

**Programme Major Modification report**

**Section one**

<b>Programme provider name:</b>	Teesside University
<b>In partnership with:</b> <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	County Durham and Darlington NHS Foundation Trust Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust Gateshead Health NHS Foundation Trust Harrogate and District NHS Foundation Trust Newcastle Upon Tyne Hospitals NHS Foundation Trust North Tees and Hartlepool NHS Foundation Trust South Tees Hospitals NHS Foundation Trust Tees Esk and Wear Valleys NHS Foundation Trust York Teaching Hospital NHS Foundation Trust Private, voluntary and independent health care providers Education and social care providers
<b>Programmes reviewed:</b>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input 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 type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input checked="" type="checkbox"/></p> <p>NDA Children’s <input checked="" type="checkbox"/></p> <p>NDA Learning Disabilities <input checked="" type="checkbox"/></p> <p>NDA Mental Health <input checked="" 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>Title of current programme(s):</b>	BSc (Hons) Nursing Studies (Adult) (Pre-registration) Apprenticeship route

	<p>BSc (Hons) Nursing Studies (Children's) (Pre-registration) Apprenticeship route</p> <p>BSc (Hons) Nursing Studies (Learning Disabilities) (Pre-registration)</p> <p>BSc (Hons) Nursing Studies (Mental Health) (Pre-registration) Apprenticeship route</p>
<b>Title of modified programme(s) if changed:</b>	N/A
<b>Academic levels of current programme:</b>	
Registered Nurse – 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>
Registered Nurse – 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>
Registered Nurse - 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>
Registered Nurse - 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>
NDA Adult	<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>
NDA Children’s	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" 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
NDA Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" 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
NDA Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" 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
Dual award - adult/mental health	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
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
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
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
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
Dual award - learning disabilities/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

<b>Academic levels of modified programme(s) if changed:</b>	
Registered Nurse – Adult	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
Registered Nurse – 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
Registered Nurse - 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
Registered Nurse - Mental Health	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
NDA Adult	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
NDA 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
NDA 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
NDA Mental Health	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

Dual award - adult/mental health	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
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
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
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
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
Dual award - learning disabilities/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
<b>Programme start date:</b>	
NDA Adult	29 March 2021
NDA Children's	29 March 2021
NDA Learning Disabilities	29 March 2021
NDA Mental Health	29 March 2021
<b>Date of approval:</b>	26 January 2021
<b>Type of Modification:</b>	Desktop review
<b>QA visitor(s):</b>	Registrant Visitor: Elizabeth Ann Mason

**Section two**

**Summary of review and findings**

Teesside University (TU) is an approved education institution (AEI). TU present a major modification request to introduce a four-year part-time route to their full-time three-year BSc (Hons) nursing studies nursing degree apprenticeship (NDA). The part-time route will apply to the four fields of nursing practice. TU also request a change to the start date for the NDA from September to March, commencing from 29 March 2021. This applies to full- and part-time NDA routes. The pre-registration nursing programme has been in approval since 2 August 2019. The NDA full-time BSc (Hons) nursing studies (apprenticeship route) was approved as a major modification on 20 December 2019.

TU propose a revised programme structure for the part-time NDA route. The programme will be delivered in three parts over four years. Part one will be provided in year one with part two delivered in years two and three and part three in year four. The module sequence and delivery in part one (year one) and part three (year four) is unchanged from the original approval. Part two modules are delivered over two years but follow the same sequence as the full-time route. The curriculum for the four-year part-time programme is as originally approved on 2 August 2019 and modified on 20 December 2019.

The part-time programme will be delivered through a blended approach of campus-based teaching, online study and practice learning. There's a week's theory block at the beginning of each semester, with theory and practice days then scheduled into each programmed week. The programme documents provide evidence and the programme team tell us that assessment dates are revised to support the changes in the module delivery pattern. The documentation and programme team confirm the part-time NDA students will be supernumerary throughout their practice learning time and will undertake a range of placement experiences to meet the Standards for pre-registration nursing programmes (SPNP) (Nursing and Midwifery Council (NMC), 2018) and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

Employer partners for the NDA are unchanged from the original major modification on 20 December 2019. Programme documentation confirms evidence of effective partnership working between TU, practice learning employer partners (PLEPs) and other practice learning partners (PLPs) supporting placement learning. They're working together to develop and deliver the four-year part-time NDA route. The programme team confirm that the practice placement facilitator partnership group and the department head and senior nurse meetings will provide the operational and strategic oversight of full- and part-time NDA routes. They tell us that the review meetings undertaken every 12 weeks with the NDA students provide an additional opportunity for the PLEPs to work with the university to ensure the quality of the NDA. The programme team explain that they're working with PLEPs

and PLPs to provide additional information during Standards for student supervision and assessment (SSSA) training and update sessions. This will ensure that practice supervisors and practice assessors are familiar with the structure of the part-time NDA route and support students to achieve the required supernumerary practice learning hours.

TU tell us the change to the March start date will support PLEPs to improve local workforce planning and employment for nursing. The four-year part-time route will improve the opportunity to undertake the NDA route through increased flexibility for learning. They confirm that the resources are available to support the change to a March intake for the NDA and we're assured the programme team and resources are available.

The SSSA (NMC, 2018) are met at programme level.

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

The modification is recommended to the NMC for approval subject to one NMC condition.

Updated 19 February 2021:

In response to condition one, TU have submitted an amended programme specification and NDA course handbooks for the adult, mental health, child and learning disabilities fields. The revised programme specification demonstrates there's an equal balance of theory and practice for the part-time four-year apprenticeship route.

The four-year part-time NDA route is recommended for approval by the NMC. This also includes the change of start date for NDA routes to March annually.

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

	<p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>The AEI must provide a revised programme structure and programme documents to demonstrate there is an equal balance of theory and practice. (SFNME R2.3, R5.3; SPNP R2.1, R2.9)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified.</p>
<b>Date condition(s) to be met:</b>	19 February 2021
<b>Recommendations to enhance the programme delivery:</b>	None identified.
<b>Focused areas for future monitoring:</b>	None identified.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions:</b>	
TU have submitted revised programme documentation which now demonstrates there's an equal balance of theory and practice for the part-time four-year NDA route. Condition one is now met.	
<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>	19 February 2021
-------------------------------	------------------

**Section three**

**NMC Programme standards**

Please refer to NMC standards reference points:

[Standards for pre-registration nursing programmes \(NMC, 2018\)](#)

[Future nurse: Standards of proficiency for registered nurses \(NMC, 2018\)](#)

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

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

[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates \(NMC, 2015 updated 2018\)](#)

[Quality assurance framework for nursing, midwifery and nursing associate education \(NMC, 2020\)](#)

[QA Handbook \(NMC, 2020\)](#)

**Partnerships**

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

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

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

**Standard 1: The learning culture:**

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

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

**Standard 2: Educational governance and quality:**

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

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

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

**Standard 1: Organisation of practice learning:**

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

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

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

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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 evidence provided for the desktop review confirms there's effective partnership working between TU and the PLEPs at strategic and operational levels. The employers and PLPs support the change for the start of the NDA programme to March and the introduction of the four-year part-time route. They're involved in the decision-making processes and development of the modification for a four-year part-time programme. Partnership information demonstrates the commitment of the PLEPs to supporting students on a part-time programme. We're told by the programme lead that the service users and carers will continue to support the selection processes with employers and TU, and will contribute to the development, delivery, assessment and evaluation of the part-time route. The programme team tell us the part-time students will have the same opportunities for shared learning across the four fields and interprofessional learning with and from other students undertaking health related programmes that commence annually in March.

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

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

YES  NO

- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

YES  NO

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

YES  NO

**Provide an 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 processes for the recognition of prior learning (RPL) are unchanged since the original programme approval. There's evidence of clear mapping to support the process of RPL for those entering the part-time route from the FdSc nursing associate programme. They'll be allowed RPL at no more than the maximum of 50 percent and will enter the part-time route at part two year three.

- 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 since the original approval on 2 August 2019 and major modification on 20 December 2019.

- 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. Unchanged since the original approval on 2 August 2019 and major modification on 20 December 2019.

**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**

R1.8 is met. Unchanged since the original approval on 2 August 2019 and major modification on 20 December 2019.

**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.**

No transfer of current students onto the part-time apprenticeship route is proposed.

**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.**

No transfer of current students onto the part-time apprenticeship route is proposed.



Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to selection, admission and progression 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> 26 January 2021	
<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 2: Curriculum</b>
<b>Approved education institutions, together with practice learning partners, must:</b>
<p>R2.1 ensure that programmes comply with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the NMC <i>Standards for student supervision and assessment</i></p> <p>R2.3 ensure that programme learning outcomes reflect the <i>Standards of proficiency for registered nurses</i> and each of the four fields of nursing practice: adult, mental health, learning disabilities and children’s nursing</p> <p>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</p> <p>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</p> <p>R2.6 set out the general and professional content necessary to meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes</p> <p>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</p> <p>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</p>

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

R2.1 is not met. The modification made to the programme structure for the four-year part-time route doesn't provide an equal balance of theory and practice learning. The programme documentation states that theory hours are attributed to one third of the programme, with 1534 hours of learning over four years. Practice learning provides two-thirds of the programme time with 3066 placement hours over four years. This doesn't meet the SFNME requirement for compliance with programme standards and appropriate curriculum weighting which in the SPNP requires an equal balance of theory and practice learning. (Condition one)

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)  
 YES  NO

- Mapping to show how the curriculum and practice learning content reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)

YES  NO

**Provide an 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

- 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

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

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

YES  NO

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

YES  NO

**Provide an 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. Unchanged since the original approval on 2 August 2019 and major modification on 20 December 2019.

- 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 not met. The four-year part-time NDA route follows the same curriculum, including aims, module descriptors and outcomes, as the approved pre-registration nursing and full-time NDA programme. Part-time NDA route students will undertake a modified programme structure with part one in year one, part two in years two and three and part three in year four.

The modification to the NDA programme structure doesn't demonstrate an equal balance of theory and practice learning for students taking the four-year part-time NDA route. The programme has four-year duration with 1543 theory learning hours and 3066 practice learning. With one third of programme hours for theory learning and two-thirds for practice learning, this doesn't provide an equal balance of theory and practice learning. (Condition one)

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

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

**YES**  **NO**  **N/A**

This programme isn't delivered in Wales.

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

**YES**  **NO**

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

**YES**  **NO**

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

YES  NO  N/A

The full- and part-time NDA route doesn't lead to registration in two fields of nursing.

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

YES  NO  N/A

The full- and part-time NDA route doesn't lead to registration in another profession.

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

YES  NO

The modification to the NDA programme structure doesn't demonstrate an equal balance of theory and practice learning for students taking the four-year part-time NDA route. (Condition one)

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

The documentary evidence and programme specifications provided by TU to add a four-year part-time route to the approved NDA programme doesn't demonstrate an equal balance of theory and practice learning.

Condition one: The AEI must provide a revised programme structure and programme documents to demonstrate there is an equal balance of theory and practice. (SFNME R2.3, R5.3; SPNP R2.1, R2.9)

**Date:** 26 January 2021

### Post event review

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

Condition one: TU have provided an amended programme specification and NDA course handbooks for the adult, mental health, child and learning disabilities fields. The revised programme specification demonstrates there's an equal balance of theory and practice for the part-time four-year NDA route.

Condition one is now met.

**Evidence:**

TU BSc (Hons) nursing studies (all fields) pre-registration NDA, revised programme specification, updated 18 February 2021  
 TU BSc (Hons) nursing studies adult, NDA, revised programme handbooks four-year part-time route, updated 18 February 2021  
 TU BSc (Hons) nursing studies mental health, NDA, revised programme handbooks four-year part-time route, updated 18 February 2021  
 TU BSc (Hons) nursing studies child NDA, revised programme handbooks four-year part-time route, updated 18 February 2021  
 TU BSc (Hons) nursing studies learning disabilities NDA, revised programme handbooks four-year part-time route, updated 18 February 2021  
 TU BSc (Hons) nursing studies adult NDA, revised programme handbooks three-year route, updated 18 February 2021  
 TU BSc (Hons) nursing studies mental health NDA, revised programme handbooks three-year route, updated 18 February 2021  
 TU BSc (Hons) nursing studies child NDA, revised programme handbooks three-year route, updated 18 February 2021  
 TU BSc (Hons) nursing studies learning disabilities NDA, revised programme handbooks three-year route, updated 18 February 2021

**Date condition(s) met:** 19 February 2021

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

**Standard 3: Practice learning**

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

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

R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

R3.6 ensure students experience the range of hours expected of registered nurses, and

R3.7 ensure that students are supernumerary.

*Standards framework for nursing and midwifery education, specifically:*

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

### Findings against the standard and requirements

**Provide an 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 since the original approval on 2 August 2019 and major modification on 20 December 2019.

- 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 since the original approval on 2 August 2019 and major modification on 20 December 2019.

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

**MET**  **NOT MET**

R3.3 is met. Unchanged since the original approval on 2 August 2019 and major modification on 20 December 2019.

- 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 since the original approval on 2 August 2019 and major modification on 20 December 2019.

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

**MET**  **NOT MET**

R3.5 is met. Unchanged since the original approval on 2 August 2019 and the major modification on 20 December 2019.

**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:** 26 January 2021

**Post event review**

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

N/A

**Date condition(s) met:**



N/A

Revised outcome after condition(s) met:

MET

NOT MET

N/A

#### Standard 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 since the BSc pre-registration nursing programme approval on 2 August 2019 and the major modification for the full-time NDA route on 20 December 2019.

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

**MET**  **NOT MET**

R4.2 is met. Unchanged since the BSc pre-registration nursing programme approval on 2 August 2019 and the major modification for the full-time NDA route on 20 December 2019.

**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**

R4.3 is met. Unchanged since the original approval on 2 August 2019 and major modification on 20 December 2019.

**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 since the original approval on 2 August 2019 and major modification on 20 December 2019.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

**MET**  **NOT MET**

R4.5 is met. Unchanged since the original approval on 2 August 2019 and major modification on 20 December 2019.

**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**
- 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 26 January 2021			
<b>Post event review</b>			
Identify how the condition(s) is met:			
N/A			
Date condition(s) met:			
N/A			
Revised outcome after condition(s) met:		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A			

<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  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>
<p><b>Evidence provides assurance that the following QA approval criteria are met:</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>

	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)</li> </ul>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Fall Back Award</b>		
If there is a fall-back exit award with registration as a nurse all NMC standards and proficiencies are met within the award		
	YES <input type="checkbox"/>	NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
The NDA route doesn't provide a fall-back exit award with 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 26 January 2021		
<b>Post event review</b>		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ongoing record of achievement (ORA)	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC, 2018) (Gateway 3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Registrant academic staff details checked on NMC website	<input type="checkbox"/>	<input checked="" 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, including a signed supernumerary agreement.	<input type="checkbox"/>	<input checked="" 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"/>
<p>If you stated no above, please provide the reason and mitigation:                  Written placement agreements and supernumerary statements unchanged since NDA approval. No new employers identified.                  Documentation unchanged from original approval on 2 August 2019 and 20 December 2019.</p>		
<p>List additional documentation:</p> <p>TU BSc (Hons) nursing studies (all fields) pre-registration NDA, revised programme specification, updated 18 February 2021                  TU BSc (Hons) nursing studies adult, NDA, revised programme handbooks four-year part-time route, updated 18 February 2021                  TU BSc (Hons) nursing studies mental health, NDA, revised programme handbooks four-year part-time route, updated 18 February 2021                  TU BSc (Hons) nursing studies child NDA, revised programme handbooks four-year part-time route, updated 18 February 2021                  TU BSc (Hons) nursing studies learning disabilities NDA revised programme handbooks four-year part-time route, updated 18 February 2021                  TU BSc (Hons) nursing studies adult NDA, revised programme handbooks three-year route, updated 18 February 2021                  TU BSc (Hons) nursing studies mental health NDA, revised programme handbooks three-year route, updated 18 February 2021                  TU BSc (Hons) nursing studies child NDA, revised programme handbooks three-year route, updated 18 February 2021                  TU BSc (Hons) nursing studies learning disabilities NDA revised programme handbooks three-year route, updated 18 February 2021</p>		
<p>Additional comments: None identified.</p>		

**During the event the visitor(s) met the following groups:**

	<b>YES</b>	<b>NO</b>
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 type="checkbox"/>	<input checked="" 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"/>

	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		
Service users and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation:  This is a desktop modification; the curriculum, practice assessment documents and staff and physical resources are unchanged since the BSc pre-registration nursing programme approval on 2 August 2019 and the major modification for the full-time NDA route on 20 December 2019.		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
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 yes, 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  The following reports were reviewed as part of the desktop modification:  Care Quality Commission (CQC) inspection report Tees, Esk and Wear Valleys NHS Foundation Trust, 3 March 2020 CQC inspection report Bradford Teaching Hospitals NHS Foundation Trust, 9 April 2020 CQC inspection report Butterwick Hospice Stockton, 26 March 2020 CQC inspection report St Mark's Care Home, 13 August 2020		



CQC inspection report Cygnet Whorlton Hall, 25 September 2019  
CQC inspection report Cygnet Appletree, 18 October 2019  
CQC inspection report Cygnet Newbus Grange, 19 December 2019

If you stated no above, please provide the reason and mitigation:

This approval is a desktop modification; the curriculum, practice assessment documents and staff and physical resources are unchanged since the programme approval on 2 August 2019 and major modification on 20 December 2019.

Additional comments:  
None identified.

### **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):	Elizabeth Mason	Date:	28 January 2021
Checked by:	Patricia Hibberd	Date:	5 February 2021
Submitted by:	Amy Young	Date:	4 March 2021
Approved by:	Leeann Greer	Date:	8 March 2021