Programme Major Modification report

Section one

Programme provider name:	Staffordshire University
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	University Hospital of Derby and Burton NHS Foundation Trust Birmingham Women's and Children's NHS Foundation Trust The Royal Wolverhampton NHS Trust Telford and Wrekin Clinical Commissioning Group University Hospitals North Midlands NHS Trust Mid Cheshire Hospitals NHS Foundation Trust Powys Teaching Health Board North Staffordshire Combined Healthcare NHS Trust Midlands Partnership NHS Foundation Trust Shrewsbury and Telford NHS Trust Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Foundation Trust Shropshire Community Health NHS Trust Private, voluntary and independent care providers Education and social care providers
Programmes reviewed:	*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 ☐

Title of current programme(s):	BSc (Hons) Nursing Practice Mental Health/ Adult/ Child
Title of modified programme(s) if changed:	MSc Nursing Practice (Adult) MSc Nursing Practice (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
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF

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

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Academic levels of modified programme(s) if changed:

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

Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
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
Programme start date:	*Insert date below for each relevant route*
RN – Adult	17 January 2022
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	17 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 approval:	25 January 2021
Type of Modification:	Visit
QA visitor(s):	Registrant Visitor: Maureen Harrison

Summary of review and findings
Staffordshire University (SU), an approved education institution (AEI), school of health and social care is presenting a full-time MSc in nursing. The MSc is for adult and mental health fields of practice. The programme is a major modification to the pre-registration BSc (Hons) nursing programme, approved on 24 April 2020. The programme is to be delivered at Stoke-on-Trent. Candidates must undertake a recognition of prior learning (RPL) process, to demonstrate 500 theory hours and 675 practice hours which are mapped to programme outcomes and NMC proficiencies. These equate to year one of the BSc (Hons) programme. In consequence the MSc programme route is two years in length. Documentary evidence and the major modification process confirm robust evidence of effective partnership-working between the programme team, practice learning partners (PLPs), students and service users and carers (SUCs). Programme delivery is in partnership with NHS Trusts and private, voluntary and independent sector PLPs in Shropshire, Staffordshire and Powys. Documentation and the major modification process confirm PLPs and SU collaboratively monitor, review and manage concerns raised by external system regulators, such as the Care Quality Commission (CQC). Arrangements at programme level between the AEI and PLPs meet the Standards for student supervision and assessment (SSSA) (NMC, 2018). Documentary evidence and the approval process confirm the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level. The major modification to the programme is recommended to the NMC for approval subject to three university conditions. The university made four recommendations. Update 31 March 2021: 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:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition one: The team should amend the programme specification to better describe the operation of the programme by: i) Mapping the courses to the university's new employability framework and append this to the programme specification. ii) Clarifying the process for signing off the year one proficiencies which would be covered by RPL process. iii) Reviewing and streamlining the objectives section to provide a clear list of the programme objectives. iv) Providing more clarity on the graded academic practice assessment in the practice-based modules (adult/mental health nursing in practice) and how this would be moderated and verified. (University condition) Condition two: The team should revise the assessment for the evidence base for practice module to include a critical written piece. (University condition) Condition three: The team should provide confirmation of sign-off from the NMC. (University condition)

Date condition(s) to be met:	29 March 2021
Recommendations to enhance the programme delivery:	Recommendation one: The team should ensure the module handbook for the practice-based modules (adult/mental health nursing in practice) includes the criteria required to meet the assessment outcomes. (University recommendation)

Recommendation two: The teaching team should ensure their curriculum vitae are updated. (University recommendation)

Recommendation three: The team could consider making the coverage of health economics more visible in the module descriptors (for example human factors, risk, decision making and uncertainty). (University recommendation)

Recommendation four: The team should ensure both fields (mental health and adult) are represented in generic teaching sessions. (University recommendation) |
| **Focused areas for future monitoring:** | Review RPL processes to ensure portfolios submitted prior to enrolment on the programme continue to meet requirements.

Review processes which monitor the graded practice assessment and practice assessment documentation. |

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions:

The AEI conditions are met. The major modification to the programme is recommended to the NMC for approval. |

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 ☒

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	Recommended to refuse approval of the programme ☐
Date condition(s) met:	31 March 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:

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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 <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.

SU present a major modification to the BSc (Hons) nursing programme approved on 24 April 2020. The approval process confirms wide and sustained consultation, collaboration and co-production in the development of a postgraduate masters route. Stakeholders include PLPs, students and SUCs.

Documentary evidence, discussion with the programme team and PLPs confirm robust RPL processes are in place. PLPs confirm collaboration with SU to support applicants through the RPL process. The programme team confirm prospective candidates have support throughout the RPL process. In some cases, RPL will take place over a period of time to allow the candidate to meet the practice based hours and proficiency requirements. MSc applicants must submit RPL claims which are seen by an external examiner and verified by an assessment board before students enrol on the programme. The claim must provide evidence of prior credit bearing learning which equates to 500 theory hours, and 675 hours of practice learning. This equates to the learning achieved at the end of year one of the BSc programme.

The programme will be delivered at the Stoke-on-Trent campus with an annual January start. The programme team identify other health and social care and

PLPs most closely involved in the development and ongoing delivery of the post graduate route are Midlands partnership NHS foundation Trust, North Staffordshire combined healthcare NHS Trust and University hospitals of North Midlands. Statements of compliance and discussion confirm commitments to support the route. PLPs tell us there are graduates in the region who want to access the nursing profession. PLPs identify early engagement of prospective students with local Trusts increases opportunities for future recruitment and retention. PLPs give an example of a graduate of psychology who had undertaken a masters route into nursing and brings valuable additional skills into the role. PLPs say they are involved in interviewing prospective candidates and would work with SU to identify means for candidates to achieve the pre-enrolment 675 hours.

Agreements are in place to allocate each student to a 'home base' NHS partner trust for most of their practice learning. 'Away' learning experiences are provided by other organisations to increase the scope and diversity of practice learning experiences. The home base is normally identified from the students' home address. PLPs, the programme team and students confirm a 'home and away' approach helps to provide an identity with and a commitment to prospective future employers.

Collaborative governance arrangements to manage escalation of concerns and fitness for practice issues are described by all stakeholders. The programme team and PLPs tell us of frequent and regular governance and operational meetings where adverse CQC reporting is discussed together with action planning. The programme team spoke of a 'temperature check' which is monitored weekly and where reports of incidents which might have an impact on student learning, and student evaluations are reviewed.

Students spoke very positively about support provided by the programme team, university support services and PLPs. Senior school managers identify a commitment to have a high staff to student ratio, with resources already in place to support the route. Students confirm they are listened to. They confirm processes in place to provide evaluation and receive feedback. PLPs describe implementation of virtual cohort-based evaluation events, started since the COVID pandemic. PLPs say these successfully monitor impact on student learning caused by high demands on Trust staff. PLPs have weekly catch up sessions which review student wellbeing and learning. These are led by clinical placement facilitators.

There's an established network of SUCs at SU with evidence of the SUC strategy being implemented. SUCs describe how they are involved in programme management structures including governance and curriculum meetings. SUCs participate in values-based recruitment, where they contribute to the decision to offer a place.

SUCs tell us of involvement in module activities and assessment such as practical exams. SUCs say their contribution is appreciated by the students. SUCs feel valued and listened to by the programme team. Students confirm interaction with SUCs throughout the programme.

SU works in partnership with AEIs, PLPs, mentors, SUCs and students in the PAN Midlands, Yorkshire and East region to adopt the PAN London practice assessment document for pre-registration nursing students. This document is referred to as MYEPAD. PLPs and students describe their experience of using of the MYEPAD. PLPs are very supportive of the decision to have the same pre-registration nursing practice assessment document regardless of AEI or pre-registration route.

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).

Findings against the standard and requirements

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

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- 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. The approval process confirms established RPL processes are in place. RPL is mapped against programme outcomes and proficiencies of year one of the undergraduate pre-registration nursing programme. The process complies with Article 31(3) of Directive 2005/36/EC. All candidates are allocated an RPL advisor to support the process. 675 hours of practice-based learning is verified.

Recognised practice learning hours may include previous care experience from a variety of settings, the NHS, independent and voluntary sectors. The practice hours contribute to 2300 statutory hours. Year one practice-based Standards of proficiency must be signed off by a registered nurse from the same field of nursing the student will enrol on. The status of the registered nurse is checked on the NMC register. Students are required to have a minimum of a second-class honours degree, recognised in the United Kingdom.

The RPL process is clear in documentation used to support the RPL portfolio.

- 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. SU academic regulations allow RPL for up to two-thirds of a post-graduate programme. School based RPL processes and programme mapping allows NMC registered nurses (RNs) to RPL against the programme outcomes and Standards of proficiency. The programme team say each RN applicant will have RPL awarded on an individual basis based on evidence from their portfolio.

- 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. Indicative content, the MYEPAD and ongoing achievement record (OAR) are mapped against numeracy, literacy, digital and technological literacy outcomes. Documentation and the approval process confirm support strategies.

The programme team and students say recent access to the learning environment is promoted through the adoption of more digital and technological means. This has altered teaching and learning in a way that is envisaged to continue in the long term. Students and the programme team confirm a distanced, blended learning strategy increases accessibility of materials, allowing more flexibility to learning. Students and the programme team confirm support provided by personal tutors and the library team. Students tell us digital resources such as the digital packages, step up to masters and safeMedicate, allow them to develop their

numeracy, literacy, digital and technological literacy to meet programme outcomes.

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
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. There are no plans to transfer existing students to the masters route.

Proposed transfer of current students to the *<u>Standards for student supervision and assessment (SSSA)</u>* (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 programme team and PLPs confirm SSSA is now established at SU and in practice learning environments.
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: 25 January 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: N/A	**MET** ☐	**NOT MET** ☐

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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

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Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

- 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. The MSc route follows the framework, processes and ethos of the BSc (Hons) programme but will be offered at a higher academic level. Documentation, PLPs, students and the programme team confirm student support is available in both theory and practice to gain experience, knowledge and understanding across all four fields of nursing practice. We're assured processes are in place, for SU and PLPs, to collaborate in monitoring student experiences closely.

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

  MET ☒   **NOT MET** ☐

R2.5 is met. The approval process confirms the MSc route allows students on successful completion to enter the adult or mental health field of nursing practice. Learning outcomes and content in module descriptors promote field specific learning. Students tell us of programme opportunities which enable them to become confident in developing their field identity. Students particularly appreciate practice learning opportunities which are field specific.

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)

<div align="right">

YES ☒   **NO** ☐

</div>

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)

<div align="right">

YES ☒   **NO** ☐

</div>

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)

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R2.8 is met. Unchanged since original approval on 24 April 2020.

- 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)

<div align="right">

MET ☒   **NOT MET** ☐

</div>

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R2.9 is met. The MSc route demonstrates an equal balance of theory and practice learning. Programme documentation and students confirm a range of learning and teaching strategies are in place.

Module aims, descriptors and outcomes specified are mapped to the Standards of proficiency for registered nurses and appropriate to level seven descriptors (quality assurance agency, 2018).

The practice learning model is the same as the undergraduate route. There are three blocks of practice learning experience per year, interspersed with theory blocks. The programme team and students confirm achievement of designated hours for the programme is monitored.

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

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

  YES ☐ **NO** ☐ **N/A** ☒

The programme is delivered in England.

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

  YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐

- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)

  YES ☐ **NO** ☐ **N/A** ☒

The programme leads to registration in a single field 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)

  YES ☐ **NO** ☐ **N/A** ☒

The programme leads to registration solely with the NMC.

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

YES ☒   NO ☐

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

YES ☒   NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 25 January 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: N/A	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

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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)

<div align="center">

MET ☒   **NOT MET** ☐

</div>

R3.1 is met. The major modification process confirms the route provides opportunities for students to meet the Standards of proficiency for RNs caring for a diverse range of people, across all the four fields of nursing. Students give examples of learning across fields in both theory and practice settings. Students describe the diverse contexts and people they meet. SUCs identify opportunities they provide to introduce students to a diverse range of people. PLPs confirm commitment to ensuring each student has a range of practice learning experience is under constant collaborative review.

PLPs meet with students on induction, weekly and in evaluation forums. PLPs and students confirm the sharing of examples of good practice is encouraged as well as the identification of any causes for concern. The school has practice learning area teams associated with designated partner Trusts. The teams communicate regularly with students in the practice area and manage and respond directly to students and clinical staff. All students acknowledge the spirit of openness and support available by SU and PLPs.

CQC quality reports rate Shrewsbury and Telford hospital NHS Trust (29 November 2018 and 8 April 2020) as inadequate and the Trust is in special measures. The programme team tell us their relationship with the new chief nurse is constructive. Students who had been removed from clinical areas mentioned in the CQC report are now being re-introduced, with significant support from the Trust and SU practice teams. Senior education managers spoke openly about the partnership approach to manage CQC identified risks. Partnership actions include close monitoring by senior leadership managers at both SU and partnership

organisations. In addition, the academic practice learning manager together with senior Trust nurse managers and Trust education and placement leads monitor Trust activities which might have an impact on student learning. Joint actions include re-audit, focused inductions, close monitoring of student experience during practice placement and monitoring of student feedback following practice placements. We're assured that risks to students' practice learning are robustly managed and monitored.

- 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. Students tell us of a variety of practice learning experiences. Practice based learning modules are field specific. Students say they meet the holistic needs of people of all ages during practice learning. They give us examples of how this is enabled by PLPs. The programme team assure us that the MYEPAD and OAR are monitored closely by academic assessors. PLPs assure us that clinical placement facilitators and the SU area teams support practice supervisors and practice assessors.

The approval process confirms established processes in place to monitor and evaluate practice placements.

- 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 since original approval on 24 April 2020.

- 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. The approval process demonstrates technology enhanced learning and simulation-based teaching are embedded in the curriculum. Students confirm support in developing these methods of learning. Teaching methods include the use of Apple Padlet, Microsoft Sway, Kahoot and there's access to lecture capture and synchronous, streamed presentations. Students say technology enhanced

learning is effective; in particular packages such as safeMedicate which helps them to develop medicine management skills.

Students and SUCs give examples of practice nursing skills based on real life scenarios. Students describe experiences of learning in simulation laboratories.

The adult field of practice route complies with Article 31(5) of Directive 2005/36/EC.

- 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 since original approval on 24 April 2020.

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: 25 January 2021

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

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 since original approval on 24 April 2020.

- 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. Unchanged since original approval on 24 April 2020.

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. The formative and summative assessment strategy is detailed in course documentation. In the undergraduate and post graduate route, each year students have a field-specific, practice-based module where they have access to three practice learning placements. Practice assessors on these placements assess proficiencies via the MYEPAD. These practice assessment episodes are triangulated by the academic assessor. Practice assessors grade an episode of care. The programme team identify this grading in practice is based on unambiguous criteria specific to the episode of care.

PLPs and the programme team identify processes in place to collaboratively moderate practice grading. The programme team and PLPs identify the

importance of the academic assessor and clinical practice facilitator roles in quality monitoring of practice learning experiences and assessment. Students, PLPs and SUCs confirm feedback loops are established.

- 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. Unchanged since original approval on 24 April 2020.

The programme is mapped against the Standards of proficiency for RNs.

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

- 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** ☐

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- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

  YES ☒   NO ☐

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

  YES ☒   NO ☐

Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ are met

  YES ☒   NO ☐

Outcome
Is the standard met?   MET ☒   NOT MET ☐
Date: 25 January 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 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 are no fall-back exit awards conferring NMC registration as a nurse.

Exit awards include:
PG certificate healthcare studies (60 credits)
PG diploma healthcare studies (120 credits)

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: 25 January 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

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency 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, including a signed supernumerary agreement.	☒	☐

	YES	NO
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: An apprenticeship route is not presented for major modification.		
List additional documentation: Initial draft programme approval report with responses, 28 January 2021 Statement of compliance university hospitals of North Midlands NHS Trust, 22 January 2021 Statement of compliance Midlands partnership NHS foundation Trust, 22 January 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 nursing associate alumnus Two pre-registration, undergraduate, year two, mental health field students One RN adult alumnus		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: Apprenticeship route not presented for major 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 yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list North Staffordshire combined healthcare NHS Trust, 28 March 2019 Midlands partnership NHS foundation Trust, 5 July 2019 Shrewsbury and Telford NHS Trust, 29 November 2018 Shropshire Community Health NHS Trust, 1 August 2019 The Royal Stoke University Hospital, 14 February 2020 University hospitals of North Midlands NHS Trust, 14 February 2020		
If you stated no above, please provide the reason and mitigation: SU is an established AEI, a resource check is not required.		
Additional comments: None identified.		

Issue record			
Final Report			
Author(s):	Maureen Harrison	Date:	1 February 2021
Checked by:	Pamela Page	Date:	5 February 2021
Submitted by:	Lucy Percival	Date:	16 April 2021
Approved by:	Leeann Greer	Date:	22 April 2021