

**#Major Modification report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>University of Lincoln</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Lincolnshire Partnership NHS Foundation Trust Lincolnshire Community Health Services NHS Trust Nottinghamshire Healthcare NHS Trust North Lincolnshire and Goole Foundation NHS Trust Lincolnshire West CCG Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust Lincolnshire South West CCG Lincolnshire South CCG Lincolnshire East CCG Lincolnshire West CCG United Lincolnshire Hospitals NHS Trust Sherwood Forest Hospitals Foundation NHS Trust Private, voluntary and independent health care providers</p>
<p><b>Provision(s) reviewed:</b></p> <p>Provision: Nursing Degree Apprenticeship route - Adult Title of current programme: BSc (Hons) Nursing (Registered Nurse - Adult) Title of modified programme if changed: Degree Science Nursing (Registered Nurse - Adult: Apprenticeship Route) Programme start date: 21 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 6 Modified academic level(s) if changed: N/A</p> <p>Provision: Nursing Degree Apprenticeship route - Mental Health Title of current programme: BSc (Hons) Nursing (Registered Nurse - Mental Health) Title of modified programme if changed: Degree Science Nursing (Registered Nurse - Mental Health: Apprenticeship Route) Programme start date: 21 September 2020</p> <p>Current academic level(s):</p>	

England, Wales, Northern Ireland:  
Level 6  
Modified academic level(s) if changed: N/A

Provision: Nursing Degree Apprenticeship route - Child  
Title of current programme: BSc (Hons) Nursing (Registered Nurse - Child)  
Title of modified programme if changed: Degree Science Nursing (Registered Nurse - Child: Apprenticeship Route)  
Programme start date: 21 September 2020

Current academic level(s):  
England, Wales, Northern Ireland:  
Level 6  
Modified academic level(s) if changed: N/A

<b>Date of review</b>	18 June 2020
<b>Type of Modification</b>	Major Modification (Visit)
<b>QA visitor(s):</b>	Registrant Visitor: Elizabeth Mason

**Section two**

**Summary of review and findings**

The University of Lincoln (UL) school of health and social care (the school) presents a BSc (Hons) pre-registration nursing degree apprenticeship (NDA) route as a major modification of the approved pre-registration nursing programme. The school currently provides a three-year full-time BSc (Hons) pre-registration and a two-year MSc programme in adult, child and mental health nursing and a nursing associate (NA) programme. The programme is mapped against the Standards for pre-registration nursing programmes (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (SPRN) (NMC, 2018).

Documentary evidence and discussion during the major modification meeting visit confirm effective partnership working between the school and key stakeholders at an operational and strategic level. We are assured service users, practice learning partners (PLPs), employers and students contributed to the development and co-production of the NDA route. The NDA route is supported by the employing organisations: Lincolnshire Community Health Services NHS Trust, Lincolnshire Partnership NHS Foundation Trust, North Lincolnshire and Goole Foundation NHS Trust and United Lincolnshire Hospital NHS Trust. The employers and UL tell us the NDA route is part of a strategy to provide career progression for their employees and increase the registered nurse workforce within partnership organisations. The employers' commitment to the NDA route is confirmed by memorandum of understanding (MOU) and signed practice partnership agreements. The employers tell us they are aware of the challenges posed by the NDA route as the apprentices will be full-time students and supernumerary for 100 percent of the programme. There is a commitment to a starting group of 25 NDA students for adult, mental health and child with a gradual increase in cohort size.

The major modification was undertaken via remote means due to COVID-19.

UL is part of the Midlands, Yorkshire and East practice-learning group (MYEPLG) and there's an agreement to use the Midlands, Yorkshire and East of England practice assessment document (MYEPAD) to support practice placement learning. The collaborative approach extends to the safe and appropriate preparation of practice supervisors and practice assessors, in line with the requirements specified in the Standards for student supervision and assessment (SSSA) (NMC, 2018). There's a shared approach to the preparation of practice supervisors, practice assessors and academic assessors and we are told those undertaking the SSSA roles are prepared to support and assess NDA students and understand the processes of 12 weekly assessments.

The Care Quality Commission (CQC) reports identify concerns with five practice placement learning providers/employers. The concerns range from requires improvement to inadequate. There's evidence of a collaborative approach to

creating action plans and risk assessments for students engaging in practice learning within these practice placement areas. The action plan and monitoring strategy to monitor and identify future risks is addressed in joint school and PLP quality meetings.

There are no NMC conditions and the programme is recommended for approval subject to one university condition.

One NMC recommendation is made and one university recommendation is made.

Updated 14 July 2020:

The UL quality assurance team has provided documentation to confirm the university condition is now met.

The university condition is met. The NDA route is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<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>None identified</p> <p><b>Practice learning:</b></p> <p>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 one: the programme team must liaise with the Office of Quality Standards and Partnership to ensure issues related to programme governance identified during the approval are amended and corrected as required. (University condition)</p>

<b>Date condition(s) to be met:</b>	10 July 2020
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: The programme team are advised to produce a separate handbook for the NDA route to support students in understanding the specific programme requirements. (Standards framework for nursing and midwifery education (SFNME) R2.9)</p> <p>Recommendation two: The programme team are advised to provide guidance in the programme handbook to explain the support mechanisms available for NDA students. (University recommendation)</p>
<b>Focused areas for future monitoring:</b>	None identified

Programme is recommended for approval subject to specific conditions being met	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>The UL quality assurance team has provided documentation to confirm the university condition is now met.</p> <p>The university condition is met. The NDA route is recommended to the NMC for approval.</p>	
<b>AEI Observations</b>	<p><b>Observations have been made by the education institution</b></p> <p>No</p>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	14 July 2020

### Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing programmes (NMC, 2018)</i></u></p> <p><u><i>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses and midwives</i></u></p> <p><u>QA framework for nursing, midwifery and nursing associate education (NMC,</u></p>

2018)

QA Handbook

## 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*

There's evidence of effective partnership working between PLPs, employers, service users and carers and students to support the development, delivery and evaluation of the NDA route. Signed agreements and MOU are in place between employers and UL for the NDA route. The MOU documents identify joint ownership and responsibility for students on the NDA programme. The senior team tell us they have experience of delivering an apprenticeship curriculum having established the NA and an apprenticeship programme for social workers. We're told this has developed sound contractual practices and relationships with employers and expertise in managing the specific requirements of apprenticeship programmes.

The senior team tell us the development of the NDA route is part of a five year plan to develop programmes which are fit for purpose and support the planned transformation of the workforce to meet regional needs. The NDA route is part of this workforce transformation strategy and employers are committed to providing employees to undertake the programme. The senior team assure us there's been an internal budget and resource review to ensure the school is able to provide adequate resources to support the NDA route. We're told the senior team are confident in staffing and teaching resources for this route and three new nurse lecturers will be appointed to support the NDA and BSc programmes. We're told the NMC approved programmes are designed, developed and delivered by PLPs, service users and carers, students and academic staff within the school. This is supported by the documentary evidence and discussion with PLPs, service users and students during the approval visit. The programme team tell us of the processes of co-production for the NDA route in conjunction with the development of programmes submitted for NMC approval in September 2019. Students tell us they know about the NDA programme but had not been directly involved in the development as first year students. Documentary evidence and the information provided by the programme team demonstrates student engagement in the development processes for all programmes.

Service users and carers tell us of their involvement in the Together Group, a

public and patient initiative to ensure a strategic approach to partnership working. They told us of their involvement in the development of the pre-registration programmes and their ongoing contribution to development, delivery, assessment and evaluation of the programmes. Service users and carers tell us of their involvement in the curriculum delivery and assessment that includes developing communication and clinical skills and the 'human book' sessions during which they discuss their experiences of health experiences as a carer or patient with a group of students. Students tell us the human book library sessions are inspiring, informative and provide insight into the real experiences of others, and how this learning supports care delivery during practice placements. Students tell us of how they provide feedback on their programmes and can see how their views are acted on and responded to by the school. The students tell us of the support provided by the school and PLPs to ensure students feel supported in theory and practice learning and there is evidence of well-developed pastoral support for all students. We're told the first cohort of NDA students will be supported by the NDA programme lead to establish the NDA programme within the school and students.

The documentary evidence provided includes a MOU to acknowledge the specific additional partnership commitments between UL and the PLPs as an employer of apprentices on the BSc (Hons) nursing apprenticeship programme. Evidence provided by the apprenticeship commitment statement and individual learning plan demonstrates partnership working to ensure understanding of the shared roles and responsibilities for the university, the employer and the student undertaking the NDA route. The agreement forms part of the evidence pack required for every apprenticeship and is signed by the three parties. This document will be to be used to inform the 12 weekly tripartite reviews between the university, employer and students that must take place during the NDA programme and the requirement for the end point assessment. The senior team tell us of the current strategy for working with PLPs, employers, service users and carers to provide information about the NDA route. The PLPs and programme team were able to explain the collaborative processes and communication strategy between the school and the employers for the 12 week progress reviews. We are assured there is effective strategic and operational partnership working between the university, PLPs, employers, service users and students.

**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***

**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***

**If not met, state reason**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:** 18 June 2020

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

***Met***

### 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.

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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).

*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**

**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**

**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**

**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**

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

**Yes**

*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***

R1.5 is met. Processes are in place for the recognition of prior learning (RPL) for entry to the NDA programme and for an external examiner to review and report on RPL applications. The university assessment regulations have a variance which allows RPL up to a maximum of 50 percent of the programme and complies with Article 31(3) Directive 2005/36/EC. Applicants to the NDA route are able to apply for RPL following completion of the diploma in higher education or the NMC approved NA programme provided by UL. Documentary evidence demonstrates these programmes are mapped to the NDA programme, this mapping was completed during the development of the NA route to enable NAs to submit RPL for entry to the NDA programme in their chosen field of practice.

**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***

R1.6 is met. We're told a registered nurse making an application for the NDA in a different field of practice wouldn't be able to access the NDA route and the apprenticeship levy. However, RPL is capable of being mapped to the SPRN (NMC, 2018) and complies with Article 31(3) of Directive 2005/36/EC and the programme outcomes is not limited to a maximum of 50 percent of the overall programme for registered nurses applying for the BSc and MSc programmes previously approved by the NMC.

**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**

R1.7 is met. Criteria for admission to the NDA pre-registration nursing programme meet the NMC numeracy and literacy requirements. The NDA programme and module outcomes require students to be able to demonstrate the achievement of numeracy, literacy, digital and technological skills. Documentary evidence, employers and the programme team confirm numeracy, literacy and digital and technological literacy forms part the selection processes used by the employers and the school.

The NDA route also provides a skills scan that will be undertaken in partnership with the apprentice and their supervisor to determine the knowledge, skills and behaviours the individual can achieve, and to design a learning plan to be used throughout the apprenticeship. This will form the basis of the 12 weekly review. Students tell us of the support provided by personal tutors and study skills support and there is evidence of how students develop numeracy, literacy and study skills in the NDA programme specifications. This includes an online programme for medicine administration and calculations. The MYEPAD and ongoing achievement record (OAR) requires students to demonstrate their development of numeracy, literacy and digital skills and this is evaluated during the 12 weekly tripartite reviews required for NDA students.

*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**

*Proposed transfer of current students to the programme under review*

**There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place**

**N/A**

There will be no transfer of students from the existing programme to the NDA programme.

**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**

*N/A*

Registered nurses wouldn't be eligible to apply for this programme due to the constraints of the apprenticeship levy.

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

**Yes**

**Outcome**

**Is the standard met?**

*Met*

*Date: 18 June 2020*

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

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

*N/A*

**Standard 2. Curriculum**

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



**must:**

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

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

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

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

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

**Yes**

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

**Yes**

**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**

*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**

R2.4 is met. We're told the NDA programme will be supported by a programme lead and deputy with experience and expertise in leading apprenticeship programmes, teaching and learning will be supported by BSc academic team members from all four fields of nursing. The programme specifications and module descriptors demonstrate a commitment for students to be provided with learning relevant to the four fields of nursing and across the age span. PLPs confirm there are opportunities for students from all fields to gain practice learning experiences with people with diverse needs across the life span. Students tell us they are supported in theory to apply knowledge the four fields of nursing and tell us they have opportunities in practice placement learning to apply this knowledge to practice. There's a clear narrative to support the teaching philosophy which is embedded in the school. We're told the learning strategy for the nursing curricula is based upon the pedagogical philosophy of 'student as producer' which has been adopted across UL, and this will support students in gaining knowledge and experience of the four fields of practice. The NDA programme specification for each of the three fields demonstrates differentiated learning outcomes, the difference in context for the NDA route and each field of practice. The field and generic modules for the NDA programme will be delivered with the BSc modules for adult, child and mental health. The field specific learning outcomes are clearly detailed in programme and field module learning outcomes and in addition to the generic modules NDA students will attend field specific seminars to apply their learning to their own field of practice. The Institute for Apprenticeships and Technical Education (IFATE) duties are mapped within the programme outcomes.

**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**

R2.5 is met. Documentary evidence confirms the NDA pre-registration nursing programme is designed with routes for three fields of nursing; adult, mental health and child. Students will have practice experience in their field of choice with opportunities during practice placement learning to experience caring for those with diverse needs across the life span. Students tell us they are supported in practice placement learning to identify opportunities to gain these experiences through 'insight visits'.

*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**

**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**

*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**

R2.8 is met. Programme and module learning outcomes for the NDA route demonstrates field specific content in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation is included. The programme team tell us the NDA students will be taught by academics who are registered nurses from all fields of practice to support the development of knowledge across the four fields of nursing. There's mapping to the proficiencies in student facing documentation and the MYPAD.

**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**

R2.9 is met. Programme documentation demonstrates an equal balance of theory and practice learning and the requirement of 2,300 hours theory and 2,300 practice is met. The allocation of theory and practice hours is provided in the

programme specification. Each year of study has modules with appropriate learning outcomes and descriptors for the academic level each year. Practice placement learning is linked to academic modules each year. Documentary evidence and the programme team tell us theory and practice learning are provided in blocks with the practice learning interposed to provide opportunities for linking theory to practice. The NDA programme documentation demonstrates a range of learning and teaching strategies are used to support learning, this includes lectures, seminars, simulated learning and the human book sessions provided by the service users to enable students to gain insight into the experiences of patients. In addition, NDA students are required to attend the 12 weekly tripartite review meetings to evaluate progression and development. The additional requirements for the NDA route are detailed in the programme specification and module descriptors. Student facing information has been integrated into the BSc programme handbook and other student facing documents. The programme team are advised to produce a separate student handbook for the NDA route to support students in understanding the specific programme requirements. (Recommendation 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)**

**N/A**

The programme is delivered in England.

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

**Yes**

**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**

**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)**

**No**

The programme leads to registration in a single field of nursing.

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

**No**

The programmes leads to registration solely with the NMC.

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

**Yes**

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

**Yes**

**Outcome**

**Is the standard met?**

**Met**

**Date: 18 June 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

**N/A**

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

N/A

### 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

*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***

R3.1 is met. Documentary evidence and discussion with the programme team, PLPs and employer partners indicate practice learning opportunities will allow students to develop and meet the SPRN (NMC, 2018) and deliver safe and effective care, to a diverse range of people across the four fields of nursing practice. Practice learning will be mainly in the NDA student's chosen field with opportunities for additional experiences based on the student's experiences and needs. Students spoke positively about their practice learning and tell us they're supported in gaining additional experiences by the practice supervisors and this allows them to put theory about providing care to diverse people across the life span into practice.

**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***

R3.2 is met. The programme team explained how the practice education management system (PEMS) a web-based programme, is used to for storage, planning and monitoring of information related to practice learning environments. PEMS supports the management of quality assurance processes for practice placements and the communication between the university, students and PLPs as well as placement capacity. The documentary evidence and discussion with the senior team confirm policies and processes are in place to undertake regular reviews of the quality of practice learning and to set up action plans following CQC quality reviews or identification of risk through student practice learning evaluations. There are quarterly strategic meetings to monitor and evaluate practice learning experiences. The PLPs and school have an agreed escalation policy for removing students from areas identified as a concern and students are withdrawn until the educational audit demonstrates the concern is corrected. Students tell us of the shared support between the school and the PLPs which is available in practice learning for all students and welcome the drop-in sessions.



Students tell us they feel able to bring any issues to these meetings.

**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***

R3.3 is met. Documentary evidence in the programme handbook, programme specification and the MYEPAD demonstrate how communication and relationship management skills will be introduced and developed through the programme. NDA students will participate in the human book sessions which promotes the development of communication and understanding the needs of others. The MYEPAD document supports practice learning and maps the SPRN (NMC, 2018) and identifies where proficiency platforms and nursing procedures are recorded and assessed for all fields of nursing practice. Students confirm how feedback on their communication and relationship building skills is evaluated by patients who provide feedback to include in their MYPAD.

**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***

R3.4 is met. Documentary evidence and discussion with students and the programme team confirm a range of digital technologies are available to support learning. The online interactive digital platform for anatomy and physiology and medications management provides opportunities for students to engage with digital technology to support learning. We're told NDA students will engage in the same simulated learning activities with pre-registration and other health students. This will include the use of patient actors, service users, and other emergency services. The NDA students will undertake a skills scan as part of the selection and induction processes, this is used to provide a student-centred plan for learning study and digital literacy skills. Student development and progression for key skills is reviewed as part of the 12 weekly tripartite meeting required for apprentices.

**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**

R3.5 is met. There's a student practice learning journey planner for each student to ensure practice learning experiences are varied and their previous practice learning experiences are taken into consideration, this is supported by PEMS. Documentary evidence and the discussion with students confirms processes in place to take account of students' individual needs and making reasonable adjustments for disabilities. Students tell us they know how to access support when needed and the student services for wellbeing are accessible and supportive.

*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**

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

**Yes**

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

**Yes**

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

**Yes**

**Outcome**

**Is the standard met?**

**Met**

**Date: 18 June 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

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

N/A

**Standard 4. Supervision and assessment**

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%

R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

R4.9 ensure that there is equal weighting in the assessment of theory and practice

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

R4.1 – R4.11

*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**

R4.1 is met. Programme documentation confirm the SFNME (NMC, 2018) is met for the NDA route and practice placement learning. The school and PLPs have quality assurance processes in place that manage the allocation, quality and oversight of practice placement learning and the range of experiences for each student. The programme team and PLPs tell us they understand the processes for providing an apprenticeship programme for employees as full-time nursing students. Placement agreements outline the partnership approach between UL, apprentice employers and PLPs with shared responsibility for theory and practice supervision, learning and assessment for NDA students as employees. These include accountability for development, delivery, quality assurance and evaluation of the programme. The student handbook, the MYEPAD, and programme

documents articulate the roles and responsibilities of the personal tutor, academic assessor, practice supervisor, and practice assessor in providing support, supervision, learning and assessment. There's a regional strategy for preparing and support practice supervisors, practice assessors and academic assessors. Practice supervisors, practice assessors and academic assessors have received additional information about the NDA programme and the requirements for NDA students for tripartite 12 week review and the end point assessment. There's documentary evidence of how practice supervisors will have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on student conduct, proficiency and achievement for the NDA students. The students we spoke with confirmed their supernumerary status and tell us they feel supported in practice learning. The PLPs/employers provided assurance that NDA students will have full supernumerary status and will be supported in practice learning to ensure this. Student documentation provides clear information about the requirement to act within the Code (NMC, 2018) and the need to gain informed consent, protect the public and promote dignity and respect at all times. The MYEPAD provides opportunities for practice supervisors to give written feedback to students. The MYEPAD requires practice assessors and supervisors to assess student performance against professional values, including the student's ability to practice within the Code.

**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 assessors along with how they will be prepared for their roles. (R4.2)**

***Met***

R4.2 is met. A regional strategy for preparing and support practice supervisors, practice assessors and academic assessors has been implemented for recently approved pre-registration programmes. Documentary evidence demonstrates these processes. The programme team and practice partners are able to explain the processes for becoming a practice supervisor and assessor and how they are prepared for these roles. Practice supervisors, practice assessors and academic assessors have received additional information about the NDA programme and the requirements for NDA students for tripartite 12 weekly review and the end point assessment. There's documentary evidence of how practice supervisors will have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on student conduct, proficiency and achievement for the NDA students. The programme lead will act as personal tutor for the first cohort of NDA students and we are told other members of the academic team will undertake the academic assessor role for each part of the programme. The programme team confirm the academic assessor will change for each part of the programme and they have been supported in gaining understanding of the specific needs of the NDA students.

*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**

*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**

R4.4 is met. Students tell us of the feedback provided by the academic team and practice supervisors and practice assessors and how important this is for their development. Students tell us they know how to access feedback on summative assessments and are able to arrange face-to-face meetings with academic staff for additional support to explain feedback. Feedback is also provided by service users who participate in the human book learning strategy and practice simulation activities. The service users we spoke with tell us they find providing feedback is important to student learning. The MYEPAD provides the documentary framework for formative and summative practice assessment and service users provide written feedback for students about their care experiences.

**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**

R4.5 is met. Documentary evidence and mapping of the NDA programme outcomes confirms the programme meets the SPRN (NMC, 2018). Practice supervisors, practice assessors and academic assessors have been supported through a series of workshops to develop the skills and knowledge needed for the SSSA roles and to meet the SPRN (NMC, 2018). The mapping of the NDA student journey demonstrates a range of practice learning placements according to the student's chosen field. The practice supervisors and practice assessors are

prepared to support NDA students to engage with developing the knowledge and competency for the range of skills and proficiencies required in annexes A and B. PLP policies have been changed to allow students to engage in the range of skills needed to be completed to achieve the MYPAD outcomes.

*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**

**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**

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

**Yes**

**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**

**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**

**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

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

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment are met

Yes

**Outcome**

**Is the standard met?**

*Met*

*Date: 18 June 2020*

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

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

*N/A*

**Standard 5. Qualification to be awarded**

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



**must:**

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

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

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

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

**Yes**

**Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)**

**Yes**

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

**N/A**

There are exit awards which recognise the achievement of an academic award without registration with the NMC.

**Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met**

**Yes**

**Outcome**

**Is the standard met?**

*Met*

**Date: 18 June 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

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

*N/A*

## Section four

### Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation:	

Additional comments:

<b>During the visit the visitor(s) met the following groups</b>	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: The following students attended the approval: One x first year child field BSc student One x first year NA student One x first year adult field BSc student One x first year mental health field BSc student	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List CQC Doncaster and Bassetlaw Teaching Hospital NHS Foundation Trust inspection report, 19 February 2020 CQC Northern Lincolnshire and Goole NHS Foundation Trust inspection report, 7 February 2020 CQC Nottingham University Hospital NHS Trust inspection report, 14 March 2020 CQC Pilgrim Hospital quality report, 27 February 2020 NMC AEI and PLPs/employee partners annual self-report, 14 January 2020	
If you stated no above, please provide the reason and mitigation	

Additional comments:

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**Issue record**

**Final Report**

Author	Elizabeth Mason	Date	29 June 2020
Checked by	Pamela Page	Date	15 July 2020
Submitted by	Lucy Percival	Date	22 July 2020
Approved by	Leeann Greer	Date	23 July 2020