

**Major Modification report**

**Section one**

<b>Programme provider name:</b>	University of Suffolk
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>Nuffield Healthcare Norfolk and Suffolk NHS Foundation Trust Colchester Hospital University NHS Foundation Trust James Paget University Hospitals NHS Foundation Trust Norfolk and Norwich University Hospitals NHS Foundation Trust Ipswich Hospital NHS Trust West Suffolk Hospital NHS Foundation Trust Cardinal Healthcare Sue Ryder Care Homes Care UK (Holllesley Bay Prison) East Coast Community Healthcare East Anglian Children's Hospices Elizabeth Finn Care Homes Cambridgeshire Community Services NHS Trust St Nicholas' Hospice St Elizabeth's Hospice Haughgate House Nursing Home Stow Healthcare Orchard House GP Practice</p>
<p><b>Provision(s) reviewed:</b></p> <p>Provision: Nursing Degree Apprenticeship route - Adult Title of current programme: BSc (Hons) Adult Nursing [degree apprenticeship] Modified programme title(s), if changed: N/A Programme start date: 17 February 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) Mental Health Nursing [degree apprenticeship]</p>	

Modified programme title(s), if changed: N/A  
Programme start date: 17 February 2020

Current academic level(s):  
England, Wales, Northern Ireland:  
Level 6

Modified academic level(s), if changed: N/A

<b>Date of review</b>	12 September 2019
<b>Type of Modification</b>	Visit
<b>QA visitor(s):</b>	Registrant Visitor: Sarah Traill Lay Visitor: Sifelani Chikunya

**Section two**

**Summary of review and findings**

The University of Suffolk (UoS) is an established approved education institution (AEI) and provider of pre-registration nursing. The UoS presented documentation for approval of a major modification to introduce a four-year BSc (Hons) adult nurse degree apprenticeship (NDA) route and a four year BSc (Hons) mental health NDA route to the pre-registration nursing programme (adult and mental health fields) approved by the NMC on 18 July 2019. The programme has been mapped against the Standards for pre-registration nursing programmes (SPNP) and the Standards for proficiency for registered nurses (NMC, 2018).

The practice assessment document (PAD) and guidance are comprehensive. The AEI is part of the Midlands, Yorkshire and East (MYE) practice learning group that developed the assessment documents and guidelines (MYEPAD). There is evidence of consultation on programme content and the implementation of the Standards for students supervision and assessment (SSSA).

Evidence of collaboration between UoS, practice learning partners (PLPs) at strategic and operational level across NHS, independent and voluntary sectors is clear. The programme documentation and major modification visit confirm effective partnership arrangements in the development of the NDA route. There is clear evidence that service users, carers and students have been fully involved in the development of the programme.

A wide range of practice learning environments allow students to care for people across the life course. The programme team and PLPs confirm arrangements are in place to ensure supernumerary status. There are effective mechanisms for sharing information between the university and employers to support effective and safe practice learning.

Arrangements at programme level for the NDA routes meet the Standards framework for nursing and midwifery education (SFNME) and the SSSA.

The programme is recommended to the NMC for major modification subject to one NMC condition. There is one university condition. One NMC recommendation is made.

Updated 13 October 2019:

The programme team submitted revised programme documentation which provides clear evidence that the NMC condition is met. The university condition is also met. The programme 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>Condition one: To produce a mapping document to show how the Foundation Degree (FdA) Health and Wellbeing (nursing associate) programme maps to the BSc (Hons) adult nursing (NDA) and BSc (Hons) mental health nursing (NDA) programmes to allow for up to 50 percent recognition of prior learning (RPL). (SPNP R1.5)</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 two: Update the study hours breakdown within module specifications to ensure that these reflect the study hours within the course planners. (University condition)</p>
<b>Date condition(s) to be met:</b>	10 October 2019
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: Consider revising the programme handbook to provide timely and accurate information regarding the two-year and four-year routes through the programmes. (SFNME R3.2)
<b>Focused areas for future monitoring:</b>	The implementation of the RPL process.

Programme is recommended for approval subject to specific conditions being met	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>The programme team submitted a mapping document demonstrating how the FdA Health and Wellbeing (nursing associate) programme maps to the BSc (Hons) adult nursing (NDA) and BSc (Hons) mental health nursing (NDA) routes to allow up to 50 percent RPL. Condition one is now met. SPNP R1.5 is met. The university confirms the university condition is met.</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>	10 October 2019

### 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><i>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</i></u></p>

## 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*

We found partnership working between the University of Suffolk, PLPs, service users, carers and students to be excellent.

There is evidence of placement agreements between the university and PLPs. Commitment statements outlining responsibilities within the programme are signed by the employer, university and the student. We are assured that the requisite agreements between key stakeholders are satisfactory for the effective delivery of the NDA route in the fields of adult and mental health nursing.

Students told us that they have ample opportunities to contribute to the design of the NDA programme and confirmed their feedback had influenced the proposed change from two days per week to six-week practice learning blocks. During the visit the programme team and PLPs explained how placement provision is managed. They confirm that the university placement administration office has overall oversight of practice learning allocation. We are assured that the planning and allocation of placements which includes bespoke placement opportunities is satisfactory and allows students necessary exposure to all four fields of nursing and to service users of all ages.

The programme is well supported by service users and carers. The service users confirm that they have received training to prepare them for their role and feel well supported by the programme team. The students confirm service users are involved in areas of the programme such as admission interviews, service user experience days and in providing feedback on clinical practice. The service users and carers told us of their involvement in various aspects such as pre-approval consultations, teaching, designing case studies, course meetings and attendance at quarterly service user forums meetings. Service users and carers told us that they feel highly valued by both students and the programme team.

Documentary evidence and the discussion during the approval visit gave assurance that there was significant consultation of all key stakeholders (PLPs, current students, service users and carers) during the development of this NDA programme. The verbal evidence from PLPs, students and service users identified and acknowledges their input in pre-approval consultation.

We are confident that the mechanisms for sharing information between the



university and employers on matters such as attendance and attainment of theory and practice elements of the programme are satisfactory. The role played by enhanced personal tutors is a key element, whereby the tutors visit students in practice learning environments on a monthly basis and regularly monitor student engagement and progress in practice learning and theory.

Practice learning placements are conducted in six-week blocks. Students fulfil their practice learning hours on wards which are not their usual places of work. PLPs and placement tutors told us that all practice learning hours are accurately logged and tutors are alerted immediately when issues arise. Current NDA students told us that they had no concerns regarding their supernumerary status during practice placements.

**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:**

N/A

**Revised outcome after condition(s) 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.

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).

*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)**

***Not Met***

R1.5 is not met. The programme team has not provided a mapping document to show how the FdA Health and Wellbeing (nursing associate) programme maps to the BSc (Hons) adult nursing (NDA) and BSc (Hons) mental health nursing (NDA) routes to allow up to 50 percent RPL. This is significant as the nursing associate qualification will be the main entry route to the NDA route. (Condition one)

**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 and unchanged from the approved programme. There is evidence that RPL processes are in place. The programme team have developed a mapping tool to allow RPL up to 240 credits of the programme for registered nurses.

**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 (ORA) 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 and unchanged from the approved programme.

*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**

***Met***

Evidence from both students and the academic teaching team at the approval visit confirms that current students were consulted about transferring to the new Standards of proficiency for registered nurses and the SSSA. All current students will transfer to the SSSA but will remain on the current programme. Students confirmed they agreed with this arrangement. The programme team also confirmed that current students who interrupt will not be transferred to the routes under review but will remain on the current 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**

***Met***

There is evidence that RPL processes are in place. The programme team have developed a mapping document evidencing how a registered nurse could make an RPL claim for more than 50 percent.

**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?**

***Not Met***

During the major modification visit the programme team said the main RPL route into the NDA routes was the FdA health and wellbeing (nursing associate). A mapping document to evidence RPL up to 50 percent has not been developed.

Condition one: To provide a mapping document to show how the FdA health and wellbeing (nursing associate) programme maps to the BSc (Hons) adult nursing (NDA) and BSc (Hons) mental health nursing (NDA) routes to allow RPL up to 50 percent. (SPNP R1.5)

**Date: 12 September 2019**

**Post Event Review**

**Identify how the condition is met:**

Condition one: The programme team provided detailed mapping documentation to show how the FdA health and wellbeing (nursing associate) programme maps to the BSc (Hons) adult nursing (NDA) and BSc (Hons) mental health nursing (NDA) routes to allow RPL up to 50 percent. Condition one is now met.

**Evidence:**

UoS response to conditions, 9 October 2019

Mapping document for FdA health and wellbeing (NA) programme to BSc (Hons) adult nursing (NDA) route, 9 October 2019

Mapping document for FdA health and wellbeing (NA) programme to BSc (Hons) mental health nursing (NDA) route, 9 October 2019

**Date condition(s) met: 10 October 2019**



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

***Met***

Condition one is now met. The SPNP R1.5 is now met.

**Standard 2. Curriculum**

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

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

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

R2.3 ensure that 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 Annex V.2 point 5.2.1 of Directive 2005/36/EC (included in Annex 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 Annex 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. The students said they have ample opportunities to experience all four field of nursing during their practice learning. The programme team and PLPs explained how placement provision is managed. They confirmed that the university placement administration office has overall oversight of practice learning allocation. PLPs contribute to ensuring the appropriate range of practice learning experience and sign an agreement to adhere to professional and regulatory body requirements to provide required learning in practice. We are assured that the planning and allocation of practice learning is satisfactory and allows students necessary exposed to all four fields of nursing and to service users of all ages.

**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. There is evidence that module descriptors identify learning outcomes that are mapped against programme outcomes. Early modules orientate the student to their field of practice and later modules allow for topics to be applied to their chosen field. There is evidence of mapping against the standards of proficiency and practice modules are field specific and linked to the MYEPAD. The MYEPAD includes a mapping document which evidences where standards for proficiency of registered nurses are met in the chosen field.

*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. Unchanged since programme approval. Mapping documents and module descriptors for each field of nursing show content relating to law, safeguarding, consent, pharmacology and medicines administration.

**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. The module descriptors and programme planner demonstrate an equal split between theory and practice hours. The programme handbook, specification and module descriptors detail a range of teaching and learning strategies. The programme team demonstrated the digital learning platform used on the NDA showing a sample of visual and interactive learning methods. The system provides the personal tutor with data to show the number of hours a student engages in digital learning. The total hours of practice and theoretical learning are recorded to ensure the designated hours for the programme are achieved. Students confirmed that the enhanced personal tutor meetings included discussion of hours completed. The programme team and PLPs have mechanisms in place for ensuring all required hours are completed.

*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 will be 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 one 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 programme prepares for nursing registration only.

**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: 12 September 2019**

**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. The programme will use the MYEPAD, which is mapped to the standards of proficiency and completion of the various elements will ensure these are adequately addressed.

At the visit students told us that they have ample opportunities to experience all four fields of practice during their placements. They like the proposed change from two days per week placements to the six-week block placements, believing this will allow them to feel part of a team and provide a broader range of experience. The programme team and PLPs explained how placement provision is managed. It was confirmed that the university's placement administration office has overall oversight of placement practice allocation. The planning and allocation of placements includes spoke placement opportunities that allow students the necessary exposure to all four fields of nursing and to service users of all ages.

**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. Practice learning is coordinated by the placement administration office. During the approval visit, the programme team practice allocation lead and PLPs said students are allocated a range of practice learning environments. These are recorded and practice learning is mapped throughout the programme to ensure exposure to the required range of learning environments. A record of student practice learning is maintained to ensure evidence of appropriate range. Practice learning environments are audited to ensure they provide quality placements and students confirmed they provide an evaluation of the practice learning environment.

**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. The MYEPAD is mapped against annexe A which covers relationship management and communication skills.

**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. Technology enhanced learning is evidenced in the documentation via the use of Brightspace virtual learning environment, online library resources and safeMedicate. Simulated learning activity is evidenced in the documents and students, service users and programme staff confirmed the use of simulated learning. Particularly when learning assessment and communication skills.

The programme will use the MYEPAD, which is mapped to the standards of proficiency and completion of the various elements will ensure these are adequately addressed.

During the visit the programme team showed the panel the types of learning and teaching materials held on the virtual learning environment, Brightspace. They also demonstrated how these materials are used by students and academic staff.

The programme team also explained how they responded to NDA students' feedback in which students requested to have more access to simulation-based learning in the skills laboratory to ensure parity with students on the three year BSc (Hons) Nursing programme. This was also confirmed by students in their discussions with the panel.

**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 is documentary evidence that student support takes into account individual learner needs. This was confirmed by students, PLPs and the programme team who were all able to provide examples of how reasonable adjustments were provided for students in both practice and theory learning.

*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: 12 September 2019**

**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. There is evidence of a number of operational and strategic committees that ensure the governance of the programme.

Programme staff are appropriately qualified. There is an enhanced personal tutor system where students are contacted during each week of practice learning. Students say they are well supported and supervised by practice and academic staff.

There are processes for evaluating theory and practice learning, including on line module evaluation and student representation on course committees. This was confirmed by students during the visit.

The MYEPAD provides clear guidance on practice learning for practice and academic staff.

**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. Senior faculty staff and practice representatives confirm that there are systems to ensure sufficient appropriately qualified staff to support students. This includes practice learning audits, registers of practice assessors and academic assessors. The AEI has ensured sufficient staff to provide an enhanced personal tutor system where students are contacted weekly and seen every three weeks. Programme documents evidence that academic staff receive training for their role as academic advisers. The programme team confirmed this during the visit. PLPs said all practice staff who were mentors attend transition training to become practice assessors and new staff received training during their preceptorship period. A register of practice assessors is maintained by the PLP. Audit documents include a section on resourcing of practice supervisors and practice assessors. The commitment statement and practice agreement outline the PLPs responsibility to provide appropriately qualified assessors and supervisors.

*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. There is documentary evidence of effective feedback to students to support their development. The teaching and learning strategy emphasises the



importance of feedback for student learning and progression. The use of early formative assessment and summative assessment is detailed in the modules descriptors.

The MYEPAD provides guidance on practice learning assessments and the PAD includes sections for service users and carers to provide feedback. The enhanced personal tutor role provides an opportunity to provide regular feedback via regular contact. Students say they have frequent feedback and cited the enhanced personal tutor system as being particularly helpful in supporting their development.

**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. Mapping documents and the MYEPAD provide evidence of where the standards for proficiency are met in the programme. There is evidence of progression from year one to four.

*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: 12 September 2019**

**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 no fall back awards that lead to NMC registration.

**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: 12 September 2019**

**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 (ORA)	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:	
Illustrative table comparing the structure for the four year, two year apprenticeship	

to the three year degree programme structure, 9 September 2019  
Revised NDA planner, 9 September 2019  
Examples of signed commitment statements, 9 September 2019  
Employer handbook for BSc (Hons) adult nursing (NDA) and BSc (Hons) mental health nursing (NDA), July 2019  
Updated 10 October 2019  
BSc (Hons) Adult Nursing Handbook two year, 9 October 2019  
BSc (Hons) Adult Nursing Handbook four year, 9 October 2019  
BSc (Hons) Mental Health Nursing Handbook two year, 9 October 2019  
BSc (Hons) Mental Health Nursing Handbook four year, 9 October 2019  
Hours per term level four, 9 October 2019  
Hours per term level five, 9 October 2019  
Hours per term level six, 9 October 2019  
NDA planner, 9 October 2019  
UoS response to conditions, 9 October 2019  
Mapping document for FdA health and wellbeing (NA) programme to BSc (Hons) adult nursing (NDA) route, 9 October 2019  
Mapping document for FdA health and wellbeing (NA) programme to BSc (Hons) mental health nursing (NDA) route, 9 October 2019

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:	
One BSc (Hons) adult nursing (NDA) year three student	
Three BSc (Hons) adult nursing (NDA) year two students	
One BSc (Hons) mental health nursing (NDA) year two 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	No
System Regulator Reports List	
If you stated no above, please provide the reason and mitigation	
This is a major modification. This is an AEI which has a pre-registration nursing programme approved against the SPNP (NMC, 2018) (18 July 2019).	
Additional comments:	

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### **Issue record**

#### **Final Report**

Author	Sarah Traill Sifelani Chikunya	Date	13 September 2019
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Submitted by	Amy Young	Date	13 November 2019
Approved by	Leeann Greer	Date	15 November 2019