

## Programme Major Modification report

### Section one

<b>Programme provider name:</b>	University of Portsmouth
<b>Programmes reviewed:</b> <i>This is the NMC programme title(s)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Children’s <input type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input type="checkbox"/></p> <p>NDA Children’s <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input type="checkbox"/></p> <p>Dual award - adult/children’s <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/children’s <input type="checkbox"/></p> <p>Dual award - learning disabilities/children’s <input type="checkbox"/></p>
<b>AEI programme title(s):</b>	
<b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i>	Bachelor of Nursing (BN) (Hons) Adult Nursing  Bachelor of Nursing (BN) (Hons) Mental Health Nursing
<b>Modified AEI programme title(s) if applicable:</b> <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
<b>Additional AEI programme title(s) if applicable:</b> <i>Please include any additional AEI programme title(s) for approval as a</i>	Masters in Nursing (MN) Adult Nursing  Masters in Nursing (MN) Mental Health Nursing

<p><i>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><b>Academic levels of current programme:</b></p>	
<p>Registered Nurse – Adult</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Registered Nurse – Children’s</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Registered Nurse - Learning Disabilities</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Registered Nurse - Mental Health</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p>

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

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - adult/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
Dual award - mental health/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A

<p>Dual award - learning disabilities/children's</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p><b>Academic levels of modified/additional programme(s)/route(s):</b></p>	
<p>Registered Nurse – Adult</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Registered Nurse – Children's</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
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<p>Registered Nurse - Mental Health</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p>

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

Dual award - adult/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<b>Programme approval dates:</b>	

<b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i>	25 July 2019
<b>Date(s) of NMC approval of any modifications since last approval:</b>	N/A
<b>Programme start dates: 16 September 2024</b>	
<b>Current modification programme start date:</b>	
RN – Adult	16 September 2024
RN – Children’s	N/A
RN - Learning Disabilities	N/A
RN - Mental Health	16 September 2024
NDA Adult	N/A
NDA Children’s	N/A
NDA Learning Disabilities	N/A
NDA Mental Health	N/A
Dual award - Adult/Mental Health	N/A
Dual award - Adult/Children’s	N/A
Dual award - Adult/Learning Disabilities	N/A
Dual award – Mental Health/Learning Disabilities	N/A
Dual award – Mental Health/Children’s	N/A



Dual award – Learning Disabilities/Children’s	N/A
<b>Date of modification:</b>	19 June 2023
<b>Type of modification:</b>	Visit
<b>QA visitor(s):</b>	Registrant Visitor: David Clarke

## **Section two**

### **Summary of review and findings**

The University of Portsmouth (UoP) is an approved education institution (AEI). The school of health sciences and social work provided programme documentation for a major modification to the approved full-time three-year bachelor of nursing (BN) programme in adult and mental health nursing fields. The programme was approved by the Nursing and Midwifery Council (NMC) on the 25 July 2019.

The major modification is to approve a two-year full-time master in nursing (MN) route in the fields of adult or mental health nursing. The MN is 180 credits at level seven. The proposed routes are delivered in addition to the approved BN (Hons) routes. The proposed routes are developed in response to local demand for adult and mental health nurses.

The programme is developed in partnership between the AEI and local practice learning partners (PLPs). The postgraduate routes are designed to enable students with a first degree and relevant clinical experience to undertake a post-graduate route to becoming a registered nurse. The MN routes require applicants to have completed a first degree with a minimum second-class lower classification. Applicants are required to provide evidence of 800 hours practice learning and 650 hours of theoretical learning through a recognition of prior learning (RPL) process. A portfolio to record the applicants RPL has been developed, alongside clearly documented admissions criteria and RPL information for applicants.

The programme is utilising the South practice assessment document (PAD). The South PAD is mapped to the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

The UoP are planning to implement a new model of practice learning for this postgraduate programme due to the planned student numbers being smaller than the BN programme. The new model of practice learning includes a hub and spoke approach to student placement and the employment of practice assessors in both adult and mental health fields of practice. One PLP at the major modification visit has engaged in discussions with UoP on this new model and all PLPs present at the visit are supportive of the model.

Documentary evidence and the modification visit demonstrate effective partnership working between the AEI and key stakeholders. The programme development team at the modification visit includes representatives from the faculty, PLPs, people who use services and carers (PUSCs) and students.

UoP have systems in place to monitor equality, diversity and inclusion (EDI) of their students, including attainment by ethnicity and gender. The university have

an EDI framework and governance structure and there are school and programme level action plans to address gaps in attainment. The university is accredited with an Athena Swan bronze award and the school is in the process of applying for an Athena Swan bronze award.

The AEI in partnership with PLPs confirm any issues arising from Care Quality Commission (CQC) quality reviews which impact on the practice learning environment are managed through a systematic partnership process.

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018).

Arrangements at programme level do not meet the Standards for supervision and assessment (SSSA) (NMC, 2018, updated 2023).

The modification visit is undertaken remotely.

The major modification is recommended for approval to the NMC subject to two NMC conditions and five university conditions. Three university recommendations are made.

Updated 24 August 2023:

Documentation has been received from UoP which confirms that the NMC and university conditions are now met.

The modification is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p>

	<p><b>Selection, admission and progression:</b></p> <p>Condition one: Update the RPL process to confirm external examiner review of the applicant's RPL portfolio. (SFNME R2.20)</p> <p>Condition two: Update the MN adult nursing and MN mental health nursing admissions portfolio to evidence sign off by a NMC registered nurse with appropriate equivalent experience for the applicant's proposed field of practice, where NMC proficiencies are being considered in the RPL process (SSSA R6.3 R7.1; SPNP R1.5)</p> <p>Condition three: Rewrite the entry criteria to make clear the eligibility for international students to join the courses. (University condition)</p> <p><b>Practice learning:</b> None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition four: Revisit some of the modules to give them more meaningful titles. (University condition)</p> <p>Condition five: An exemption must be approved for non-standard pass marks (University condition)</p> <p>Condition six: Revisit module learning outcomes to ensure that all reflect level seven learning. (University condition)</p> <p>Condition seven: Provide evidence of the training plan for service users involved in supporting the reviewing of admissions-related portfolios, with specific reference to general data protection regulation (GDPR) considerations. (University condition)</p>
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<b>Date condition(s) to be met:</b>	28 August 2023
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: Publish interview dates/portfolio submission deadlines on the main course webpage. (University recommendation)</p> <p>Recommendation two: Look at how mastery is demonstrated in the placements and how the reflections are marked and contribute to classification. (University recommendation)</p> <p>Recommendation three: Engage with placement partners to promote hub and spoke approach to placements. (University recommendation)</p>
<b>Focused areas for future monitoring:</b>	Monitor and evaluate the proposed placement model associated with this programme, which includes the introduction of hub and spoke placements and a university employed practice assessor for this programme.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions:</b>	
<p>Condition one: The programme team have provided an updated RPL process document which clearly states the applicants RPL portfolio will be reviewed by the external examiner. Condition one is met.</p> <p>Condition two: The programme team have reconsidered the proposed RPL process and opted to respond by removing the requirement to provide evidence to meet certain FN:SPRN. Therefore, the condition no longer applies. The programme documentation has been updated to reflect the requirement for practice hours to be considered for RPL but these are no longer mapped to FN:SPRN. Condition two is met.</p> <p>Confirmation that the university conditions are met has been received.</p>	

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	24 August 2023

### Section three

<b>NMC Programme standards</b>
<p>Please refer to NMC standards reference points:  <a href="#">Standards for pre-registration nursing programmes (NMC, 2018)</a>  <a href="#">Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</a>  <a href="#">Standards framework for nursing and midwifery education (NMC, 2018)</a>  <a href="#">Standards for student supervision and assessment (NMC, 2018)</a>  <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</a>  <a href="#">Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</a>  <a href="#">QA Handbook (NMC, 2022)</a></p>
<b>Partnerships</b>
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#">Standards framework for nursing and midwifery education (NMC, 2018)</a></p> <p><b>Standard 1: The learning culture:</b>  R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p>

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.**

Established and effective partnership working is evidenced through a range of documents including curriculum planning meetings. The PUSCs and several PLPs confirm at the modification visit their involvement in the design of theory and practice within the new postgraduate route through a one-day workshop. The students attending the modification visit have not been directly involved in the development of the post-graduate route but are aware of the proposal. Some students state they would have undertaken the post graduate route if it had been available.

Healthwatch Portsmouth, a local advocacy charity, are UoP primary PUSC partner, with a diverse group of PUSCs that represent the local community. There's documentary evidence and the PUSC tell us, that they contribute to applicant interviews and teaching (including to interprofessional groups). Students confirm PUSC involvement in these activities. The PUSC tell us they're well supported and they feel their voice is valued by staff and students. They confirm that training in areas such as equality and diversity is required and provided regularly.

PLPs report a strong and effective partnership with UoP. PLPs help shape the programme design with respect to both theory and practice. PLPs tell us of regular formal and informal meeting opportunities to consider curriculum and practice developments and identify and resolve any issues. The partnership working through the practice educator facilitator (PEF) role is confirmed by senior PLPs and students tell us this is a strength of the programme. The PEFs link with each practice placement area and provide local oversight of all processes related to the student practice learning experience. This partnership structure monitors governance and quality and ensures placement capacity for the programme. The PEF also ensures there are a sufficient range of practice learning opportunities to enable students to meet exposure to other fields of nursing practice and care for the diverse needs of PUSCs across the lifespan. At the modification visit discussions related to placement capacity confirm sufficient placements for the proposed route. Placement capacity will continue to be monitored closely.

Where there's an adverse system regulator report the programme team and PLPs confirm there's an ongoing, collaborative and comprehensive plan of monitoring in place between UoP and the relevant PLP.

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:**

- 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 not met. The university confirms that RPL is permitted in the university regulations for the MN routes, up to a maximum of 50 percent of the programme.

Applicants to the programme provide evidence of 800 hours practice learning in the relevant field of practice and 650 hours of theoretical learning. An admissions portfolio to record the applicants RPL has been developed, alongside clearly documented admissions criteria and RPL information for applicants. RPL is mapped to the Standards of pre-registration nursing programme (SPNP) (NMC, 2018), programme outcomes and FN:SPRN . The evidence submitted states that where UoP permit RPL of 800 hours practice learning this includes identified FN:SPRN that aren't then assessed following admission to the programme. It isn't clear within the admissions portfolio that an NMC registered nurse with experience in the relevant field of practice will confirm achievement of these proficiencies. The programme team are required to ensure an NMC registered nurse with relevant experience in the field of practice confirms the achievement of proficiencies. (Condition two)

- 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. Documentary evidence and the modification visit provides assurance that NMC registered nurses may have RPL for more than 50 percent of the programme within the university regulations. RPL is mapped to the SPRN and FN:SPRN.

- 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 and the modification visit confirm that in both theory and practice learning, numeracy, literacy, digital and technological literacy is mapped against the FN:SPRN and SPNP outcomes. The AEI confirms the candidate's capability to develop numeracy, literacy, digital and technological literacy skills during the admissions process.

Documentary evidence confirmed by the programme team demonstrates that numeracy, literacy, digital and technological literacy skills are embedded throughout the programme.

The South ongoing achievement record and PAD are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

Ongoing support for students to continuously develop numeracy, literacy, digital and technological literacy occurs through a range of communication methods and learning resources. Examples include safeMedicate medicines calculations, a range of assessment methods and clinical simulation experiences.

**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.**

Students will not transfer between the approved BN routes and the proposed MN routes.

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

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

The SSSA is fully embedded across pre-registration nursing provision at UoP.

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

YES  NO



A portfolio to record the applicants RPL has been developed, alongside clearly documented admissions criteria and RPL information for applicants. However, it is unclear if an external examiner reviews the portfolio. The programme team are required to ensure external examiner oversight of the RPL process. (Condition one).

**Outcome**

**Is the standard met?**

**MET**

**NOT MET**

A portfolio to record the applicants RPL has been developed, alongside clearly documented admissions criteria and RPL information for applicants. However, it is unclear if an external examiner reviews the portfolio. The programme team are required to ensure external examiner oversight of the RPL process.

Condition one: Update the RPL process to confirm external examiner review of the applicant's RPL portfolio. (SFNME R2.20)

It isn't clear within the admissions portfolio that a NMC registered nurse with experience in the relevant field of practice will confirm achievement of these FN:SPRN proficiencies. The programme team are required to ensure an NMC registered nurse with relevant experience in the field of practice confirms the achievement of proficiencies.

Condition two: Update the MN adult nursing and MN mental health nursing admissions portfolio to evidence sign off by a NMC registered nurse with appropriate equivalent experience for the applicant's proposed field of practice, where NMC proficiencies are being considered in the RPL process (SSSA R6.3, R7.1; SPNP R1.5)

**Date:** 19 June 2023

**Post event review**

**Identify how the condition(s) is met:**

Condition one: The programme team have provided an updated RPL Process document which clearly states the applicants RPL portfolio will be reviewed by the external examiner.

Condition on is met.

**Evidence:**

MN Adult nursing/MN mental health nursing admissions portfolio, July 2023

Condition two: The programme team have reconsidered the proposed RPL process and opted to respond by removing the requirement to provide evidence to meet certain FN:SPRN. Therefore, the condition no longer applies. The

programme documentation has been updated to reflect the requirement for practice hours to be considered for RPL but these are no longer mapped to FN:SPRN.

Condition two is met.

Evidence:

MN Adult nursing / MN mental health nursing admissions portfolio, July 2023.

MN Adult nursing student handbook, undated.

MN Mental health nursing student handbook, undated.

**Date condition(s) met:** 24 August 2023

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

## Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for



general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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

*Standards framework for nursing and midwifery education specifically:*  
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

*Standards for student supervision and assessment specifically:*  
R1.2, R1.3, R1.7, R1.10, R1.11

### Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)  
YES  NO
- 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 and findings at the modification visit provide assurance that cross field experience is a part of the proposed routes.

- 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. Programme documentation illustrates that the structure, design and delivery of the proposed routes include field specific content for the two fields. Students will participate in field specific group tutorials, case-based learning activities and field specific practice learning experiences. There's documentary evidence that field specific learning outcomes and content are relevant. PLPs and the programme team give assurance that placement experiences ensure field specific learning outcomes are met.

**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. Documentation shows mapping to ensure that field specific content in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation is included within the proposed routes.

- 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 documentation sets out NMC requirements for 4,600 hours of study, divided equally between theory and practice. This comprises 650 hours RPL of theory and 800 hours RPL of practice and 1860 hours of theoretical learning and 1550 hours of practice learning delivered in the programme.

The MN is 180 credits at level seven for both the adult and mental health nursing routes. Teaching and learning methods are detailed in each module specification and include lectures, skills and simulation workshops. Practice-based learning is integrated within the curriculum across two parts. Clear processes are in place to ensure the achievement of the designated programme hours.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)  
**YES**  **NO**  **N/A**

This programme is delivered in England only.

- 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)

<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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)</li> </ul> <p style="text-align: right; margin-right: 100px;"> <b>YES</b> <input type="checkbox"/>      <b>NO</b> <input type="checkbox"/>      <b>N/A</b> <input checked="" type="checkbox"/> </p> <p>Both programme routes lead to registration in one field of nursing only.</p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p style="text-align: right; margin-right: 100px;"> <b>YES</b> <input type="checkbox"/>      <b>NO</b> <input type="checkbox"/>      <b>N/A</b> <input checked="" type="checkbox"/> </p> <p>The programme leads to registration solely with the NMC.</p>
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula are met
<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met
<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<b>Outcome</b>
<b>Is the standard met?</b>
<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<b>Date:</b> 19 June 2023
<b>Post event review</b>
<b>Identify how the condition(s) is met:</b>
N/A
<b>Date condition(s) met:</b>
N/A
<b>Revised outcome after condition(s) met:</b>
<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
N/A
<b>Standard 3: Practice learning</b>
<b>Approved education institutions, together with practice learning partners, must:</b>

- R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages
- R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)
- R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities
- R3.6 ensure students experience the range of hours expected of registered nurses, and
- R3.7 ensure that students are supernumerary.

*Standards framework for nursing and midwifery education*, specifically:  
R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

### Findings against the standard and requirements

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

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

**MET**  **NOT MET**

R3.1 is met. PLPs report a strong and effective partnership with UoP. PLPs help shape the programme design with respect to both theory and practice. PLPs tell us of regular formal and informal meeting opportunities to consider curriculum and practice developments and identify and resolve any issues. The partnership

working through the practice educator facilitator (PEF) role is confirmed by senior PLPs and students tell us this is a strength of the programme. The PEFs link with each practice placement area and provide local oversight of all processes related to the student practice learning experience. This partnership structure monitors governance and quality and ensures placement capacity for the programme. The PEF also ensures there are a sufficient range of practice learning opportunities to enable students to meet exposure to other fields of nursing practice and care for the diverse needs of PUSCs across the lifespan.

The UoP are planning to implement a new model of practice learning for this postgraduate programme due to the planned student numbers being smaller than the BN programme. The new model of practice learning includes a hub and spoke approach to student placement and the employment of practice assessors in both adult and mental health fields of practice. One PLP at the major modification visit has engaged in discussions with UoP on this new model and all PLPs present at the visit are supportive of the model.

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

**MET**  **NOT MET**

R3.2 is met. Unchanged through this modification.

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

**MET**  **NOT MET**

R3.3 is met. Unchanged through this modification.

- Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (R3.4)

**MET**  **NOT MET**

R3.4 is met. Documentary evidence confirms there's an operational policy for educational clinical simulation for the nursing programmes. Programme specifications and handbooks for the modified MN routes illustrate the use of a range of technology enhanced learning strategies, including safeMedicate,

Moodle, a range of simulation experiences and practical skills assessments. The programme team and students confirm this.

Documentary evidence and discussion at the modification visit confirms that simulation is used to support theoretical learning and isn't counted as placement hours within the proposed routes.

- 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: 19 June 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, R3.8, 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. Programme documents and discussion at the modification visit confirm that academic and practice feedback is provided to students via a range of methods on the proposed routes. The school student handbook details the process for assessment and feedback. The students tell us of informal feedback examples for their learning. The programme team tell us of formative feedback opportunities within each module.

Students receive both formative and summative feedback through the South PAD for their practice learning.

Assessments within the proposed routes are varied and creative which enable students to develop transferable skills for their professional practice, for example coursework, presentations and a project.

- 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. Mapping within the programme documentation for the proposed routes shows how the SPNP outcomes and FN:SPRN are met and contains field specific content. The South PAD is also clearly mapped against the FN:SPRN.

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

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

**YES**  **NO**

- 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**

<ul style="list-style-type: none"> <li>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)</li> </ul> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<b>Outcome</b>
<p><b>Is the standard met?</b> MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p><b>Date:</b> 19 June 2023</p>
<b>Post event review</b>
<p><b>Identify how the condition(s) is met:</b> N/A</p>
<p><b>Date condition(s) met:</b> N/A</p>
<p><b>Revised outcome after condition(s) met:</b> MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A</p>

<b>Standard 5: Qualification to be awarded</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and</p> <p>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.</p> <p><i>Standards framework for nursing and midwifery education, specifically R2.11, R2.20</i></p>
<b>Findings against the standards and requirements</b>
<b>Evidence provides assurance that the following QA approval criteria are met:</b>

- 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

- 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 award with NMC registration. The only fall-back exit awards are a postgraduate certificate in health and care studies or a postgraduate diploma in health and care studies which don't provide eligibility to register as a nurse.

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: 19 June 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):

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for registered nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education (NMC, 2018) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC, 2018)</i> apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes (NMC, 2018) (Gateway 3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation:  The UoP no longer provide a university handbook. This information is conveyed through UoP webpages. An apprenticeship route isn't proposed.		
List additional documentation: Evidence to support conditions: MN Adult nursing / MN mental health nursing admissions portfolio, July 2023. MN Adult nursing student handbook, undated. MN Mental health nursing student handbook, undated.		
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study:  BN Adult year two x two students. BN Mental health year two x one student. BN Mental health year three x one student.		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed.		
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list:		
CQC inspection report, Hampshire Hospitals NHS Foundation Trust, 7 April 2020.		
CQC inspection report, Isle of Wight NHS Trust, 29 September 2021.		
CQC inspection report, Portsmouth Hospitals University NHS Trust, 21 July 2022.		
CQC inspection report, Solent NHS Trust, 27 February 2019.		
C inspection report, Isle of Wight NHS Trust, St Mary's Hospital, 14 December 2022.		
If you stated no above, please provide the reason and mitigation:		
UoP is an established AEI. A resource check isn't required.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

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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):	David Clarke	Date:	26 June 2023
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Approved by:	Natasha Thompson	Date:	18 September 2023