Programme Major Modification report

Section one

Programme provider name:	University of York
Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☒ Registered Nurse - Learning Disabilities ☒ Registered Nurse - Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Mental Health) BSc (Hons) Nursing (Learning Disabilities) BSc (Hons) Nursing (Child) MNursing (Adult) MNursing (Mental Health) MNursing (Learning Disabilities) MNursing (Child)
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A

Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A*	MSc Nursing (Adult) MSc Nursing (Mental Health)

Academic levels of current programme:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A

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NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A

Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
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 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF

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	☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7

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	SCQF
	☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
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 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7

	SCQF
	☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A

Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	4 September 2019
Date(s) of NMC approval of any modifications since last approval:	N/A

Programme start dates:	
Current modification programme start date:	
RN – Adult	4 January 2022
RN – Children's	4 January 2022
RN - Learning Disabilities	4 January 2022
RN - Mental Health	4 January 2022
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of modification:	13 September 2021

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Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Louise Winfield

Section two

Summary of review and findings
The University of York (UoY), department of health sciences (the department) present evidence for the major modification of their pre-registration nursing programme. The original programme was approved by the Nursing and Midwifery Council (NMC) on 4 September 2019 with BSc (Hons) and MNursing routes in all four fields of nursing practice. The proposed modification seeks to add a graduate entry MSc route to the approved programme in the fields of adult nursing and mental health nursing. The modification also proposes to add a summative numeracy assessment to the final year of the approved BSc (Hons) and MNursing routes. The visit is undertaken remotely due to the COVID-19 pandemic. Practice learning partners (PLPs) have adopted the use of the Midlands, Yorkshire and east/north east of England practice assessment document (MYEPAD). Systems are in place to enable supervision and assessment of students. There's clear separation of roles for practice assessors and academic assessors detailed on the practice support website. Practice learning is a hub and spoke model, and practice placements outside of their chosen field enables students to care for people with complex and diverse needs through the lifespan. There's evidence that the UoY is committed to robust and effective partnership working with all stakeholders including students, service users and carers (SUCs), employers and PLPs. This includes the development, delivery and evaluation of the programme at a strategic and operational level. There's clear evidence that stakeholders have been involved in the development of the proposed new routes. 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. Appropriate action plans are developed in collaboration with PLPs and are monitored in relation to the achievement of actions. The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

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 two joint NMC and university conditions. The university apply one further condition. One joint NMC and university recommendation and two university recommendations are made.

Updated 24 September 2021:

The UoY has provided documentation to meet the NMC conditions. The UoY confirm the university conditions are met.

The major modification to the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** Condition one: The programme team must provide evidence to support the implementation of a summative assessment in health numeracy within the BSc (Hons) nursing and MNursing routes. (Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) R4.6) (NMC and university condition) Condition two: The programme team must provide revised documentation to support the implementation

of a summative assessment in health numeracy within the MSc routes (noting that the NMC have already seen this documentation). (University condition)

Practice learning:

None identified.

Assessment, fitness for practice and award:

None identified.

Education governance: management and quality assurance:

Condition three: The programme team must remove references to the 'child' and 'learning disability' fields of practice from all MSc route documentation. (SPNP R2.5) (NMC and university condition)

Date condition(s) to be met:	24 September 2021
Recommendations to enhance the programme delivery:	Recommendation one: Where feedback or input has been provided by stakeholders such as students or service users, the programme team are recommended to review how the feedback loop is closed to maintain transparency and inclusivity. (SFNME R4.9) (NMC and university recommendation) Recommendation two: To improve the clarity of the course plan, particularly regarding the independent study module, which clearly sets student expectation regarding workload. (University recommendation) Recommendation three: To review all documentation relating to the programme to correct any typographical errors and anomalies regarding, for instance, module occurrences. (University recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: The UoY have provided evidence to support the implementation of a summative assessment in health numeracy within the BSc (Hons) nursing and MNursing routes. Detailed assessment plans, module descriptors and plans indicating how the team will communicate with students are in place. Condition one is met. The programme team have removed all references to the 'child' and 'learning disability' fields of practice from module descriptors, assessment guidelines and the website. Condition three is met. The UoY confirm that the university conditions are 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:	24 September 2021

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, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2020)

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:

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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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Documentary evidence and the modification visit confirm that the UoY is committed to robust partnership working with all stakeholders including students, SUCs, PLPs and employers at a strategic and operational level. There's evidence of co-production in the design, development, planned delivery and evaluation of the programme.

PLPs present at the modification visit tell us they've been involved in the development of the new routes and some of their feedback is included in the programme. PLPs feel the addition of these routes will enhance recruitment into the profession and they're fully supportive of this new development.

The UoY, in partnership with PLPs, ensure there are a range of practice learning opportunities in place that equip students to meet people's diverse needs across the lifespan. These opportunities are monitored and routinely evaluated. There are robust quality assurance processes in place to ensure the quality of practice learning environments to enable students to achieve the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). PLPs confirm that evaluation and feedback is robust, recorded and addresses any issues raised.

Documentary evidence and discussion with representatives from the programme team confirms effective engagement with PLPs to support ongoing development in the implementation of the SSSA. This includes evaluation of a shared approach to the preparation of practice supervisors, practice assessors and academic assessors.

SUCs confirm that teaching opportunities and engagement in workshops for students are embedded in the programme. SUCs tell us that they feel their contribution is valued by the department.

Students have opportunities throughout the new routes to collaborate and learn with and from academic staff, other professionals, SUCs and peers. Student evaluation of theory and practice elements of the programme is evidenced in programme documentation and at the visit. Students confirm they're consulted about the new programme.

Both students and SUCs confirm their opinions are sought and feedback is listened too. They're not however always sure if any actions have taken place. The panel recommend the programme team continues to implement its strategy for SUC and student engagement but review how they close the loop and feed back outcomes. (Recommendation one)

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 ☐

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 ☐

Post Event Review
Identify how the condition is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: MET ☐   NOT MET ☐ N/A

Student journey through the programme
Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:
R1.1 Confirm on entry to the programme that students:
R1.1.1 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

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).

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC, 2018).
Demonstrate a robust process to transfer current students onto the ***Standards for student supervision and assessment*** (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 ☒   **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 <u>evaluative summary</u> 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 met. Applicants must provide recognition of prior learning (RPL) evidence and proof of 780 practice related hours with 150 hours signed off by a registered nurse on the same part of the register. A mapping document is provided ensuring consistency and robust processes are followed to support admission to the

programme. The programme team confirm at an assessment board the RPL awarded. Help is available for applicants to guide them through the process.

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

  MET ☒   **NOT MET** ☐

R1.6 is met. Unchanged through this modification.

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

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

  MET ☒   **NOT MET** ☐

R1.7 is met. Numeracy, literacy, digital and technological literacy are assessed on entry to the programme as part of the admission process. Applicants to the MSc routes are required to have achieved an honours degree as part of the entry requirements, indicating applicants have demonstrated capability in academic skills. Capacity for digital and technological literacy is considered through the RPL process.

Programme documentation and discussion at the visit evidence that a range of teaching and learning resources are available to support students to continuously develop their abilities in these areas. For example, the virtual learning environment and assessment opportunities which include a variety of online assessments and exams and presentations using technology. Support is available through a maths skills centre and a writing café looking at academic skills.

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 <u>evaluative summary</u> 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.

Current students won't transfer into the MSc programme.

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

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

The SSSA are implemented on current programme routes therefore no transfers are required.

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

YES ☒   **NO** ☐

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

Date: 13 September 2021

Post event review
Identify how the condition(s) is met:
N/A

Date condition(s) met:

N/A

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

N/A

Standard 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:

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- Mapping to show how the 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 <u>evaluative summary</u> 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. There's documentary evidence demonstrating that the design and delivery of the MSc programme supports students' learning in all four fields. The programme and each route are designed to facilitate students' exposure in theory and practice learning to their subsequent field of practice. The programme team confirm that students in part one of each route have alternative field practice exposure and this is also identified on the programme planner. Students undertake practice learning experience in alternative fields as 'spoke' learning opportunities.

Case exemplars are utilised in theoretical modules across all fields of practice and then applied into practice experience. This enables students to develop knowledge and practice related experiences to meet the holistic needs of people, and is assessed both in practice via the MYEPAD and in theory as documented in assessment guidelines. A base and spoke model is applied to the allocation of practice which covers all four fields of nursing. The programme is 104 weeks long and is split equally between theory and practice.

- 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 not met. The programme handbook and module descriptors provide evidence that each MSc route (adult and mental health) enables students to enter the NMC register in a single field of nursing practice. Modules are taken together offering inter-professional learning with field specific seminars for application to practice. Students specialise in their fields within practice learning placements and the assessment process, and have field specific seminars to apply learning to practice.

References to child and learning disability fields within the proposed MSc route have been mistakenly left in the programme documentation. The programme team must ensure that the documentation is amended to remove reference as these fields are not included in the programme as an MSc award. (Condition three)

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 <u>evaluative summary</u> 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. There's documentary evidence in the MSc route module descriptors that all students receive theoretical instruction on biological science, pharmacology and medicines management and optimisation. The stage one and two concepts module document maps legal aspects of care, safeguarding, consent and raising concerns. Keynote lecture materials and generic content is followed by application of knowledge in field of practice seminar groups.

- 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

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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 MSc programme documentation evidences equal weighting of theory and practice learning. The MSc route module descriptors provide a detailed breakdown of indicative content along with the number of module hours; the two practice modules evidence practice hours. Further detail on the concept-based curriculum design is included in student facing documents. There's documentary evidence of a practice allocation model for the delivery of the programme that demonstrates the achievement of designated practice learning hours. Students are exposed to a range of practice learning opportunities and gain further experience using a hub and spoke model. There's a system for monitoring programme hours and retrieval of any deficit hours in both theory and practice learning.

A comprehensive range of learning and teaching strategies are detailed in the MSc programme documentation. The strategy is diverse and includes lectures, small groupwork, technology facilitated, online, distance and simulated practice/clinical skills approaches to learning and teaching.

MSc route module descriptors detail appropriate aims and outcomes. The outcomes are sufficient to test the field of practice requirements in one or more than one field of practice as they're common to all fields. The indicative content provided within the module descriptors is aligned with the seven platforms within the FN:SPRN.

All stakeholders tell us that the programme and practice learning opportunities will prepare students for entry to the NMC register as a registered nurse.

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** ☒

This programme isn't 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 ☒   **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** ☐   **N/A** ☒

This programme doesn't lead to registration in two fields of nursing practice.

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

  YES ☐   **NO** ☐   **N/A** ☒

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

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

  YES ☒   **NO** ☐

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** ☒

References to child and learning disability fields within the proposed MSc route have been mistakenly left in the programme documentation. The programme team must ensure that the documentation is amended to remove reference as these fields are not included in the programme as an MSc award.

Condition three: The programme team must remove references to the 'child' and 'learning disability' fields of practice from all MSc route documentation. (SPNP R2.5) (NMC and university condition)

Date: 13 September 2021

Post event review
Identify how the condition(s) is met:

Condition three: The programme team have removed all references to the 'child' and 'learning disability' fields of practice from module descriptors, assessment guidelines and the website.

Condition three is met.

Evidence:
Final module descriptors, undated
Final assessment guidelines, undated
Programme design document final, undated

Date condition(s) met: 24 September 2021

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

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must:

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

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

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

R3.4 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

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

  MET ☒   **NOT MET** ☐

R3.1 is met. Unchanged through this modification.

- 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. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R3.3 is met. Unchanged through this modification.

- 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 ☒   **NOT MET** ☐

R3.4 is met. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R3.5 is met. Unchanged through this modification.

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome
Is the standard met? MET ☒ NOT MET ☐   **Date:** 13 September 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: MET ☐ NOT MET ☐   N/A

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC _Standards framework for nursing and midwifery education_ R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC _Standards for student supervision and assessment_ R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme R4.4 provide students with 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, specifically *R4.1 – R4.11*

Findings against the standards and requirements

Provide an <u>evaluative summary</u> 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. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R4.2 is met. There's documentary evidence of how the SSSA are applied to the MSc programme routes. There are processes in place to identify practice supervisors, practice assessors and academic assessors and how they'll be prepared for their roles.

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 <u>evaluative summary</u> 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. A range of formative and summative assessment strategies are detailed in the MSc route module descriptors, including formative and summative assessment in practice learning via the base and spoke model. Base practice learning experiences are summative and students' spoke experiences are formative. Students tell us they receive timely feedback which supports their future learning and development in academic and practice settings.

- 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 to the FN:SPRN and practice learning experiences to meet programme outcomes, including skills and procedures in annexes A and B. This ensures students meet the FN:SPRN and programme 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 ☐   **NO** ☒

R4.6 is not met. Currently the BSc (Hons) and MNursing routes within the programme utilise the medicines management section of the MYEPAD to meet this requirement with no further summative assessment. The programme team confirm that students will now complete a summative numeracy assessment during the final year of the programme, however no documentary evidence is provided. (Condition one)

The MSc nursing routes proposed as part of this modification meet this requirement. A module descriptor evidences the summative assessment of numeracy with a pass mark of 100 percent. Details are also included in the programme handbook.

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- 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** ☐

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

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

R4.6 isn't met for the BSc (Hons) and MNursing routes within the programme as there's no documentary evidence that students are required to undertake a summative numeracy assessment with a pass mark of 100 percent.

Condition one: The programme team must provide evidence to support the implementation of a summative assessment in health numeracy within the BSc (Hons) nursing and MNursing routes. (SPNP R4.6) (NMC and university condition)

Date: 13 September 2021

Post event review
Identify how the condition(s) is met:

Condition one: The UoY have provided evidence to support the implementation of a summative assessment in health numeracy within the BSc (Hons) nursing and MNursing routes. Detailed assessment plans, module descriptors and plans how the team will communicate with students are in place.

Condition one is met.

Evidence:
Implementation of R4.6 – numeracy assessment, 16 September 2021

Date condition(s) met: 24 September 2021		

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

Standard 5: Qualification to be awarded

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

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

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

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

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

- 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

     YES ☐   **NO** ☐   **N/A** ☒

There's no fall back award with eligibility for registration 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 ☒   **NO** ☐

Outcome

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

Date: 13 September 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

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 for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) 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 placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: The department of health sciences programme handbook for MSc nursing and the programme website details content that would be in a programme specification. There's no separate programme specification. No apprenticeship route is included in the modification.		
List additional documentation: Post visit evidence to meet conditions: Final module descriptors, undated Final assessment guidelines, undated Programme design document final, undated Implementation of R4.6 – numeracy assessment, 16 September 2021		
Additional comments: None identified.		

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	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: One x year four MNursing (mental health) One x postgraduate diploma (adult) March 2018 cohort alumni		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: No apprenticeship route is included in the modification.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☐	☒
If yes, system regulator reports list:		
If you stated no above, please provide the reason and mitigation: The UoY is an established AEI and visits to resources isn't required.		
Additional comments: None identified.		

<table>
<tr><td colspan="4">Mott MacDonald Group Disclaimer

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<tr><td colspan="4">Issue record</td></tr>
<tr><td colspan="4">Final Report</td></tr>
<tr><td>Author(s):</td><td>Louise Winfield</td><td>Date:</td><td>17 September 2021</td></tr>
<tr><td>Checked by:</td><td>Ian Felstead-Watts</td><td>Date:</td><td>22 September 2021</td></tr>
<tr><td>Submitted by:</td><td>Amy Young</td><td>Date:</td><td>11 October 2021</td></tr>
<tr><td>Approved by:</td><td>Leeann Greer</td><td>Date:</td><td>13 October 2021</td></tr>
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