

Programme approval visit report

Section one

Programme provider name:	Buckinghamshire New University
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>West Middlesex University Hospital NHS Trust Chelsea and Westminster Hospital NHS Foundation Trust Atfield House Care Home St Marys Nursing Home Hazlemere Lodge Care Home St Vincents Nursing Home Bishops Wood Hospital Michael Sobell House Hospice Elliot Hall GP Surgery Enderley Medical Practice Hayes Medical Centre High Street Yiewsley GP Surgery Oaklands Medical Centre St. Peters GP Surgery The Green GP Surgery The Mountwood Surgery The Warren GP Surgery Willowtree GP Surgery Wood Lane Medical Centre Imperial College Healthcare NHS Trust Oxford Health NHS Foundation Trust Central and North West London NHS Foundation Trust Central Surrey Health Central London Community Healthcare NHS Trust Hounslow and Richmond Community Healthcare NHS Trust Rennie Grove Hospice BUPA Cromwell Hospital Bowden House Clinic Ealing Hospital NHS Trust West London NHS Trust Frimley Health NHS Foundation Trust Aksyr Medical Practice and Freuchen Medical Centre Royal Brompton and Harefield NHS Foundation Trust Buckinghamshire Healthcare NHS Trust Hillingdon Hospital NHS Foundation Trust</p>

	<p>Central Uxbridge GP Surgery HCA Harley Street Ramsey Healthcare Group Huntercombe Hospital The Priory Group Epilepsy Society John Chilton School Mitlon Keynes Hospital NHS Foundation Trust Mount Vernon Independents London North West University Healthcare NHS Trust North West London Hospitals NHS Trust Avondale Care Home - Part of Porthaven Princess Margaret Hospital Central and NW London NHS Foundation Trust (CNWL) Shelburne Hospital Maryville Care Home Karuna Manor Nursing Home Victoria Care Centre Nursing Home Spire Bushey Hospital Spire Healthcare Royal National Orthopaedic Hospital NHS Trust The Riverside Hospital The Royal Brompton and Harefield NHS Foundation Trust</p>
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Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: BSc (Hons) Nursing (Adult)
Programme start date: 9 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)
Programme start date: 9 September 2020

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

Programme: Pre-registration nursing - Learning Disabilities
Title of programme: BSc (Hons) Nursing (Learning Disabilities)
Programme start date: 9 September 2020

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

Programme: Pre-registration nursing - Child
Title of programme: BSc (Hons) Nursing (Child)
Programme start date: 9 September 2020

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

Programme: Nursing Degree Apprenticeship route - Adult
Title of programme: BSc (Hon) Nursing (Adult) Apprenticeship
Programme start date: 9 September 2020

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

Programme: Nursing Degree Apprenticeship route - Mental Health
Title of programme: BSc (Hons) Nursing (Mental Health) Apprenticeship
Programme start date: 9 September 2020

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

Programme: Nursing Degree Apprenticeship route - Learning Disabilities
Title of programme: BSc (Hons) Nursing (Learning Disabilities) Apprenticeship
Programme start date: 9 September 2020

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

Programme: Nursing Degree Apprenticeship route - Child
Title of programme: BSc (Hons) Nursing (Child) Apprenticeship

Programme start date: 9 September 2020

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

Date of approval

16 October 2019

QA visitor(s):

Registrant Visitor: Jo Benn
Lay Visitor: Denise Baker

Section two

Summary of review and findings

Buckinghamshire New University (BNU), (the university) is an NMC approved education institution (AEI) and has seven schools. The school of nursing and allied health delivers nursing programmes across three academic sites at Uxbridge, High Wycombe and Aylesbury and two learning hubs at Milton Keynes University Hospital and Oxford Healthcare.

The university seeks approval for a three year pre-registration nursing programme, BSc (Hons) nursing (adult, mental health, child and learning disabilities fields of nursing practice) and apprenticeship routes; BSc (Hons) nursing apprenticeship, (adult, child, mental health and learning disabilities fields of nursing practice). The learning disabilities field of practice is a new addition to the pre-registration programme at the university. The pre-registration nursing programme is delivered across the three campuses and two learning hubs with comparable resources to ensure equitable delivery of the programme.

The proposed programme is mapped against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and the Standards of proficiency for registered nurses (NMC, 2018).

The programme documentation and approval process confirm there is evidence of robust and collaborative partnership working between the university and its stakeholders. There is strong support and enthusiasm from practice learning partners (PLPs) and employers for the approval of the programme. The service users representing adult, mental health and child fields of practice confirm that their voice is heard, they are well supported and included in all aspects of programme development, delivery, evaluation and co-production. Carers representing the learning disabilities field of practice confirmed some involvement in programme development however there has been no involvement of service users.

The university works collaboratively with PLPs to address any concerns raised by individuals or from the Care Quality Commission (CQC) quality reviews. Action plans are in place to address areas of concern and where necessary, students are removed from practice learning areas. Exceptional reporting processes could be further enhanced to ensure transparency.

The university is a member of the Pan London practice learning group and works in partnership with other AEIs to develop, maintain and evaluate the Pan London ongoing achievement record (OAR) and the practice assessment documentation (PAD). PLPs and students tell us there is a diverse range of practice learning experiences that enable students to meet the programme learning outcomes and the Standards of proficiency for registered nurses across the lifespan including the

specific EU directive 2005/36/EC for adult field of practice students.

Employers supporting the apprenticeship route are: West London NHS Trust (mental health); Central and North West London (CNWL) (mental health and adult); Buckinghamshire Healthcare NHS Trust; Avondale Care Homes (adult); Central Surrey health (adult and child); Chelsea and Westminster Hospital NHS Foundation Trust (adult); The Priory Hospital (mental health); and, Imperial College Healthcare NHS Trust.

Visits to practice learning placements for students on the proposed learning disabilities field confirm positive person-centred learning opportunities are available. PLPs have variable understanding of the specifics of the proposed programme and the consultant nurse had contributed to the development through written feedback. PLPs tell us they are excited about the programme and motivated to support students. Positive role modelling and innovative practice are evident as is an understanding of the roles of supervision and assessment in practice.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level as conditions are applied.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval subject to five conditions. There are two recommendations.

Updated 4 December 2019

The programme team submitted revised programme documentation which provides comprehensive evidence that meets the five conditions.

The SFNME (NMC, 2018) are now met at programme level. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
	Effective partnership working: collaboration, culture, communication and resources:

<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Condition three: Clearly articulate the interprofessional learning opportunities for campus learning. (SFNME R1.13; SPNP R2.1)</p> <p>Condition four: Provide an implementation plan to demonstrate how service users and carers will contribute to the development, delivery, evaluation and co-production of the learning disabilities field of the pre-registration nursing programme. (SFNME R1.12; SPNP R2.1)</p> <p>Condition five: Provide a detailed plan of the academic resourcing for the learning disabilities field to support students and an increase in future student numbers. (SFNME R2.14; SPNP R2.1)</p> <p>Selection, admission and progression:</p> <p>Condition two: Clearly articulate the recognition of the prior learning (RPL) process to ensure applicants meet the field specific requirements. (SFNME R2.8; SPNP R1.5)</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>Condition one: Clearly articulate the theory and practice hours of the nursing degree apprenticeship route from the student journey perspective. (SFNME R5.1; SPNP R2.9)</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>
<p>Date condition(s) to be met:</p>	<p>25 November 2019</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider the development of the practice supervisor role for other registered health and social care professionals. (SFNME R5.14; SPNP R4.2)</p> <p>Recommendation two: Consider the enhancement of the exceptional reporting process. (SFNME R2.12; SPNP R3.2)</p>

**Focused areas for future
monitoring:**

The student's understanding of the study hours in theory and practice.

The students experience of learning with, from and about other professions during campus learning.

The implementation of the action plan addressing the resources for support of students in the learning disabilities field.

Service users' who have a learning disability experience of inclusion in programme development, delivery, evaluation and co-production.

The implementation and effectiveness of RPL process.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team have reviewed and revised the programme hours for the BSc (Hons) nursing (adult, mental health, child and learning disabilities fields of nursing practice) and apprenticeship routes; BSc (Hons) nursing apprenticeship, (adult, child, mental health and learning disabilities fields of nursing practice). Condition one is now met.

The programme team provided a clear narrative detailing the RPL processes which includes a series of comprehensive maps to ensure applicants meet the field specific requirements. Condition two is now met.

A plan for the delivery of interprofessional learning on campus is presented which meets the requirements of condition three.

The programme team provided a detailed plan of how service users with learning disabilities will contribute to the development, delivery, evaluation and co-production of the learning disabilities field of the pre-registration nursing programme. Condition four is now met.

The programme team presented a comprehensive staffing resource plan for the learning disabilities field of practice to support planned student numbers and an increase in future student numbers. Condition five is now met.

AEI Observations	Observations have been made by the education institution Yes
Summary of observations made, if applicable	The university confirms the report is accurate and representative of the approval event.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	4 December 2019

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for pre-registration nursing programmes (NMC, 2018)

Future nurse: Standards of proficiency for registered nurses (NMC, 2018)

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

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses and midwives

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

R2.5 adopt a partnership approach with shared responsibility for theory and

practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

registered individuals, and other students as appropriate Standard 2:

Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary review and discussions at the approval visit confirm that the learning culture is one of effective partnership working between the university, PLPs, apprentice employers, service users and students.

The partnership with the PLPs is one of mutual respect and is cohesive and constructive in nature. Robust partnership systems and processes are in place at strategic and operational levels to ensure development, delivery and review of the programme meet the SPNP and the Standards of proficiency for registered nurses (NMC, 2018). The partners work proactively to ensure effective planning of practice learning experiences to ensure safe and effective allocation of students. This planning process ensures students gain experience in alternate fields of nursing practice and holistic care across the life span. BNU and PLPs work effectively to address escalated concerns and action plan for improvements against findings of the CQC quality reviews.

Collaborative relationships are demonstrated through the introduction of the new

supervision and assessment roles to meet the SSSA (NMC, 2018) which are in the early stages of introduction for BNU. PLPs tell us that other registered health and social care professionals are motivated to engage in the supervision of students, their preparation for this role could be enhanced. (Recommendation one). (SFNME R5.14; SPNP R4.2)

There is clear understanding by the programme team, PLPs and service users of the roles in supervising and assessing the students to meet the SSSA. The university have adopted a 'joint' arrangement for the academic assessor. There is a placement link tutor in place who will act as a go-between between the practice assessor and the academic assessor. One partner reported no contact from the university despite trying to contact them several times about the new programme, however others present confirm they have effective communications and value the relationship and support received from BNU academic staff.

BNU works with the employers supporting the proposed nurse degree apprenticeship (NDA) students to ensure a cohesive student experience. A partnership approach is adopted to recruitment processes, fitness to practise processes and making reasonable adjustment to ensure student progression. BNU and associated PLPs work collaboratively with other AELs to maintain the quality governance of practice learning environments. There are shared educational audits and the preparation for SSSA roles is facilitated in partnership.

Documentary evidence confirms there is a service user strategy and implementation plan in place. The service users tell us they are well supported by the university and work in partnership to develop, deliver, evaluate and co-produce the proposed programme. They feel their contributions are well received and they highly value the support they receive from the programme team. They are well prepared for and participate in a range of taught sessions including simulation and have access to debriefing support. They tell us they enjoy having contact with the students offering feedback for their future development. The service users tell us the students are respectful and give them positive feedback. The learning disabilities field of nursing is a new addition to the pre-registration programme. We found PLPs and some carers are involved in the development of the learning disabilities field however clients with a learning disability have not had the opportunity to review the programme. (Condition four) (SFNME R1.12; SPNP R2.1)

Students tell us they highly value their experience at the university. They feel well supported through a range of university support mechanisms, such as the disabilities services. They tell us the programme team provide effective support and guidance. Students are empowered through access to a wide range of practice learning environments and learning opportunities in the university to meet the holistic needs of individuals across the lifespan. There is a diverse approach to learning and teaching strategies and simulated learning is well structured and involves service users in the training and assessment of students. The students and PLPs tell us there are a lot of opportunities for interprofessional learning in

practice learning areas. However, the programme team are unable to tell us what specific interprofessional learning opportunities are available in the university that enable students to learn with, from and about each other. (Condition three) (SFNME R1.13 and SPNP R2.1)

Students tell us they receive constructive feedback on their theoretical and practice assessments. This feedback promotes continuous improvement strengthening the links between theory and practice. They tell us they have the opportunity to continuously evaluate the programme and are involved in the development of the proposed programme. The students feel their views are respected and their voice is heard.

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

Not Met

Students and PLPs tell us there is a wide range of interprofessional learning (IPL) opportunities available for students in practice learning areas. The programme team are unable to tell us what specific IPL takes place in the university. This is also evident in the documentation submitted for review (Condition three) (SFNME R1.13; SPNP R2.1)

The programme team and service users tell us that clients with learning disabilities have not been included in the development of the proposed programme. This is also evident in the documentation submitted for review. (Condition four) (SFNME R1.12; SPNP R2.1)

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

The programme team and PLPs tell us there are opportunities for IPL in the practice learning environments. However, the programme team are unable to tell us what specific IPL takes place in the university for students to learn with, from

and about each other. (Condition three)

Condition three: Clearly articulate the IPL opportunities for campus learning. (SFNME R1.13; SPNP R2.1)

During the visits to practice learning environments and discussion with the programme team and service users we were told that clients with learning disabilities have not been included in the development of the proposed programme. (Condition four)

Condition four: Provide an implementation plan to demonstrate how service users and carers will contribute to the development, delivery, evaluation and co-production of the learning disabilities field of the pre-registration nursing programme. (SFNME R1.12; SPNP R2.1)

Post Event Review

Identify how the condition is met:

Condition three: The programme team presented a plan for the delivery of IPL on campus. Year one of the programme will focus on exposure to IPL, safeguarding and dementia. Year two focus is on immersion where students attend workshops addressing critical incidents. Year three focus is on mastery where students will attend an IPL conference, expert panel question and answer and a workshop exploring group practice forums.

Condition three is now met. SFNME R1.13 and SPNP R2.1 are now met.

Evidence:

BNU IPL opportunities on campus, 21 November 2019

Condition four: The programme team provided a detailed plan of how service users with learning disabilities will contribute to and influence the programme. Service users will be safeguarded through an initial selection process to ensure their needs are met and this will be constantly reviewed. A map of the student journey is cross referenced to the input from service users and a detailed plan for implementation is provided from November 2019 until July 2021.

Condition four is now met. SFNME R1.12 and SPNP R2.1 are now met.

Evidence:

BNU learning disabilities service users implementation plan, 21 November 2019

Date condition(s) met: 4 December 2019

Revised outcome after condition(s) met:

Met

Condition three is met. SPNP R 2.1 is met.
Assurance is provided that SFNME R1.13 is met.

Condition four is met. SPNP R2.1 is met.
Assurance is provided that SFNME R1.12 is met.

Student journey through the programme

Standard 1. Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

R1.3 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)

Not Met

R1.5 is not met. Documentary analysis and discussion with the programme team confirms a plan for a RPL mapping process and transition module to allow students to enter the programme at the beginning of year three. The programme structure has a 60 credit, year long module in each year. This means that there is no natural 18-month entry point to the programme. There are robust university processes in place to consider and approve RPL. There is a named academic who has responsibility for ensuring the integrity of this process. However, the programme team are not able to articulate the RPL process, for candidates holding a nursing associate qualification or an assistant practitioner qualification which would lead to entry at the beginning of year two of the proposed programme.

The university is seeking approval for a 'transition' module which allows qualified nursing associates to study a 60 credit, six month module which would then allow entry to the third year of the programme. It's not clear from our discussions how the field specific modules would or could be accredited, and there is a lack of appreciation that this model would see students having 66 percent RPL rather than 50 percent. Clear articulation of the RPL process is needed. (Condition two) (SFNME R2.8; SPNP R1.5)

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

R1.6 is met. Documentary evidence and discussion confirms there are robust university RPL processes. Individual registered nurses present evidence of their registration for mapping to the proposed programme learning outcomes and the Standards of proficiency for registered nurses. A named academic staff member assures the integrity of the RPL processes. BNU allows up to 240 credits RPL for an ordinary degree, registered nurses may claim up to 66 percent of the total programme credit.

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. Numeracy, literacy, digital and technological literacy are transparent from recruitment to completion of the programme. Students self assess their abilities and skills for digital and technological skills and numeracy and literacy are tested at the recruitment events. The ability to write in English is evident from the application form and there is a 30 question numeracy exam. Students perform a self assessment of digital and technological literacy. Development of skills is tracked through the programme learning outcomes, content and assessments. The learning and teaching strategy aims to incorporate interactive modes of delivery in both classroom and simulation settings aimed at enhancing digital and technological literacy. Literacy and numeracy are summatively assessed in each year of the programme. Students have access to robust support services including SN@P an online competency testing and learning resource for numeracy and literacy, online support services, and a dedicated lecturer to support the development of professional and ethical social media participation. Students who encounter difficulties with literacy and numeracy can access the wider university support services and may ask for one to one development sessions. The Standards of proficiency for registered nurses are assessed in practice using the Pan London OAR and PAD. Students tell us the support mechanisms available are accessible and highly valued.

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

There are comprehensive transfer maps and timelines in place to support students transfer to the proposed programme. There is evidence of mapping of module level outcomes which in turn map to the programme level outcomes. The Standards of proficiency for registered nurses are mapped to the proposed Pan London PAD. The programme team confirm that current year one and two students will transfer to the SPNP (NMC, 2018) irrespective of their route. Students are able to articulate the arrangements for transfer both onto the new

programme and also to the SSSA. The third year students express some disappointment at not transferring to the new standards however they tell us effective support is in place from the university. PLPs and employers are identifying mechanisms to address any perceived skills deficits.

Preparation for the new SSSA roles has commenced and is facilitated in partnership with PLPs and other AEs whose students access the same practice learning environments. The programme team and PLPs confirm that resources are in place for the implementation of the SSSA.

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

There are robust university processes in place to consider and approve RPL. Individual applicants present evidence of their experience and registration mapped to the Standards of proficiency for registered nurses and the programme outcomes. There is a named academic responsible for the integrity of the RPL process.

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

No

Selection and admission processes are open, fair and transparent with active intent to recruit from under represented groups. Processes adopt a partnership approach with attendance of appropriately prepared PLPs and service users at all recruitment events. However, a review of programme documentation and discussion with the programme team confirms the intention to do a mapping process and provide a transition module which would allow nursing associates to enter the programme at the beginning of year three. This exceeds the 50 percent RPL requirements of the programme. The team provided a map of the learning outcomes for the pre-registration nursing associate programme against the proposed pre-registration programme. The programme team are not able to clearly tell us how they map the nursing associate programme, which is a generic role, to the field specific requirements of year one and two of the proposed programme. (Condition two) (SFNME R2.8; SPNP R1.5)

Outcome

Is the standard met?

Not Met

A review of programme documentation and discussion with the programme team confirms the intention to do a mapping process and provide a transition module which would allow nursing associates to enter the programme at the beginning of year three. This exceeds the RPL 50 percent of the programme. The team provided a map of the learning outcomes for the nursing associate programme against the proposed pre-registration programme. The programme team are not able to clearly tell us how they map the nursing associate programme, which is a generic role, to the field specific requirements of year one and two of the proposed programme. (Condition two)

Condition two: Clearly articulate the RPL process to ensure applicants meet the field specific requirements. (SFNME R2.8; SPNP R1.5)

Date: 17 October 2019

Post Event Review

Identify how the condition is met:

Condition two: The programme team presented a clear narrative detailing the RPL processes which includes a series of comprehensive maps to ensure applicants meet the field specific requirements. Applicants from the FdSc nursing associate and FdSc assistant practitioner programmes delivered at BNU have to apply individually to supply evidence of their field specific experience. RPL claims are overseen by the programme leader who is the designated RPL assessor. The programme team have removed all references to a transition module from the programme documentation.

Condition two is now met. SFNME R2.8 and SPNP R1.5 are now met.

Evidence:

BNU RPL narrative, 21 November 2019

BNU mapping document 2018 FdSc AP to 2020 BSc (Hons) nursing curriculum year one, 21 November 2019

BNU Mapping of nursing associate PAD, year one and two to BSc (Hons) nursing PAD proficiencies 2019, 21 November 2019

BNU nursing associate module mapping for RPL to BSc (Hons) nursing programme, 21 November 2019

BNU mapping of BSc (Hons) nursing year one PAD proficiencies assistant practitioner PAD year one and two

BNU BSc (Hons) nursing programme specification amended, 3 December 2019

Date condition(s) met: 4 December 2019

Revised outcome after condition(s) met:

Met

Condition two is met. SPNP R1.5 is now 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 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 Annex V.2 point 5.2.1 of Directive 2005/36/EC (included in Annex 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 Annex 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)

No

R2.1 is not met. The programme team and PLPs tell us there is currently one full time member of academic staff employed to deliver the learning disabilities field of nursing. There are interviews planned for a 0.5 whole time equivalent (WTE) joint appointee with one of the PLP organisations. There is currently a risk to the

academic resourcing of the learning disabilities field specific content of the programme and student support. This is supported by the documentation reviewed. (Condition five) (SFNME R2.14: SPNP R2.1)

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. Programme documentation and discussion with the programme team and PLPs confirm that the programme design will effectively enable students to gain experience across all four fields of nursing practice. In addition to the proposed content of generic and field specific modules, practice learning opportunities are proactively planned to enable students to have a placement in an alternate field of practice to their own. Students also comprehensively document, and reflect on, episodes of care for service users from alternate fields of nursing. This experience is discussed with and verified by their personal tutor.

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. Documentation illustrates the structure, learning outcomes and programme content will enable the student to develop a field identity while gaining exposure and knowledge in all fields of nursing practice. Documentary evidence and discussion with the programme team and PLPs confirm that modules have been developed to address core and field specific content. The teaching team assure us that there is a mix of shared teaching when students from the four fields of nursing will be taught in the same classroom, but that field specific tutorials will be utilised in order to emphasise the uniqueness of each field. Learning outcomes and content comprehensively address the proficiencies through a field specific approach to ensure the uniqueness of the field is maintained and awareness of the needs of clients across all four fields of nursing practice. The adult field of nursing practice learning outcomes and content effectively address the requirements of the EU directive 2005/36/EC. PLPs and programme team members are able to clearly articulate how the uniqueness of the fields is maintained through the advanced skills and procedures needed of nurses working in a particular 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

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. Clear mapping of the specific themes is presented evidencing development across the three years of the programme. Appropriate module

descriptors, aims and outcomes are specified. The programme structure is the same for the NDA route. Safeguarding is a mandatory component and the legal principles needed for safe and effective practice, including consent, are addressed in each year of the proposed programme. Emphasis, dependent upon the field of nursing practice, is on particular aspects for example the depth of content in the mental health field specific modules relating to law, safeguarding and consent. Medicines administration is tested with a pass mark of 60 percent in year one and 100 percent year two of the programme. Further medicine administration is tested through an objective structure clinical examination (OSCE) in the third year of the programme. There is a practical medicines related assessment each year which must be passed.

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)

Not Met

R2.9 is not met. The programme team present documentation for the structure of the full time and the NDA routes identifying the hours of the programme. Both routes are three years in duration.

The full time route programme hours are 5937 which exceed the minimum required 4600 hours. Students will study for 45 weeks a year. In year one students study for 42 hours a week. Year two students student for 43 hours per week and in the third year they study for 47 hours per week. These hours are within the EU working directives. Students are made aware of the risks in taking on additional work above study hours and the university in partnership with PLPs effectively address cases where they are aware students exceed the working hours directive.

The hours for the NDA route lack clarity and appear to be less than those for the full time route presented on the course plans by approximately 900 hours. NDA students spend approximately 50 percent of the year in their 'job role' (27 weeks in stage one, 25 weeks in stage two and 21 weeks in stage three) rather than on placement as a student nurse. We are unable to establish a clear breakdown of theory hours. Although NDA students are taught in intensive week blocks, there is no clear indication of where remaining theory hours would be achieved. The programme team suggest that eight hours each week when the NDA student is in

their job role would be given to theory hours, but this was not verifiable. Some NDA students report being able to practise some of their student nurse role during normal working hours, but it's not clear what supervision is offered for this. There is also inconsistency in experience amongst NDA students. One employer tells us they believe that the length of the NDA route is four years which enable the NDA students to fit in all of the annual leave requirement of the apprentice into the time available. Documentary evidence illustrates that based on a 37.5 hour working week, and an assumed 45 weeks per year (allowing for annual leave), NDAs are available to be a student nurse for 5062.5 hours, leaving 462.5 hours free to be in their 'job' role. This is 900 hours less than student nurses studying the traditional route have to achieve their qualification. NDA students are aware of the NMC requirements for 4600 programme hours. However, the programme team are not able to clearly articulate the hours for the NDA route or explain how these requirements are communicated to the students. (Condition one)
(SFNME R5.1; SPNP R2.9)

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

The programme is not delivered in Wales.

Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11)

Yes

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 does not lead to registration in two fields of nursing.

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)

No

The programme does not lead to registration in nursing and another profession.

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

No

NDA students are aware of the NMC requirements for 4600 hours however the programme team are not able to clearly articulate the hours for the NDA route or explain how these requirements are communicated to students. (Condition one)

Condition one: Clearly articulate the theory and practice hours of the NDA route from the student journey perspective. (SFNME R5.1; SPNP R2.9)

The programme team and PLPs tell us there is currently one full-time member of academic staff employed to deliver the learning disabilities field of nursing. There are interviews planned for a 0.5 WTE joint appointee with one of the PLP organisations. There is currently a risk to the academic resourcing of the learning disabilities field specific content of the programme and student support. This is supported by the documentation reviewed. (Condition five)

Condition five: Provide a detailed plan of the academic resourcing for the learning disabilities field to support students and an increase in future student numbers. (SFNME R2.14: SPNP R2.1)

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

Yes

Outcome

Is the standard met?

Not Met

NDA students are aware of the NMC requirements for 4600 hours however the programme team are not able to clearly articulate the hours for the NDA programme or explain how these requirements are communicated to students. (Condition one)

Condition one: Clearly articulate the theory and practice hours of the nursing degree apprenticeship route from the student journey perspective. (SFNME R5.1; SPNP R2.9)

The programme team and PLPs tell us there is currently one full-time member of academic staff employed to deliver the learning disabilities field of nursing. There are interviews planned for a 0.5 WTE joint appointee with one of the PLP organisations. There is currently a risk to the academic resourcing of the learning disabilities field specific content of the programme and student support. This is supported by the documentation reviewed. (Condition five)

Condition five: Provide a detailed plan of the academic resourcing for the learning disabilities field to support students and an increase in future student numbers. (SFNME R2.14: SPNP R2.1)

Date: 17 October 2019

Post Event Review

Identify how the condition is met:

Condition one: The programme team have reviewed and revised the programme hours for the BSc (Hons) nursing (adult, mental health, child and learning disabilities fields of nursing practice) and apprenticeship routes; BSc (Hons) nursing apprenticeship, (adult, child, mental health and learning disabilities fields of nursing practice). The split of hours now represents a clear balance of theory and practice. Programme hours for the BSc (Hons) nursing (adult, mental health, child and learning disabilities fields of nursing practice) are 4732 across three years. The hours for the BSc (Hons) nursing apprenticeship, (adult, child, mental health and learning disabilities fields of nursing practice) are 4644.5 across forty two months. The difference in hours results from the difference in the way the programmes are delivered. The changes to the hours has also resulted in practice hours being included in the module credit hours.

Condition one is now met. SFNME R5.1 and SPNP R2.9 are now met.

Evidence:

BNU response to condition one, 3 December 2019
 BNU BSc (Hons) nursing programme specification amended, 3 December 2019
 BNU NDA programme specification amended, 4 December 2019
 BNU BSc (Hons) nursing module descriptors, all levels adult field, 3 December 2019
 BNU BSc (Hons) nursing module descriptors, all levels child field, 3 December 2019
 BNU BSc (Hons) nursing module descriptors, all levels mental health field, 3 December 2019
 BNU BSc (Hons) nursing module descriptors, all levels learning disabilities field, 3 December 2019
 BNU, RNDA module descriptors, all levels learning disabilities field, 3 December 2019
 BNU, RNDA module descriptors, all levels adult field, 3 December 2019
 BNU, RNDA module descriptors, all levels child field, 3 December 2019
 BNU, RNDA module descriptors, all levels mental health field, 3 December 2019
 BNU, 2020 curriculum BSc (Hons) nursing and NDA condition response, 3 December 2019

Condition five: The programme team presented a comprehensive staffing resource plan for the learning disabilities field of practice. The initial intake is eight to 10 students with a 3.5 full time equivalent staffing resource. This includes a part time lecturer practitioner who is a joint appointee with Imperial College Healthcare NHS Trust. If needed, as an interim measure, this individual can work full time to cover for sickness. There are clear plans in place to increase the staffing resource by one full time senior lecturer for every additional eight to ten students enrolled on the programme.

Condition five is now met. SFNME R2.14 and SPNP R2.1 are now met.

Evidence:

BNU learning disabilities field resourcing action plan, 21 November 2019

Date condition(s) met: 4 December 2019

Revised outcome after condition(s) met:

Met

Condition one is met. SPNP R2.9 is now met.

Condition five is met. SPNP R2.1 is now met.

Assurance is provided that SFNME R2.14 is now met.

Standard 3. Practice learning

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

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

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

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

R3.4 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. In the full-time pre-registration nursing programme and NDA routes effective proactive planning of practice experience ensures access to learning opportunities that enable students to meet the proficiencies for a diverse range of people across all fields of nursing practice. A hub and spoke model facilitates student exposure to the four fields of nursing practice and interprofessional experience. The Pan London PAD clearly evidences the Standards of proficiency for registered nurses to be achieved at each stage of the programme and this is underpinned by preparation for practice sessions on campus. Students document their ability to perform skills and procedures pertinent to their chosen field of practice. Students do not do elective placements on either route of the programme. Apprenticeship employers and students tell us students access a diverse range of practice learning opportunities across the four fields and are supernumerary on all practice learning experiences.

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. Proactive planning of practice learning experiences will ensure access to meet the holistic needs of people of all ages. Theoretical content prepares students for their practice learning experience. Students record their experiences with clients across the lifespan and these are discussed with and verified by the personal tutor. Adult students will meet the EU directive 2005/36/EC requirements through the same mechanisms. Documentary evidence and discussion during the approval visit clearly evidences appropriate and effective processes are in place for assessing, monitoring and evaluating practice experiences. Educational audits are shared with other AELs whose students are using the same practice learning environments.

NDA employers and students tell us that students access a range of practice learning environments supporting the holistic needs of people of all ages and that assessing, monitoring and evaluation of these areas is effective. NDA students are supernumerary and have protected learning time.

BNU has an effective partnership with PLPs to ensure that the number of students allocated to a practice learning area corresponds with student numbers identified at educational audit and current capacity. BNU records outcomes of quality reviews done by the CQC and any actions taken. Action plans are in place to address deficits. The partnership approach ensures that action plans are well communicated and implemented to manage and mitigate any risks to practice learning and the student experience.

The recording of escalation to the NMC through exceptional reporting is less transparent in the recording processes and this could be further enhanced to improve transparency. (Recommendation two) (SFNME R2.12; SPNP R3.2)

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. Theoretical content is detailed in the module descriptors and differs in emphasis by field of nursing practice to effectively ensure advanced skills development where needed. This content prepares students for their practice learning experience. Skills and procedures are evidenced as part of the Pan London approach to assessment of practice which is understood by the PLPs in supporting students to integrate theory and practice learning. This includes nursing procedures related to communication and relationship management skills to achieve 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. Simulation is used as an approach to learning. The programme team tell us simulation involves service users in the training and assessment of students. Reflection and debriefing are fundamental to ensuring learning through the simulation experience. Effective preparation and support is provided for all participants. Service users and carers participating in simulation have robust support. Simulation processes comply fully with the requirements of Article 31 (5) of Directive 2005/36/EC and do not contribute to the 2300 practice hours. BNU has invested resources in ensuring technology enhanced teaching is a feature in all years of the proposed programme. The use of technology underpins many of the

approaches to teaching and learning and encourages active participation from the students. Students tell us they enjoy the variety in the teaching and learning approaches.

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. Students have access to a wide range of campus based support mechanisms which are well signposted. For example, students can access staff at the learning development unit, the university disabilities services and occupational health. The students tell us that they value the support from academic staff and PLPs and the input from service users which enhances their learning experiences. Students with a disability have access to appropriate and comprehensive assessment and supportive action plans to ensure reasonable adjustments are in place. The meeting with PLPs shows that not all of them are fully aware of reasonable adjustments needed by some students as this is reliant on the students disclosing the details of their support statement to each practice area and some students choose not to share this information. Employers of NDA students are more confident with expecting their employees to share their support needs with them.

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: 17 October 2019

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. Effective strategies and policies are in place to ensure robust support, supervision and assessment of students at strategic and operational levels. BNU and PLPs work collaboratively to ensure the student journey and progress is comprehensively supervised and assessed. Robust mechanisms are in place for the sharing of information relating to student progression. There are effective processes for feedback aimed at enhancing individual achievement and development of learning environments. Assessments in theory and practice learning are reviewed by appropriately experienced external examiners. There is an effective approach to supporting students with disabilities in both campus and practice learning environments and support services are well signposted for students. Staff in the university and practice learning areas are actively supported to complete continuous professional development.

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. BNU and associated PLPs including employers of NDA students are working in effective collaboration to implement the SSSA (NMC, 2018). The preparation is in the early stages of development however there is evidence of clear understanding of the roles to meet the SSSA. The university has adopted a 'joint' arrangement for the academic assessor. There is a placement link tutor in place who will act as a go-between between the practice assessor and the academic assessor. The PLPs and employers confirm that other registered health and social care professionals are expressing an interest in supporting students. It is recommended that the partners think about the development of the practice supervisor role for other registered health and social care professionals. (Recommendation one) (SFNME R5.14; SPNP R4.2)

Evidence provides assurance that the following QA approval criteria are met

There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)

Yes

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. Comprehensive processes are in place to provide students with formative and summative feedback which the students tell us are supportive in promoting their development. The assessment of theoretical components effectively addresses the module learning outcomes and encourage reflective practice as a central feature. Assessment in practice has key points identified for feedback and supportive mechanisms are in place for students who are experiencing progression difficulties.

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. Comprehensive mapping of the programme, practice learning experiences and proactive planning of the student journey will ensure students are able to meet the Standards of proficiency for registered nurses and the learning outcomes for their field of nursing practice.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that all programmes include a health numeracy assessment related to nursing 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: 17 October 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5. Qualification to be awarded

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

Yes

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

N/A

Fall back awards do not enable students to apply for registration as a nurse with the NMC.

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: 17 October 2019

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:	
CQC report management spreadsheet, undated	

Course plan overlaying the full-time and degree apprentice routes, undated
Feedback on the curriculum from the learning disabilities consultant nurse, undated

Job advert for the learning disabilities 0.5 WTE post, undated

Written feedback from the AEI on outstanding issues, 16 October 2019

Programme team presentation slides, 16 October 2019

CQC outcomes for the previous year and actions spread sheet, undated

Post event documentation to support the conditions:

BNU Interprofessional learning opportunities on campus, 21 November 2019

BNU learning disabilities service users implementation plan, 21 November 2019

BNU RPL narrative, 21 November 2019

BNU mapping document 2018 FdSc AP to 2020 BSc (Hons) nursing curriculum year one, 21 November 2019

BNU Mapping of nursing associate PAD, year one and two to BSc (Hons) nursing PAD proficiencies 2019, 21 November 2019

BNU nursing associate module mapping for RPL to BSc (Hons) nursing programme, 21 November 2019

BNU mapping of BSc (Hons) nursing year one PAD proficiencies assistant practitioner PAD year one and two

BNU response to condition one, 3 December 2019

BNU BSc (Hons) nursing programme specification amended, 3 December 2019

BNU NDA programme specification amended, 4 December 2019

BNU BSc (Hons) nursing module descriptors, all levels adult field, 3 December 2019

BNU BSc (Hons) nursing module descriptors, all levels child field, 3 December 2019

BNU BSc (Hons) nursing module descriptors, all levels mental health field, 3 December 2019

BNU BSc (Hons) nursing module descriptors, all levels learning disabilities field, 3 December 2019

BNU, RNDA module descriptors, all levels learning disabilities field, 3 December 2019

BNU, RNDA module descriptors, all levels adult field, 3 December 2019

BNU, RNDA module descriptors, all levels child field, 3 December 2019

BNU, RNDA module descriptors, all levels mental health field, 3 December 2019

BNU, 2020 curriculum BSc (Hons) nursing and NDA condition response, 3 December 2019

BNU learning disabilities field resourcing action plan, 21 November 2019

Additional comments:

CQC reporting: no indication of escalation to NMC through exceptional reporting recorded on the spreadsheet, the academic staff member responsible for placement learning indicated they would be reviewing and refining processes as the academic staff member and the quality lead were new to post.

Items addressed in feedback from the AEI on outstanding issues, 16 October 2019

RPL, DBS, programme hours, LD academic resources, exceptional reporting, IPL, Alternate field exposure verification, service user input to the LD programme development, entry profile of apprenticeship students and progression points - confirming credit is not allowed to be carried over the progression point.

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:	
Full time route Adult one x year one, one x year two, two x year three students Child one x year three student Mental health 0 Apprenticeship route Adult 0 Child 0 Mental health four x year two students	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	
We had the opportunity to meet the majority of senior managers from associated PLPs with responsibility for resources for the programme. However, three of the managers supporting the NDA route were unable to attend the event. We had telephone conversations with two of the managers. However, we had no contact with the manager from Ramsey Healthcare and the manager from Spire Health was not in a position to address the questions.	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	Yes
Library facilities	Yes
Technology enhanced learning / virtual learning environment	Yes
Educational audit tools/documentation	No
Practice learning environments	Yes

If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List	
If you stated no above, please provide the reason and mitigation	
<p>Educational audits format viewed pre-visit. Questioning in the prospective learning disabilities areas reflect the content of the audit. Practice staff we met were able to address the questions raised reflecting importance of support, student numbers and capacity, interprofessional learning activities, the range of learning opportunities, access to learning resources including technology, the SSSA requirements, role preparation, dedicated time to support students and supernumerary status.</p> <p>Areas offering secure care told us about the effective induction packages to ensure student safety.</p>	
Additional comments:	
<p>Oxford Healthcare NHS Trust – Evenlode Ward – this is a secure forensic ward in Oxford. Staff were supportive of hosting students on placement and already host students from other AEIs. Although they are aware of the SSSA, they reported only having some training provided by another AEI to date, although BNU appear to have supported the training. Neither staff member we met have been involved in the development of the programme, but the main contact was on sick leave during our visit. The staff are very proactive and positive about offering students a good placement experience and reported employing some final year students after training.</p> <p>Oxford Healthcare NHS Trust – community team. We met the consultant learning disabilities nurse and a team lead. Both staff are inspirational in their outlook to learning disabilities nursing as well as providing a positive student experience. They report employing newly qualified nurses into their team. Neither staff member has been involved in the development of the programme. The consultant nurse was asked to provide feedback on the content of the programme and we saw evidence of this (provided by the BNU).</p> <p>Both teams from Oxford describe their willingness and opportunity for service user engagement with the design of the programme but have not been approached to facilitate this.</p> <p>North West London (CNWL) CAMHs Inpatient ward Staff host some students on placement for other AEIs and are also part of the pre-registration mental health nursing programme. The team manager described some involvement in the development of the programme but this appears to have been offering comment / review after the development had taken place. She is aware of the SSSA, but this had not been from BNU, but other AEIs.</p>	

Overall, these are positive learning environments which offer diverse placement experiences and will enable students to develop a range of skills. All placement areas are shared with other AEs; staff report a positive working relationship with BNU and a desire to host their students. All staff are aware of managing placement capacity and express a desire to host local students on placement as they'll be more likely to join their workforce following successful completion of the programme.

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Issue record

Final Report

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