

Programme Major Modification report

Section one

Programme provider name:	Manchester Metropolitan University
Programmes reviewed: <i>This is the NMC programme title(s)</i>	<p><i>Pre-registration nurse qualification leading to</i> Registered Nurse – Adult Registered Nurse – Children’s Registered Nurse - Learning Disabilities Registered Nurse - Mental Health</p> <p><i>Nursing Degree Apprenticeship (NDA) route</i> NDA Adult NDA Children’s NDA Learning Disabilities NDA Mental Health</p> <p><i>Dual award - pre-registration nursing</i> 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</p>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	BSc (Hons) Adult Nursing (Pre-registration) BSc (Hons) Mental Health Nursing (Pre-registration) MSc Adult Nursing (Pre-registration) MSc Mental Health Nursing (Pre-registration)
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A

<p>Additional AEI programme title(s) if applicable: <i>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</i></p>	<p>N/A</p>
<p>Academic levels of current programme:</p>	
<p>Registered Nurse – Adult</p>	<p>England, Wales, Northern Ireland Level 5 Level 6 Level 7</p> <p>SCQF Level 8 Level 9 Level 10 Level 11</p> <p>N/A</p>
<p>Registered Nurse – Children’s</p>	<p>England, Wales, Northern Ireland Level 5 Level 6 Level 7</p> <p>SCQF Level 8 Level 9 Level 10 Level 11</p> <p>N/A</p>
<p>Registered Nurse - Learning Disabilities</p>	<p>England, Wales, Northern Ireland Level 5 Level 6 Level 7</p> <p>SCQF Level 8 Level 9 Level 10 Level 11</p> <p>N/A</p>
<p>Registered Nurse - Mental Health</p>	<p>England, Wales, Northern Ireland Level 5 Level 6 Level 7</p> <p>SCQF Level 8 Level 9 Level 10 Level 11</p> <p>N/A</p>

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

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

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
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
Programme approval dates:	
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	28 August 2019
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date:	
RN – Adult	25 September 2023
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	25 September 2023
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:	25 May 2023
Type of modification:	Desktop
QA visitor(s):	Registrant Visitor: Dr Isobel Ryder

Section two

Summary of review and findings

Manchester Metropolitan University (MMU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). MMU deliver a pre-registration nursing programme with undergraduate and postgraduate routes in adult and mental health fields of practice. The programme was approved by the NMC on 28 August 2019.

The pre-registration nursing programme routes submitted for major modification are the undergraduate bachelor of science with honours (BSc (Hons) adult nursing and BSc (Hons) mental health nursing). Single field programmes are offered in full time mode only.

The context of the modification is a programme reconfiguration including structural changes to the curriculum and changes to learning outcomes and assessments. The number of modules is reduced from five to four in each year of the programme. A field specific module is introduced in year one of the programme. Module learning outcomes are amended to reduce overlap between modules.

This modification is undertaken via desktop review.

The programme documentation and modification process confirms evidence of partnership working between MMU and key stakeholders. Key stakeholders include practice learning partners (PLPs), people who use services and carers (PUSCs) and students. The evidence indicates partnerships are working effectively between MMU and PLPs at strategic and operational level. The greater Manchester (GM) group of universities which includes MMU, work in partnership with PLPs in the GM area to ensure a collaborative approach for implementing the Standards for student supervision and assessment (SSSA) (NMC, 2018). This approach includes shared educational audit documents and shared preparation of practice supervisors, practice assessors and academic assessors. With multiple AEIs using the same practice learning environments, this initiative helps to reduce inconsistency in the assessment process. The GM group of universities have adopted an adapted version of the pan London practice assessment document (PAD) called the north west PAD (NWPAD).

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

The SSSA is met at programme level.

The modified programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval</p> <p>Programme is recommended for approval subject to specific conditions being met</p> <p>Recommended to refuse approval of the programme</p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p>

	Education governance: management and quality assurance: None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	None identified.
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: N/A	
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:	N/A

Section three

NMC Programme standards
Please refer to NMC standards reference points: <u>Standards for pre-registration nursing programmes (NMC, 2018)</u> <u>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</u> <u>Standards framework for nursing and midwifery education (NMC, 2018)</u>

NMC Programme standards

[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, 2022)

Partnerships

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

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

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

Standard 1: The learning culture:

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
- R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

- R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
- R2.4 comply with NMC [Standards for student supervision and assessment](#)
- R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
- R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
- R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

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

- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
- R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

- R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
- R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
- R5.14 a range of people including service users contribute to student assessment

[Standards for student supervision and assessment](#) (NMC, 2018)

Standard 1: Organisation of practice learning:

- R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
- R1.7 students are empowered to be proactive and to take responsibility for their learning
- R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary analysis provides evidence of shared responsibility for theory and practice learning, supervision and assessment with PLPs. Partnership working is robust and effective at strategic and operational levels for the delivery of the pre-registration nursing programme. Lines of communication and accountability for the quality assurance, development, delivery and evaluation of the nursing programme are established. Partnership meetings and practice education facilitator meetings are held regularly throughout the year to review and provide feedback on student practice learning experiences.

Consultation about the proposed modification has taken place with a variety of stakeholders including PUSCs and students. This is evidenced through documentary analysis.

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:	
<p>R1.1 Confirm on entry to the programme that students:</p> <p>R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>R1.1.2 demonstrate values in accordance with the Code</p> <p>R1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>R1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>R1.1.5 can demonstrate proficiency in English language</p> <p>R1.1.6 have capability in literacy to meet programme outcomes</p> <p>R1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p> <p>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</p> <p>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</p> <p>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</p>	

- 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:

- 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

- 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. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.2)

YES NO

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

YES NO

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

YES NO

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

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

MET NOT MET

R1.5 is met. The recognition of prior learning (RPL) policy outlines the process for managing RPL to the proposed new modules. This includes remapping for nursing associate registrants who seek to step into the programme in order to ensure that they get the full exposure to the platforms of the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) to fulfil the requirements to become a registered nurse. Student guidance is provided on MMU webpages and the department of nursing has a RPL academic advisor to support applicants through the process. RPL is used for certificated and experiential learning up to a maximum of 50 percent. External examiners oversee RPL process as outlined in the external examiner handbook.

- 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. Documentary evidence demonstrates students must have the required level of numeracy and literacy for entry to the programme as specified by MMU. Literacy is tested at entry stage through applicants making notes on a video used in the interview and through review and scoring of the personal statement. Numeracy on entry isn't tested but candidates are required to achieve the minimum requirement of general certificate of secondary education maths or equivalent. Functional skills at level two aren't accepted.

Support for students to continuously develop their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes is available through study skills workshops, online skills packages and student support officers. MMU have 'data buddies' who are students providing peer support for numeracy. There's a pop-up maths café for students to access at various points during the year. Mapping documents provide detail of the modules in which numeracy, literacy, digital and technological literacy outcomes are met. The proposed modules in this modification include numeracy assessments which must be passed at 100 percent.

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 evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

The AEI confirm that first and second-year students will transfer to the modified programme for their second and third year respectively, which will commence in 2023-24 academic year. Based on documentary analysis and confirmed by the AEI, these students meet the same learning outcomes as the currently approved programme. Therefore the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and the FN:SPRN are met through transfer to the proposed modified 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.

Unchanged through this modification. All students are supervised and assessed in line with the SSSA.

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 May 2023

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:

- 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 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 (R2.3)
YES NO

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

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

MET NOT MET

R2.4 is met. Documentary evidence shows how the design and delivery of the programme supports students to gain experience in all four fields of nursing in the proposed modified programme. The NWPAD mapping document demonstrates how practice experience maps to the FN:SPRN. Mapping of each field of nursing practice against the FN:SPRN confirms there's experience and exposure to all four fields of nursing in theory and practice. Students on both routes share practice learning placements across both mental health and adult nursing fields. A hub and spoke model of practice learning is used. A diverse range of practice learning environments are used and students document their experiences of spoke practice placements in the NWPAD. In the modified BSc (Hons) routes, there are four practice learning placements per year of which at least one is in a community setting. These practice learning placements provide experience of working with children, people with learning disabilities or mental health issues, physical health needs and maternal care.

- 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 programme structure illustrates there are two distinct fields of nursing practice (adult and mental health) that students can enter. Field specific learning outcomes are outlined in the module descriptions, including the revised modules proposed within this modification. There are shared modules in each year, providing students with core knowledge, skills and values for nursing practice. Year one of the BSc (Hons) route is mostly integrated with students from both fields taught together, but through this modification, students have a 30-credit field specific module in the first year. Field specific seminars provide context throughout the programme. Field specific modules in each year of the BSc (Hons) route enhance and develop knowledge, skills and values within the students' chosen field of practice.

Practice learning experiences vary in length from four to 10 weeks. Practice modules in both routes are field specific, although students from both mental health and adult routes share some practice learning placements for example, in a nursing home environment.

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

- There is evidence that mapping has been undertaken to show how the general and professional content meets NMC requirements of the *Standards of proficiency for registered nurses* and programme outcomes (R2.6)

YES NO

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

YES NO

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

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

MET NOT MET

R2.8 is met. Module descriptions and mapping provide evidence of content in law, safeguarding, consent, pharmacology and medicines administration and optimisation across both fields of the proposed modified programme. There's a GM policy for ensuring consent is sought to deliver safe and effective care in practice learning settings. The NWPAD and ongoing achievement record (OAR) provides evidence of mapping of law, safeguarding, consent, pharmacology and medicines administration and optimisation to the FN:SPRN in practice learning environments. Theoretical content is delivered in field specific seminar groups.

The proposed shared medicines management module in year three of the BSc (Hons) routes is now 30 credits and focuses on further developing students' knowledge and skills in pharmacology. Medicines administration and optimisation is formatively assessed in increasing levels of complexity throughout the programme. Medicines management, pharmacology and numeracy is summatively assessed in the final year. A pass rate of 100 percent is required to pass the module.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET NOT MET

R2.9 is met. The modified programme structure demonstrates an equal balance of theory and practice learning. Proposed module descriptions outline the range of teaching and learning strategies used, with appropriate aims and outcomes stated. The BSc (Hons) routes contain the required number of theory and practice learning hours to meet the SPNP.

There's a variety of assessments used across the programme including poster presentations, oral examination, written examinations, written work, objective structured clinical examinations and observed practice.

Practice hours are recorded via the practice assessment record and evaluation (PARE) system and are monitored by the personal academic tutor. Electronic notifications are sent to the personal tutor alerting them to a change in a student record providing opportunity for swift intervention if required. Students retrieve any unmet practice hours during a practice placement provided they don't exceed 48

hours per week. These hours are recorded via the PARE. Alternatively, unmet practice hours are retrieved at the end of the academic year. Retrieval of unmet practice hours and FN:SPRN are individually managed according to student need and circumstance.

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 isn't applicable as 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 is for a single field of nursing practice (adult or mental health).

- 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 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
Date: 25 May 2023	
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 3: Practice learning
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R3.1 provide practice learning opportunities that allow students to develop and meet the <i>Standards of proficiency for registered nurses</i> 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</p> <p>R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages</p> <p>R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in <i>Standards of proficiency for registered nurses</i>, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>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)</p> <p>R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities</p> <p>R3.6 ensure students experience the range of hours expected of registered nurses, and</p> <p>R3.7 ensure that students are supernumerary.</p> <p><i>Standards framework for nursing and midwifery education, specifically:</i> 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</p>

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

Findings against the standard and requirements

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

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

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. Modified modules and programme mapping documents provide evidence to support the provision of practice learning opportunities allowing students to develop and meet the FN:SPRN communication and relationship management skills and nursing procedures within their selected field of nursing practice.

- 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: 25 May 2023

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

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)
MET NOT MET

R4.1 is met. 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. Unchanged through this modification.

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

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

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

- There are processes in place to provide students with feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)
MET NOT MET

R4.4 is met. Unchanged through this modification.

- 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. Updated mapping documents for the proposed modules for both fields of nursing provide assurance that programme content and practice learning experiences enable students to meet the FN:SPRN.

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

<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8) 	YES	NO
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 <i>Standards of proficiency for registered nurses</i> (R4.10) 	YES	NO
<ul style="list-style-type: none"> • 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: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met	YES	NO
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met	YES	NO
Outcome		
Is the standard met?	MET	NOT MET
Date: 25 May 2023		
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.	
<i>Standards framework for nursing and midwifery education, specifically R2.11, R2.20</i>	
Findings against the standards and requirements	
Evidence provides assurance that the following QA approval criteria are met:	
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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. (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 exit award conferring eligibility for registration as a nurse.	
Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met	
	YES NO
Outcome	
Is the standard met?	MET NOT MET
Date: 25 May 2023	
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 <i>Standards of proficiency for registered nurses</i>		
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)		
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)		
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (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: There's no apprenticeship route within the programme.		
List additional documentation: None identified.		
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:		
People who use services and carers		
If you stated no above, please provide the reason and mitigation: Desktop review for modification to approved programme. Assurance gained through documentary evidence.		
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		
<p>If yes, system regulator reports list:</p> <p>Cheadle Royal Hospital, CQC inspection report, 18 July 2022</p> <p>Eleanor, CQC inspection report, 19 October 2022</p> <p>Greater Manchester Mental Health NHS Foundation Trust, CQC inspection report, 24 November 2022</p> <p>Royal Bolton Hospital, CQC inspection report, 3 March 2023</p> <p>Northern Care Alliance NHS Foundation Trust, CQC inspection report, 22 December 2022</p> <p>Leeds Teaching Hospitals NHS Trust, CQC inspection report, 15 February 2019</p> <p>Tameside and Glossop Integrated Care NHS Foundation Trust, CQC inspection report, 4 July 2019</p> <p>Manchester University NHS Foundation Trust, CQC inspection report, 19 March 2019</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>Not required as an established AEI.</p>		
<p>Additional comments:</p> <p>None identified.</p>		

Mott MacDonald Group Disclaimer

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

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s):	Isobel Mahoney	Date:	1 June 2023
Checked by:	Ian Felstead-Watts	Date:	7 June 2023
Submitted by:	Mubaraq Sanusi	Date:	11 July 2023
Approved by:	Natasha Thompson	Date:	12 July 2023