeship
	BSc (Hons) Nursing (Mental Health) - Nursing Degree Apprenticeship
	BSc (Hons) Nursing (Learning Disabilities) - Nursing Degree Apprenticeship
	BSc (Hons) Nursing (Child) - Nursing Degree Apprenticeship
	MSci Nursing (Adult/Mental Health - Dual Award)
	MSci Nursing (Adult/Child - Dual Award)
	MSci Nursing (Adult/Learning Disabilities- Dual Award)
	MSci Nursing (Mental Health/Learning Disabilities - Dual Award)
	MSci Nursing (Mental Health/Child - Dual Award)
	MSci Nursing (Learning Disabilities/Child - Dual Award)
Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

Registered Nurse – Child	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Child	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/child	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7

	SCQF
	☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/child	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - learning disabilities/child	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	20 June 2019

Programme start date:

RN – Adult	16 September 2019
RN – Child	16 September 2019
RN - Learning Disabilities	16 September 2019
RN - Mental Health	16 September 2019
NDA Adult	16 September 2019
NDA Child	16 September 2019
NDA Learning Disabilities	16 September 2019
NDA Mental Health	16 September 2019
Dual award - A/MH	16 September 2019
Dual award - A/C	16 September 2019
Dual award - A/LD	16 September 2019
Dual award - MH/LD	16 September 2019
Dual award - MH/C	16 September 2019
Dual award - LD/C	16 September 2019

QA visitor(s):	Registrant Visitor: David Clarke
	Lay Visitor: Sophia Hunt

Section two

Summary of review and findings
Birmingham City University (BCU) (the university) is an approved education institution (AEI) and comprises of four academic faculties. The school of nursing and midwifery sits within the faculty of health, education and life sciences. The university is seeking approval for the following pre-registration nursing provision: a three-year full-time undergraduate pre-registration BSc (Hons) nursing programme with pathways in all four fields of nursing practice; adult, children's, mental health and learning disabilities; a four-year BSc (Hons) nursing - nursing degree apprenticeship (NDA) with pathways in each of the four fields of nursing and a four-year MSci qualification that leads to dual registration in any two fields of nursing practice as follows; adult and mental health; adult and learning disabilities; adult and children's; mental health and children's, mental health and learning disabilities; and children's and learning disabilities. We met senior representatives of five employers who intend to deliver the NDA programme in partnership with BCU, namely: Birmingham and Solihull Mental Health NHS Foundation Trust; Sandwell and West Birmingham NHS Trust; Royal Orthopaedic Hospital NHS Foundation Trust; Birmingham Community Healthcare Trust and Birmingham Women's and Children's NHS Foundation Trust. It was confirmed that an NDA programme is required in all four fields of nursing practice. The programme documentation and approval process confirm evidence of effective partnership working between the university and key stakeholders. There's clear evidence of the involvement of each key stakeholder group and their commitment to the co-production, delivery and continual enhancement of the programme. The university is a part of the midlands, Yorkshire, north east and east practice learning group, known as MYEPLG. The practice assessment document (PAD) and ongoing achievement record (OAR) used within the programme has been developed collaboratively within this group. This collaborative initiative has resulted in a consistent approach to the assessment of practice which is understood and welcomed by the practice learning partners (PLPs) we met with. The programme team works collaboratively with its PLPs to understand any concerns raised in external system regulator reports, including those from the Care Quality Commission (CQC). Appropriate action plans had been developed in collaboration with PLPs and are monitored in relation to the achievement of actions.

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The programme meets the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The Standards framework for nursing and midwifery education (SFNME) are not met at programme level as conditions apply.

The programme is recommended to the NMC for approval subject to five NMC conditions being met. BCU made two further conditions and one recommendation, that are in line with the internal approval requirements and processes of the institution.

Updated 29 July 2019

BCU submitted revised documentation which evidences the changes required to meet all five NMC conditions. BCU confirmed that university condition six and seven are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition one: Amend the wording in the recognition of prior learning (RPL) mapping tool to ensure only current registered nurses can RPL more than 50 percent. (Standards for pre-registration nursing programmes (SPNP) R1.6, SFNME R2.8) Condition two: Specify in the programme documentation the arrangements for MSci students who intend to transfer to the BSc (Hons) course that their original RPL claim will be reviewed as part of the transfer arrangements to determine the length of their programme. (SPNP R1.5, SFNME R2.8)

	Condition three: Remove reference in the documentation regarding opportunities to transfer between MSci and BSc programmes in year three or four of the programme. (SPNP R1.5)
	Practice learning:
	Condition five: Submit SSSA compliant practice PADs and OARs for all fields of nursing practice to enable transfer of the current students to the NMC SSSA. (SPNP R4.2)
	Assessment, fitness for practice and award:
	Condition four: Remove reference to the exit award with registration in a single field from the MSci documentation. (SPNP R4.8)
	Education governance: management and quality assurance:
	Condition six: To clarify in all student facing MSci documentation that the term 'dual award' relates to two fields of nursing and does not mean that students will receive two awards from the university. (university condition)
	Condition seven: To amend the derogation information on the NDA course specification to ensure it is clear to apprentices that they cannot progress to the next level trailing 60 credits. Only in exceptional circumstances would apprentices be permitted to trail 60 credits on this course, however they would not be permitted to progress to the next level of study until they had successfully completed all 60 trailed credits. (university condition)
Date condition(s) to be met:	12 July 2019
Recommendations to enhance the programme delivery:	To review the module learning outcomes to ensure there is a clear distinction between level six and seven expectations for students. (university recommendation)
Focused areas for future monitoring:	None identified

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team provided revised programme documentation that evidences the changes to meet condition one in relation to ensuring the RPL mapping tools clearly state only registered nurses can claim more than 50 percent RPL. Condition one is now met. SPNP R1.6 and SFNME R2.8 are now met.

Revised MSci nursing programme documentation provides evidence that changes to meet condition two have been made in relation to reviewing RPL as part of any transfer arrangements within the programmes. Condition two is now met. SPNP R1.5 and SFNME R2.8 are now met.

Revised MSci nursing programme documentation provides evidence that changes to meet condition three have been made by removing reference to opportunities to transfer between the MSci and BSc programmes in year three and four. Condition three is now met. SPNP R1.5 is now met.

The revised MSci nursing programme specification which no longer refers to an exit award with single registration provides evidence of the changes made to meet condition four. Condition four is now met. SPNP R4.8 is now met

Revised practice assessment documents for existing students across the four fields of nursing practice who are transferring to the SSSA provides evidence of the changes made to meet condition five. Condition five is now met. SPNP R4.2 is now met.

Condition six: MSci nursing programme documentation now clarifies the term dual award. The university confirms this university condition is now met.

Condition seven: The BSc (Hons) nursing apprenticeship programme specification no longer refers to progression between levels with credits outstanding. The university confirms this university condition is now met.

AEI Observations	Observations have been made by the education institution　　YES ☐　　NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval　☒ Recommended to refuse approval of the programme　☐
Date condition(s) met:	12 July 2019

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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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

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Findings against the standard and requirements

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

We found strong evidence of effective partnership working between the programme team and key stakeholders. The documentary analysis demonstrates the team's commitment to working with key stakeholders to develop, deliver and continually enhance the programme.

A variety of stakeholder events were hosted by the university to ensure inclusive consultation during programme development. At the approval visit PLPs, employers, current nursing students, service users and carers confirmed the effectiveness of the partnerships. We heard evidence from these key stakeholders that their role and contribution to programme development is valued.

The university is proactive and working collaboratively with other AEIs and Health Education England through the MYEPLG to ensure a consistent approach to practice learning and assessment.

The university has clear and comprehensive systems, processes and supporting infrastructures for programme development and delivery. There are effective partnerships at both a strategic and operational level.

There's a clear commitment from the university and its stakeholders to work together to support the implementation, delivery, evaluation and enhancement of the programme.

There are clear plans for programme management, that includes service user and carer representation, students and PLP representatives. PLPs we met are enthusiastic about the implementation of the NMC 2018 standards.

The university has a service user and carer group. They told us at the approval visit that they feel valued and respected as experts by experience. Group members represent a wide range of health and care needs and were able to articulate their involvement with the programme team to enhance and enrich the student learning experience. Service users and carers we met spoke very highly of the support mechanisms at the university and the engagement they have with the course team.

Current students from all fields of the pre-registration nursing programme spoke positively about the engagement they had with the school and how they and the students' union had been involved in the process of curriculum development. The group of students we met were also involved in planning how to disseminate the changes in student supervision and assessment. The students told us about the student voice programme which engages students in programme development and the school more generally.

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 ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

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

MET ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice:

adult, mental health, learning disabilities and

children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

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

Proposed transfer of current students to the programme under review

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

<div align="center">Findings against the standard and requirements</div>

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

MET ☐ NOT MET ☒

R1.5 is not met. The programme allows RPL claims of up to 50 percent of student's programme of study. Students have opportunity to transfer between MSci and BSc (Hons) programmes including in year three and year four. There's a risk that an MSci student with a successful 50 percent RPL claim who transfers to year three of the BSc (Hons) programme will have exceeded the RPL maximum allowance for that programme. (Condition two) (SPNP R1.5, SFNME R2.8)

The programme documentation refers to opportunities for students to transfer between MSci and BSc (Hons) programmes including in year three of both programmes and in year four of the MSci. The inherent public protection risks and complexities of this degree of flexibility between the programmes wasn't fully considered by the programme team leading to a condition being made. (Condition three) (SPNP R 1.5)

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

MET ☐ NOT MET ☒

R1.6 is not met. The programme RPL mapping tool doesn't make explicit that only registered nurses can claim RPL of more than 50 percent of the programme. (Condition one) (SPNP R1.6, SFNME R2.8)

- Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

   Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

MET ☒ NOT MET ☐

R1.7 is met. The programme documentation, module descriptors and mapping document demonstrate that numeracy, literacy, digital and technological literacy are mapped against the Standards of proficiency for registered nurses and

programme outcomes to meet the NMC requirements. The student handbook guides students to support services within the university and this includes access to the personal development department team who provide support for students in relation to their numeracy and literacy. The programme also includes use of virtual learning environments (VLEs) and other resources which support students to develop their numeracy, literacy, digital and technological literacy skills including MOODLE; SHAREVILLE; SafeMedicate and library online resources. There are examples of formative and summative assessments within the programmes which support numeracy, literacy and digital and technological literacy including SafeMedicate, presentations and clinical simulation. We heard from students and academic staff how students are supported to develop numeracy, literacy and digital and technological literacy, including the safe use of social media. The PAD and OAR are linked to competency in numeracy, literacy and digital and technological literacy.

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

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

YES ☒   **NO** ☐

Proposed transfer of current students to the programme under review

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

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

MET ☐   **NOT MET** ☒

Current students on the 2010 NMC Standards for pre-registration nursing programmes will not transfer to the future nurse programme. However, at the request of PLPs and to ensure consistency of the supervisory and assessment experience for students in the following cohorts will transfer to the SSSA: January 2018; September 2018 and January 2019. This transition will be complete by March 2020.

The practice assessment documents for all stages of the current programme and fields of nursing practice have not been submitted for review. (Condition five) see R4.2

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

The RPL mapping tool provided states that RPL will be permitted above 50 percent of the programme for applicants that hold a nursing degree. This doesn't meet the NMC requirement and may be confusing for international applicants, applicants with lapsed registration or applicants with conditions on their practice. (Condition one) (R1.6)

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

YES ☐ NO ☒

SPNP R1.5 is not met. It's not clear that if a student wished to transfer from the MSci to the BSc (Hons) programme that their RPL claim would be reviewed and subsequently reduced to ensure it didn't exceed the maximum of 50 percent of the programme. The programme RPL process isn't sufficiently robust in this regard to meet SFNME R2.8. (Condition two)

SPNP R1.6 is not met. We found the information in the RPL mapping document isn't explicit regarding NMC registered nurses being able to claim more than 50 percent RPL. The information about the RPL process at programme level therefore isn't robust as required in SFNME R2.8 and must be amended to meet SPNP R1.6. (Condition one)

Outcome

Is the standard met? MET ☐ NOT MET ☒

SPNP R1.5 allows RPL claims of up to 50 percent of student's programme of study. Students have opportunity to transfer between MSci and BSc (Hons) programmes including in year three and year four. There's a risk that an MSci student with a successful 50 percent RPL claim transfers to year three of the BSc (Hons) programme and will have exceeded the RPL maximum allowance for that programme. (Condition two)

Condition two: Specify in the programme documentation the arrangements for MSci students who intend to transfer to the BSc (Hons) course that their original RPL claim will be reviewed as part of the transfer arrangements to determine the length of their programme. (SPNP R1.5, SFNME R2.8).

R1.5 specifies up to 50 percent RPL is allowed in the programme. The programme documentation refers to opportunities for students to transfer between MSci and BSc (Hons) programmes including in year three of both programmes and in year four of the MSci. The inherent public protection risks and complexities of this degree of flexibility between the programmes wasn't fully considered by the programme team leading to a condition being made. (Condition three)

Condition three: Remove reference in the documentation regarding opportunities to transfer between MSci and BSc (Hons) programmes in year three or four of the programme. (SPNP R 1.5)

R1.6 specifies that only NMC registered nurses can claim RPL of more than 50 percent of the programme. The programme RPL mapping tool provided doesn't make this explicit to ensure the RPL process is robust as required in SFNME R2.8. (Condition one)

Condition one: Amend the wording in the RPL mapping tool to ensure only current registered nurses can RPL more than 50 percent of the programme. (SPNP R1.6, SFNME R2.8)

Date: 28 June 2019

Post event review

Identify how the condition(s) is met:

Condition one:

Updated RPL mapping tools for year one and two of the programme now state that the maximum RPL claim is 50 percent, except for registered nurses who can claim more than 50 percent. Assurance is provided that the RPL process at programme level is clear and comprehensive and meets SPNP R1.6 and SFNME R2.8.

SPNP R1.6 and SFNME R2.8 are now met.

Evidence:

Revised RPL mapping tool for year one and year two, BSc (Hons) / MSci nursing programmes, undated.

Condition two:

An updated programme handbook and programme specification clearly state that RPL will be reviewed as part of any transfer arrangements between routes in the MSci and the BSc programme. Assurance is provided that the RPL process at programme level is clear and comprehensive and meets SPNP R1.5 and SFNME R2.8. SPNP R1.5 and SFNME R2.8 are now met.

Evidence:

Revised course specifications for MSci Nursing, 16 June 2019;

MSci nursing adult and learning disabilities (dual -learning disabilities and adult (dual award)),16 June 2019;

MSci nursing child and learning disabilities (dual -learning disabilities and child (dual award)),16 May 2019

MSci nursing adult and child (dual award), 16 May 2019

MSci nursing adult and mental health (dual award), 16 May 2019

MSci nursing mental health and child (dual award), 16 May 2019

MSci nursing mental health and learning disabilities (dual award), 16 May 2019

Revised course handbook for MSci nursing (dual award), undated

Condition three:

The programme handbook and programme specification no longer refer to opportunities to transfer between the MSci and BSc programmes in year three or four. Assurance is provided that the programme meets the requirements of SPNP R1.5, ensuring students failing the MSci programme are unable to transfer to the BSc programme and gain NMC registration. SPNP R1.5 is now met.

Evidence:

Revised course specifications for MSci nursing awards, 16 June 2019

MSci nursing adult and learning disabilities (dual - learning disabilities and adult (dual award), 16 June 2019

MSci nursing child and learning disabilities (dual - learning disabilities and child (dual award), 16 May 2019

MSci nursing adult and child (dual award), 16 May 2019

MSci nursing adult and mental health (dual award), 16 May 2019

MSci nursing mental health and child (dual award), 16 May 2019

MSci nursing mental health and learning disabilities (dual award), 16 May 2019

Revised course handbook for MSci nursing (dual award), undated

Date condition(s) met: 12 July 2019

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

SPNP R1.5 and SPNP R1.6 are met.

Assurance is provided that SFNME R2.8 is met.

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

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

Findings against the standard and requirements

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

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

YES ☒   NO ☐

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

YES ☒   **NO** ☐

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

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

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

MET ☒   **NOT MET** ☐

R2.4 is met. Documentary analysis and discussion with the programme team and PLPs at the approval visit provide assurance that the programme will support students in theory and practice to gain experience across the four fields of nursing practice.

Students complete field specific as well as generic and core modules within the programme. The modules have been mapped against the adult, mental health, children's and learning disabilities fields of nursing practice and associated health conditions. Clear reference is made within the module specifications to care across the lifespan, to ensure that all students develop knowledge of all fields of practice.

The programme team told us how learning activities in the core and field modules are being developed to ensure that students explore the different fields of nursing practice.

A hub and spoke practice learning allocation model will be used in the programme. All students are supported to gain experience across the four fields of nursing practice through these hub and spoke experiences which are recorded in the PAD and OAR. PLPs and the programme team confirmed that students are provided with advice regarding insight visits and opportunities for achieving a greater understanding of and exposure to the other fields of nursing practice other than their own chosen field(s).

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

MET ☒   **NOT MET** ☐

R2.5 is met. There's clear evidence in the course specifications and confirmed by the programme team and PLPs that the programme will prepare students to enter the register in their chosen field/s of nursing practice. Students complete field specific as well as generic core modules within the programme.

The MSci programmes leading to a dual-registration award comprising 6402 programme hours, equally spread across theory and practice learning experiences.

This number of learning hours is appropriate for registration in two fields of nursing practice, and study at academic level seven.

There's documentary evidence of comprehensive skills mapping incorporating annexes A and B of the Standards of proficiency for registered nurses. This mapping includes a skills passport for each field of nursing practice which is linked to the field specific modules. The passports clearly demonstrate how the skills are developed to a greater depth appropriate to the specific field 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 ☒   **NO** ☐

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

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

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

MET ☒   **NOT MET** ☐

R2.8 is met. Safeguarding, pharmacology, law, consent, medicines administration and optimisation are evident within the taught curriculum. These subjects are clearly applied to the field specific content in all programme variants.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.
There are appropriate module aims, descriptors and outcomes specified.

There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)   **MET** ☒   **NOT MET** ☐

R2.9 is met. The programme structures demonstrate an equal balance of theory and practice learning. The programme specifications and delivery planners provide sufficient detail to evidence the designated hours identified in the module descriptors and practice learning allocations. Module documentation identifies appropriate module aims descriptors and outcomes.

Students on the NDA route undertake the same modules as those students on the BSc programme, over a longer period of time of 48 months. Employers told us of their commitment to the NDA programme, their strategic involvement in the programme development.

A range of learning and teaching strategies are evidenced throughout the programme and these are appropriately detailed in the programme specification, programme handbook and module descriptors. Learning and teaching strategies include lectures, seminars, skills, simulation and virtual learning. Service users enthusiastically told us of their involvement in teaching and learning activities across the nursing programmes. This includes involvement early in the programme, such as freshers week and ongoing engagement throughout the programme. Service users told us that they are involved in developing the programmes and feel part of the BCU community.

The number of theory and practice hours have been clearly specified for each part of the programme providing assurance that the NMC and EU requirements will be achieved by the end point. At the approval visit the programme team and lead for practice learning described the mechanisms in place to ensure achievement of the required programme hours. This supports the documentary evidence reviewed. Programme hours for the BSc (Hons) and NDA programmes exceed the NMC minimum required, with 2400 hours of theory and 2400 hours of practice required. Simulation is not counted as theory hours. The MSci programmes leading to a dual-registration award comprise 6402 programme hours, equally spread across theory and practice learning experiences. This is appropriate for registration in two fields of nursing practice, and study at academic level seven. Employers at the approval visit confirmed that students on the NDA programme would have the protected learning time required to engage with the programme.

The proficiencies, skills and procedures are assessed in practice using the MYEPAD. There's a practice learning experiences allocation model that varies by field of practice and provides assurance that through the delivery of the programme, each student will demonstrate achievement of the designated hours.

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

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

                              YES ☐   **NO** ☐ **N/A** ☒

The programme is delivered in England.

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

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

  YES ☒ **NO** ☐

- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13) **YES** ☒ **NO** ☐

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

  YES ☐ **NO** ☒

The programme doesn't include registration in another profession.

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

Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ relevant to curricula and assessment are met **YES** ☒ **NO** ☐

Outcome

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

Date: 28 June 2019

Standard 3: Practice learning

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

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

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

R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set

out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration

nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

Findings against the standard and requirements

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

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

<div align="center">

MET ☒   NOT MET ☐

</div>

R3.1 is met. Documentary evidence and findings at the approval visit provide assurance that students are able to experience a range of practice learning opportunities to enable them to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care to a diverse range of people. These findings include evidence of field specific experiences across the four fields of nursing practice.

Findings at the approval visit provided assurance that students will be allocated to appropriate practice learning experiences of sufficient length and breadth according to their field of practice. PLPs and the programme team provided examples of how the hub and spoke allocation model promotes the use of a diverse range of learning opportunities. They told us students are able to follow the patient/service user journey across different care settings and services. Students have one placement in another field of nursing practice and spoke experiences

combined with opportunistic learning experiences in other fields of nursing practice. This is aimed at ensuring students gain experience in caring for a diverse range of people.

The programme team and PLPs told us they will work with individual students to help them tailor their own practice experiences including opportunistic learning experiences to enable them to meet the Standards of proficiency for registered nurses.

Individual placement profiles and educational audits detail the learning opportunities in each practice learning environment. The PLPs we met told us how they work collaboratively with the programme team to ensure that students practice learning experiences will be safe and effective.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences (R3.2)

MET ☒   NOT MET ☐

R3.2 is met. The hub and spoke placement allocation model is designed to ensure students are allocated to a variety of practice learning experiences to meet the holistic needs of people of all ages.

Students are allocated to practice learning environments according to the experiences required to meet the Standards of proficiency for registered nurses. Achievement of the proficiencies is monitored through the MYEPAD and OAR. These processes were confirmed by the programme team, practice supervisors and assessors and the PLPs we met.

There are consistent and appropriate processes for assessing, monitoring and evaluating the quality and standard of the practice learning environments used within the programme. These include educational audit of each practice learning environment and structured student evaluation following practice learning experiences. Both students and PLPs confirmed that there are arrangements in place for student evaluation of practice learning. PLPs confirmed that BCU regularly feedback student evaluations through their strategic meetings.

BCU work in partnership with PLPs to ensure that the number of students allocated to an area corresponds with audited numbers and current capacity. The programme team and PLPs told us that they consider the appropriateness of students being allocated to an area when external evaluations raise concerns about aspects of a service. This includes the findings of CQC quality reports.

BCU provided comprehensive action plans developed in partnership with the PLPs in response to issues and concerns raised by the CQC. This collaboration ensures that action plans are well communicated and implemented to manage and mitigate the risks to practice learning and the student experience.

Two PLPs with CQC quality reports with overall 'required improvement' outcomes Birmingham Women's NHS Foundation Trust and Sandwell and West Birmingham Hospitals NHS Trust have worked collaboratively with BCU to assure the quality of

the practice learning for students. In both cases feedback from students and evidence from educational audits had been used to determine the ongoing suitability of the practice learning environments in these organisations.

Clear documentary evidence has been provided to ensure that students are aware of how to raise or escalate concerns regarding any aspect of their practice learning experiences. This process was confirmed by the programme team, practice supervisors and assessors, and PLPs. The NDA student handbook states that the university fitness to practise procedure and raising and escalating concerns process would be used if there are concerns about a student's conduct. The NDA student handbook also specifies that as an employee, students will be required to adhere to their employers' policy and guidance regarding disciplinary and capability issues. It also makes clear and that the university works in partnership with employers to ensure public safety. Employers we met confirmed these arrangements for the NDA programme.

- 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)

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

R3.3 is met. Achievement of the communication and relationship management skills and nursing procedures detailed in annexes A and B of the Standards of proficiency for registered nurses is evidenced through the MYEPAD and skills passport.

These skills and procedures will be met within the student's own field of practice or in dual fields for MSci students. This is clearly identified and described within the programme specification. The skills passports demonstrates how the skills are developed to a greater depth appropriate to the specific field of nursing practice.

The PLPs we met told us that they are currently reviewing relevant policies within their organisation to include the student's role. This is to support the development of the annex A and B skills and procedures which have previously not been part of students practice learning experiences.

- 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)

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

R3.4 is met. Documentary analysis and evidence at the approval event confirm that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Examples

include cross-field simulations, specific learning disability simulations for all fields and the virtual case creator for online simulation.

The programme team have detailed plans in place for using simulation to enhance the student learning experience and promote safe and effective care.

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

MET ☒   **NOT MET** ☐

R3.5 is met. We are assured that there's a clear process in place to ensure that students' individual needs and circumstances are accounted for within practice learning allocations. PLPs told us that communication about a student's individual needs is good as long as students consent to sharing this information. PLPs assured us that they have supported students with a range of needs including dyslexia and physical disability. Student representatives from all four fields of nursing practice told us about different support strategies used within the university to make reasonable adjustments in accordance with individual needs. This includes support from the university disability team, access to a dyslexia tutor, a disability ambassador and a specific academic role within the school.

In addition, there's clear signposting for students in the programme handbook to the range of supportive services available.

NDA students are entitled to the same high level of student support as other students, and the employers confirmed their intentions to work in partnership with BCU to ensure that learner needs are continuously met.

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

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

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

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Outcome

Is the standard met?	MET ☒	NOT MET ☐

Date: 28 June 2019

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET ☒   **NOT MET** ☐

R4.1 is met. The documentary analysis and findings at the approval visit provides assurance that the programme team, in collaboration with PLPs, will ensure that student support, supervision, learning and assessment complies with the Standards framework for nursing and midwifery education.

Documentary evidence confirms students are supported by appropriately qualified and experienced academic staff. We found that academic staff and prospective practice assessors and practice supervisors are being prepared for their new roles in supporting, supervising and assessing students. Link lecturers allocated to practice learning environments liaise with practice educators and provide support to practice supervisors and practice assessors. Processes for raising concerns or complaints are evidenced in programme documentation and understood by students and PLPs we met. They also told us about how student evaluation and feedback of theory and practice learning is captured.

A service user policy supports service users and carers to engage with the programme delivery which was confirmed by the service users and carers we met.

The MYEPAD and associated guidance provides an objective approach to assessing students' practice learning and achievement of the Standards of proficiency for registered nurses.

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

MET ☐   **NOT MET** ☒

R4.2 is not met. The documentary analysis and findings at the approval visit provides assurance that there are processes in place to identify practice assessors and practice supervisors and prepare them for their role. There's documentary evidence of signed placement agreements.

PLPs told us that a strategic approach to implementation of the SSSA was undertaken in the Health Education England Birmingham and Solihull STP area. A placement planning committee between BCU and the other local AEI has a strategic oversight of placement capacity, training of practice supervisors and practice assessors and availability of these roles within practice areas.

PLPs told us that they have been involved in the development of the programme and explained how current mentors will undertake practice assessor or practice supervisor preparation and that this preparation of supervisors and assessors had already begun. The practice representatives told us that they have appropriate systems in place to monitor and assure capacity for practice supervision and assessment. PLPs told us of their progress in expanding the number of practice supervisors who are registrants from other disciplines who will be able to access the same preparation training for supervisors.

The programme team confirmed that the allocation of practice supervisors and practice assessors to students would take place locally and that a register would be kept to ensure compliance with the SSSA requirement for preparation and updating.

Existing mentors that we met are aware of the new roles and associated responsibilities of the practice supervisor and practice assessor. PLP managers told us how they facilitate support for existing mentors and for forthcoming practice supervisors and practice assessors by ensuring time for the roles and access to update training.

Academic staff confirmed there's an academic assessor policy which outlines the approach to training academic assessors with the least experienced receiving 10 hours of training and the most experienced receiving three hours of training. The policy also outlines the process for allocating academic assessors and ensures academic assessors are not allocated to the same student in two successive part of the programme. We were told by the academic team that a team-based approach ensures appropriate field specific allocation of academic assessors to student on dual award programmes. The allocation of practice supervisors, practice assessors and academic assessors is the same for the NDA programme.

PLPs reported plans to up skill their own staff and amend internal policies to facilitate student learning across the range of skills and procedures in annexes A and B of the Standards of proficiency for registered nurses.

Students on the current programme will be transferring to the SSSA. However, the practice assessment documents for all stages of the current programme and fields of practice have not been submitted for review in readiness for the transfer. (Condition five)

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

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

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

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

MET ☒   **NOT MET** ☐

R4.4 is met. There's clear mapping of formative and summative assessments in theory and practice through the programme. The assessment process provides feedback and feed forward to students on their performance and achievement.

Students we met confirmed that they also receive feedback from service users and carers, peers and other health and social care professionals as part of practice learning and assessment. Personal tutors also provide feedback and support. Students told us they value feedback which helps them to improve and develop.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

MET ☒   **NOT MET** ☐

R4.5 is met. There's documentary evidence of mapping of the Standards of proficiency for registered nurses including the skills and procedures in annexes A and B against each of the fields of nursing practice. Mapping of programme and module outcomes are also clearly evidenced.

An overview of practice learning allocations for each of the specific fields provides evidence that students will experience an appropriate range of care settings in their chosen field of nursing practice. This range of practice learning experience will enable students to achieve the proficiencies and programme outcomes.

Students undertaking the NDA programme have a base placement allocated by their employer, which relates to the students chosen field of practice. This base placement is also the final placement. The remainder of the practice learning experiences for NDA students are in a variety of settings and are arranged by the university. This ensures the student fulfils all the requirements of the course including exposure to all four fields of nursing and also a range of care settings.

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

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

YES ☒   **NO** ☐

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

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

  YES ☐ **NO** ☒

R4.8 is not met. Documentation describes conditions under which a student on the dual award MSci programme which leads to registration in two fields of nursing practice can exit the programme with a BSc (Hons) in one field of nursing. This was explored at the approval visit but we weren't assured that the conditions under which students following this dual award programme could be assessed as proficient to safely enter the register in one named field of nursing practice. (Condition five)

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

  YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐

- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11) **YES** ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome

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

R4.2 is not met. R4.2 requires that the support, supervision and assessment of students complies with the SSSA. Student cohorts on the current programme will be transferred to the SSSA. However, we cannot be assured of SSSA compliance

for these students as the practice assessment documents for all stages of the current programme and fields of practice have not been submitted for review. (Condition five)

Condition five: Submit SSSA compliant practice assessment documents and ongoing achievement records for all fields of nursing practice to enable transfer of the current students to the NMC SSSA. (SPNP R4.2)

R4.8 is not met. R4.8 requires that students are assessed to confirm proficiency in preparation for professional practice as a registered nurse. MSci students on the dual award programme could fail or potentially fail to achieve in one of their two chosen fields of nursing practice and exit the programme with a BSc and register in their remaining chosen field. It isn't clear from the documentary evidence and findings at the approval visit how proficiency in a single field in this instance can be assured. (Condition four)

Condition four: Remove reference to the exit award with registration in a single field from the MSci documentation. (SPNP R4.8)

Date: 28 June 2019

Post event review

Identify how the condition(s) is met:

Condition four:

The amended MSci programme specification and course handbook no longer refers to an exit award with single registration and clearly states that interim awards do not allow for application to the NMC for registration. Assurance is provided that exit awards with single registration are not available to students who fail a component of the programme which meets SPNP R4.8. SPNP R4.8 is now met.

Evidence:

Revised course specifications for MSci Nursing, 16 June 2019;

MSci nursing adult and learning disabilities (dual-learning disabilities and adult (dual award)), 16 June 2019;

MSci nursing child and learning disabilities (dual-learning disabilities and child (dual award)), 16 May 2019

MSci nursing adult and child (dual award), 16 May 2019

MSci nursing adult and mental health (dual award), 16 May 2019

MSci nursing mental health and child (dual award), 16 May 2019

MSci nursing mental health and learning disabilities (dual award), 16 May 2019

Revised course handbook for MSci nursing (dual award), undated

Condition five: Updated practice assessment documents and ongoing achievement records for existing students transferring to the SSSA for all four fields of nursing are now compliant with the SSSA. Assurance is provided that practice documentation reflects the SSSA in readiness for students transferring. This meets SPNP R4.2. SPNP 4.2 is now met.

Evidence:

Revised practice assessment documents for students transferring to the SSSA as follows;

Adult field: 2.1; 2.2; 3.1; 3.2. version 16, 16 June 2019

Child field: 2.1; 2.2; 3.1; 3.2. version 16, dated 1 July 2019

Mental Health field: 2.1; 2.2; 3.1; 3.2. version 16, 1 July 2019

Learning Disability field: 2.1; 2.2; 3.1; 3.2. version 16,1 July 2019

Ongoing achievement record revised for students transferring to the SSSA, undated

Date condition(s) met: 12 July 2019

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

SPNP R4.4 and R4.8 are met.

Standard 5: Qualification to be awarded

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

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

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

Findings against the standards and requirements

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

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

<div align="right">

YES ☒   **NO** ☐

</div>

- Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute

have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

YES ☒ **NO** ☐

Fall Back Award

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

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

YES ☐ **NO** ☒ **N/A** ☐

The dual field MSci programme specification details a fall-back exit award of BSc (Hons) with registration in a single field of nursing. The documentation and programme team weren't able to provide full assurance or clear mapping that this would enable students to safely enter the register in one named field of practice.

Condition four: Remove reference to the exit award with registration in a single field from the MSci documentation (R4.8).

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

YES ☒ **NO** ☐

Outcome

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

The dual field MSci programme specification details a fall-back exit award of BSc (Hons) with registration in a single field of nursing. The documentation and programme team weren't able to provide full assurance or clear mapping that this would enable students to safely enter the register in one named field of practice.

Condition four: Remove reference to the exit award with registration in a single field from the MSci documentation (R4.8).

Date: 28 June 2019

Post event review

Identify how the condition(s) is met:

NMC condition four: Remove reference to the exit award with registration in a single field from the MSci documentation (SPNP R4.8). The programme team provided an updated programme specification which evidences the changes required to meet condition four. The MSci programme specification no longer refers to an exit award with single registration and clearly states: 'These interim awards do not allow for application to the NMC for registration.' Assurance is provided that exit awards with single registration are not available to students who

fail a component of the programme and meets SPNP R4.8. SPNP R4.8 is now met.

Evidence:

Revised course specifications for MSci Nursing dated 16 June 2019:

MSci nursing adult and learning disabilities (dual - learning disabilities and adult (dual award)

MSci nursing child and learning disabilities (dual - learning disabilities and child (dual award)

MSci nursing adult and child (dual award)

MSci nursing adult and mental health (dual award)

MSci nursing mental health and child (dual award)

MSci nursing mental health and learning disabilities (dual award)

Revised course handbook for MSci nursing (dual award), undated

Date condition(s) met: 29 July 2019

Revised outcome after condition(s) met:	**MET** ☒	**NOT MET** ☐
SFNME R2.11 and R2.20 are met. Assurance is provided that SFNME R2.11 and R2.20 are met.		

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☐	☒
Practice assessment documentation	☒	☐

Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☐	☒
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s)	☒	☐
Curricula vitae for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐
List additional documentation: Updated 29 July 2019 Revised RPL mapping tool for year one and year two BSc (Hons) / MSci, undated		

Revised course specifications for MSci Nursing, 16 June 2019;

MSci nursing adult and learning disabilities (dual-learning disabilities and adult (dual award)), 16 June 2019;

MSci nursing child and learning disabilities (dual-learning disabilities and child (dual award)), 16 May 2019

MSci nursing adult and child (dual award), 16 May 2019

MSci nursing adult and mental health (dual award), 16 May 2019

MSci nursing mental health and child (dual award), 16 May 2019

MSci nursing mental health and learning disabilities (dual award), 16 May 2019

Revised course specifications for BSc (Hons) nursing degree apprenticeship dated 23 April 2019:

BSc (Hons) nursing (adult) nursing degree apprenticeship

BSc (Hons) nursing (child) nursing degree apprenticeship

BSc (Hons) nursing (learning disabilities) nursing degree apprenticeship

BSc (Hons) nursing (mental health) nursing degree apprenticeship

Revised course handbook for MSci nursing (dual award), undated

Revised course handbook for BSc (Hons) nursing degree apprenticeship, undated

Revised practice assessment documents for students transferring to the SSSA as follows;

Adult field: 2.1; 2.2; 3.1; 3.2. version 16, 16 June 2019

Child field: 2.1; 2.2; 3.1; 3.2. version 16, dated 1 July 2019

Mental Health field: 2.1; 2.2; 3.1; 3.2. version 16, 1 July 2019

Learning Disability field: 2.1; 2.2; 3.1; 3.2. version 16, 1 July 2019

Ongoing achievement record revised for students transferring to the SSSA, undated

BCU approved, signed and dated derogation request form, 2 May 2019

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

Student university handbook - key information is included within the programme handbook for students to access.

There isn't a separate practice learning handbook for practice supervisors and assessors specific to the programme. This information is integrated into a single practice learning handbook document.

Additional comments:

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Two first year students, BSc (Hons) nursing, mental health One first year student, BSc (Hons) nursing, learning disabilities One second year student, BSc (Hons) nursing, child Three second year students, BSc (Hons) nursing, adult One third year student, BSc (Hons) nursing, learning disabilities Three third year students, BSc (Hons) nursing, adult		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒

Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒

If yes, state where visited/findings:

System regulator reports reviewed for practice learning partners	☒	☐

If yes, system regulator reports list

CQC quality report Birmingham Children's Hospital NHS Foundation Trust, 21 February 2017

CQC quality report Birmingham Women's NHS Foundation Trust, dated 2 November 2016

CQC quality report Coventry and Warwickshire Partnership NHS Trust, 21 December 2018

CQC quality report Heart of England NHS Foundation Trust, 2 August 2017

CQC quality report Sandwell and West Birmingham Hospitals NHS Trust, 5 April 2019

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

BCU is an existing provider of pre-registration nursing programmes. There was no requirement to visit facilities or practice learning environments as part of this approval.

Additional comments:

error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record			
Final Report			
Author:	David Clarke	Date:	24 July 2019
Checked by:	Bernie Wallis	Date:	1 August 2019
Approved by:	Helen Shapcott	Date:	27 August 2019
Submitted by:	Lucy Percival	Date:	27 August 2019