

Major Modification report

Section one

Programme provider name:	University of Sunderland
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Northumbria Health Care NHS Foundation Trust City Hospitals Sunderland Foundation Trust South Tyneside NHS Foundation Trust, Newcastle upon Tyne Hospitals NHS Foundation Trust Sunderland Clinical Commissioning Group Gateshead Health NHS Foundation Trust
Provision(s) reviewed:	
<p>Provision: Pre-registration nursing - Adult Title of current programme: MNurse (Adult) Title of modified programme if changed: N/A Programme start date: 27 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Modified academic level(s) if changed: England, Wales, Northern Ireland: Level 7</p>	
Date of review	29 June 2020
Type of Modification	Major Modification (Visit)
QA visitor(s):	Registrant Visitor: Ronnie Meechan

Section two

Summary of review and findings

The University of Sunderland (the university) is an established approved education institution (AEI). The school of nursing and health sciences (the school) within the faculty of health sciences and wellbeing (the faculty) delivers a range of programmes in nursing and allied health professions education. The school was approved to deliver pre-registration BSc (Hons) adult nursing, BSc (Hons) mental health nursing and BSc (Hons) learning disabilities nursing in January 2020. The school was also approved in January 2020 to deliver pre-registration BSc (Hons) degree apprenticeship adult nursing, BSc (Hons) degree apprenticeship mental health nursing and BSc (Hons) degree apprenticeship learning disabilities nursing.

The school presented for approval a major modification to the existing pre-registration nursing programme, a full-time postgraduate pre-registration nursing route which with recognition of prior learning (RPL) will be of two years duration and lead to the academic award of MNurse (adult).

RPL is a required component for the MNurse (adult) route with candidates evidencing 600 hours of theoretical learning and 600 hours of practice related experience through mapping of their prior learning. Mapping of outcomes and hours for all routes using RPL is undertaken on an individual basis.

The MNurse route has been negotiated and developed with practice learning partner (PLP) lead managers of participating healthcare organisations and representatives from the locality.

The university is a member of the north east England (NEE) practice learning group (NEEPLG). The MNurse (adult) programme will adopt the approved two-year MSc NEE practice assessment document (NEEPAD).

There's documentary evidence of partnership working both within minutes of curriculum stakeholder events and the inclusion of service level agreements (SLAs). Programme documentation and the approval process confirm evidence of effective partnership working between the AEI and key stakeholders. There's clear evidence of the involvement of each key stakeholder group and their commitment to the co-production, delivery and continual enhancement of the programme.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level. The Standards for pre-registration nursing programmes (SPRNP) (NMC, 2018) are also met at programme level.

The programme is recommended to the NMC for approval. The university made two conditions.

Updated 17 July 2020:

The AEI confirmed the two university conditions are now met.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</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>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: The programme team to update programme documentation correcting typographical errors and anomalies. (University condition)</p> <p>Condition two: The programme team to review the wording of the programme specific regulations, in particular the 50 percent pass mark. (University condition)</p>
Date condition(s) to be met:	20 July 2020
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>The AEI confirms that university conditions one and two are now met.</p> <p>Condition one: The programme team provided evidence that the programme documentation has been updated in regard to correcting typographical errors and anomalies.</p> <p>Condition two: The programme team provided evidence that the programme now conforms to university programme specific regulations.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	17 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>

QA framework for nursing, midwifery and nursing associate education (NMC, 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 that the school demonstrates partnership working with PLPs. The school provides a key platform for partnership working with stakeholders.

Curriculum development minutes identify involvement in the co-production and design of the MNurse (adult) route. We found strong evidence of effective partnership working between the programme team and key stakeholders. Documentary analysis demonstrates the programme team's commitment to work with key stakeholders to co-produce, deliver and continually enhance the programme. A variety of stakeholder events hosted by the university ensure inclusive consultation during programme development. At the approval visit PLPs, current nursing students, and service users and carers confirm the effectiveness of partnerships. Key stakeholders tell us their role and contribution to programme development is valued. The university is proactive in working collaboratively with other AEIs in the local area to ensure a consistent approach to practice learning and assessment.

SLAs are developed in conjunction with PLPs and are signed by a university representative and representatives of those PLPs. The university has a system in place to monitor SLAs. These agreements commit the university and PLPs to providing safe and supportive learning environments for pre-registration nursing students. The university has comprehensive systems, processes and supporting infrastructures for programme development and delivery. There are effective partnerships at both a strategic and operational level.

There's commitment from the university and its stakeholders to work together to support the implementation and delivery of the MNurse (adult) route. PLPs are enthusiastic about the implementation of the MNurse (adult) route. They have a process for up-skilling their own staff and amending internal policies to facilitate student learning across the range of skills and procedures in annexes A and B of the Standards of proficiency for registered nurses.

Senior nurses and practice education leads tell us there are effective processes in place to respond quickly to student, practice supervisor and practice assessor

needs. The programme team tell us there are systems and processes in place to ensure academic assessors are supported in their role to support students undertaking practice learning. The programme team, senior nurses and practice education staff tell us there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning in practice learning environments. This includes identifying and preparing practice supervisors and practice assessors for their role and responsibilities in student learning.

The documentary evidence and the modification visit supports that the school has a commitment to service user involvement in healthcare education. The university has an established patient, carer and public involvement (PCPI) programme which was established in 2014. The university has a dedicated senior lecturer who leads the PCPI programme working closely with academic staff across the faculty. Evidence demonstrates plans for service users to be involved with the selection, delivery and assessment of the MNurse (adult) route. PCPIs are well represented with activities within the approved pre-registration nursing programme. PCPIs are included in membership of school and faculty wide staff and student facing committees.

PCPIs tell us how they're involved with student selection, learning and teaching, including providing students with formative feedback during role play. They say they feel valued and respected. PCPIs have most recently been involved with a series of online activities with students during the COVID-19 pandemic; these were evaluated positively by students we spoke to at the modification visit. PCPIs represent a wide range of health and care needs and describe their involvement with the programme team in enhancing and enriching student learning experiences. PCPIs tell us they are trained in preparation for their involvement in recruitment of students to the programme and have undertaken equality and diversity training.

There's documentary evidence confirming students are consulted and contribute to the MNurse (adult) design and development. Students on the three year pre-registration programme tell us they're consulted through curriculum development and are aware of changes in the proposed programme from their feedback. Documentary evidence identifies that the school have processes in place for students to give feedback on their theory and practice learning and have a student representative system. Students tell us the programme team respond to their feedback. Students on the pre-registration nursing programme are represented on programme boards including staff-student liaison committees, student-staff programme committees and in university level committees.

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:

N/A

Student journey through the programme

Standard 1. Selection, admission and progression

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

R1.1 Confirm on entry to the programme that students:

R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

R1.1.7 have capability for digital and technological literacy to meet programme outcomes

R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

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

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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. The RPL and higher education credit framework handbook and academic regulations for taught awards outlines the university's processes for RPL. The RPL policy allows applicants with suitable academic credit and/or experience to be awarded up to a maximum of 50 percent RPL.

Applicants undertaking the MNurse (adult) route must demonstrate previous academic study and experiential learning relevant to the knowledge and skills required. Mapping of programme outcomes to theoretical and practice learning hours has been provided. RPL is undertaken on an individual basis for all applicants. Applicants undertaking the MNurse (adult) route must provide RPL evidence and proof of 600 practice and 600 theory related hours. Applicants produce a portfolio of evidence which is mapped to programme outcomes and the Standards of proficiency for registered nurses (NMC, 2018).

The programme team confirm the university process for RPL including using mapping tools to programme outcomes and Standards of proficiency for all routes. Applicants for all routes are initially screened to ensure they have the required academic qualifications and experiential learning. They are given information on how to make an RPL claim. RPL claims and evidence are scrutinised by an appropriate academic and an external examiner before candidates enter the 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 (R1.6)

Met

R1.6 is met. There's evidence applicants with a registered nurse qualification can RPL more than 50 percent of the programme. The MNurse (adult) RPL policy document states RPL for registered nurses can be mapped to the Standards of proficiency for registered nurses and programme outcomes and may be more than

50 percent of the programme. RPL applications are reviewed by the school and an external examiner for the programme. Candidates applying for RPL are subject to the programme's entry and selection processes.

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. There's documentary evidence the NEEPAD and the ongoing record of achievement (ORA) are linked to proficiency outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Documentary evidence identifies students can access study support from the library team and from their personal tutor and programme team. Digital platforms include safeMedicate for numeracy.

The university student online portal is Canvas. Students must have general certificate of secondary education (GCSE) grades C or four (and above) in mathematics and English or equivalent prior to joining the programme. Students joining the MNurse (adult) route will hold a relevant health degree with a minimum of 2:2 classification. Digital literacy is assessed via completing an online application form and the RPL portfolio. Numeracy is assessed throughout the programme with students demonstrating 100 percent pass. Students are required to complete a medicines management assessment in each part of the programme including a drug calculations assessment. The programme course handbooks identify where proficiency outcomes in numeracy are delivered and assessed.

We found evidence in the module specifications that students will be required and supported to continuously develop their abilities in numeracy, literacy, digital and technological literacy in order to meet the NMC requirements and programme outcomes. Students say they're supported, taught and assessed in these attributes in theory and practice learning.

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 are no students transferring into the MNurse (adult) route.

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's documentary evidence of capability for mapping registered nurses' qualifications, skills and experience on an individual basis. We are assured arrangements meet the NMC requirements.

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: 29 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 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. Documentary evidence and the approval visit demonstrate programme design and delivery supports students' learning in all four fields of nursing practice. Programme documentation demonstrates the MNurse (adult) route is designed for students to experience theory and practice learning in all fields of practice. Module specifications identify where cross field teaching, learning and assessment takes place. Modules are mapped against adult, mental health, child and learning disabilities fields of nursing practice and health conditions.

Reference is made in module specifications to lifespan care ensuring all students' knowledge of all fields of practice. Programme specifications have specific learning outcomes in relation to clinical skills and simulation activities. The ORA lists the skills in annexes A and B of the Standards of proficiency for registered nurses. There's documentary evidence the programme uses a hub and spoke model of practice experience allocations. Students will undertake practice learning experience in alternative fields as 'spoke' learning opportunities.

SLAs confirm support for students in practice and sufficient resources. We found students will undertake simulation-based learning with the established PCPI programme in addition to practice learning opportunities which include birth and neonatal care as well as learning disabilities. Simulation scenarios relate to all fields involving service users. Documentary evidence and the visit demonstrate a number of activities with PCPIs as well as carers including activities on communication, history taking, breaking bad news, nursing assessment and implementing care.

Students tell us they have direct care experience of all of fields of nursing practice during their pre-registration nursing programme and are supported in theory and practice learning.

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. Students complete field specific modules in theoretical taught

components of the programme. Field specific learning outcomes and content is referred to in relevant module descriptors. Programme documentation demonstrates programme structure, design and delivery is sufficient to allow students to enter the register in the adult field of nursing practice. Students tell us they have sufficient theory and practice learning relevant to their field of practice.

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. Mapping documents, NEEPAD and programme specifications support the development of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in the adult field of nursing practice for theoretical content and practice experience. The programme team, senior nurses, practice assessors and practice supervisors tell us students will have field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation throughout their programme. Documentary evidence shows inter-professional learning activities will be undertaken within clinical skills modules relating to medicines management and safeguarding.

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 programme structure demonstrates an equal balance of theory and practice learning. Programme specifications and delivery planners detail the designated hours for practice learning.

Module documentation identifies appropriate module aims, descriptors and outcomes. Proficiencies, skills and procedures are assessed in practice using the NEEPAD. The university provides PLP details for practice allocation including the stage and requirements for learning. Practice learning allocation is undertaken in collaboration with PLPs to ensure students undertake relevant practice learning experiences. Practice learning allocation for students in the MNurse (adult) route provides assurance students will demonstrate achievement of designated hours.

Documentary evidence shows students will have exposure to a range of practice learning opportunities and gain further experience using a hub and spoke model. There's a system for monitoring programme hours and retrieval of any deficit hours in both theory and practice learning. Documentary evidence and the modification visit identifies a comprehensive range of learning and teaching strategies. These include flipped classroom, reflection with peers, clinicians and carers, lecture, small group work, technology facilitated online learning via Canvas, simulated practice and clinical skills.

Students told us that they have a wide range of learning opportunities and gain relevant experience in all fields of nursing.

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

This programme isn't delivered in Wales.

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

Yes

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 programme leads to nurse 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: 29 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 the modification visit provide assurance students will develop the skills to deliver safe and effective care to a diverse range of people across the four fields of nursing practice. This is sufficient to meet the Standards of proficiency for registered nurses.

Documentary evidence and the modification visit demonstrates how students undertaking the MNurse (adult) route will have a range of practice experience appropriate to each field of nursing practice. Hub and spoke practice placement plans show us delivery of practice learning experience across the four fields of nursing practice.

The programme team, senior nurses, and practice education staff tell us there's sufficient capacity across the geographical location ensuring available practice learning experiences allow students to deliver safe and effective care across the four fields of nursing practice. Senior nurses confirm relevant policies are being modified to enable students to practise clinical skills safely and effectively in practice learning environments.

Senior nurses say they're working collaboratively across NHS and private, voluntary and independent organisations to ensure sufficient opportunities for students to practise the core nursing skills outlined in annexes A and B.

The students at the modification visit tell us they're supported in practice learning environments and there's sufficient opportunity to develop and meet proficiencies in their fields of nursing practice throughout their programme. They confirm experiencing all of the fields of nursing during their pre-registration nursing programme. All students confirm their supernumerary status. The modification visit took place during the COVID-19 pandemic, as such the emergency education standards were in place. Year one students tell us that they are currently not

undertaking practice learning at this time. They tell us that the university has remained in contact and that theory elements of the programme have continued using a blended and online approach. PCPIs have formed a significant component of activity online. Students have been able to engage with activities with PCPIs. This was evaluated very highly by students.

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

No change from original programme approval in January 2020.

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, module specifications and PADs show how the principles of communication and relationship management skills will be introduced and developed through the MNurse (adult) route.

Students tell us they develop communication and relationship management skills throughout their programme relevant to their field of practice. The NEEPAD maps the Standards of proficiency for registered nurses (NMC, 2018) and identifies where the platforms and nursing procedures are recorded and assessed. PCPIs can give students feedback within simulated and objective structured clinical examination (OSCE) activities. Communication and relationship management skills as well as nursing procedures are recorded through the NEE ORA.

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. The university's virtual learning environment (VLE) Canvas provides access to online materials supporting the programme. The VLE includes general resources to aid student study. Technology to support the learning, teaching and

assessment strategy includes using software packages such as safeMedicate. Simulation-based learning and technology enhanced activities are used effectively and proportionately in supporting learning and assessment.

The university has established simulation facilities; these include three acute wards, one children's ward, one mental health unit, two immersive suites, three OSCE suites and a training ambulance. The university has invested significantly in simulation equipment and facilities; there are a number of high-fidelity patient simulators including a sim mom, sim baby, sim child. The university is currently developing a midwifery unit which is scheduled to be open in 2021. Prior to the impact of COVID-19 PCPIs have been involved in a number of synchronous simulation activities. The university has licences for the Elsevier clinical skills package. The school has also developed locally made videos and learning resources.

The module specifications identify simulation hours for the MNurse (adult) route; these hours contribute toward the theory hours of this route.

The school has an established programme of staff development related to simulation. This programme is designed to develop effective skills in creating, using and delivering simulation-based teaching. In addition, experienced academics are working with early career academics on simulation-based research activity.

Students confirm they have opportunity to engage in simulation-based learning at the university and learn with other health and social care practitioners from a range of disciplines in the practice learning environment. There's documentary evidence confirming simulation-based learning opportunities are effective, proportionate and comply with Article 31(5) of Directive 2005/36/EC.

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

Unchanged from original programme approval in January 2020.

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: 29 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

Unchanged from original programme approval in January 2020.

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

Unchanged from original programme approval in January 2020.

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. The programme documentation identifies a variety of formative and summative assessment in the programme. Students will have the opportunity to reflect on their practice and this is integrated into learning, teaching and assessment strategies enabling students to develop and apply reflective skills to their learning.

Students receive feedback from academic staff with each summative and formative assessment. Students tell us feedback is useful, productive, timely, clear and helps them to improve. Feedback to students can be written feedback

(including online) in their assignments, presentations and examinations, verbal feedback in clinical skills learning, simulation environment and practice learning environments. The NEEPAD and the NEE ORA are the documentary framework for both formative and summative practice assessment incorporating feedback from service users and carers, peers and other health and social care professionals. Students say they gain feedback from service users in practice learning opportunities. The NEEPAD identifies students shouldn't approach service users directly for feedback and this is facilitated by their practice supervisor or practice assessor.

Mapping of formative and summative assessments through the programme is detailed providing opportunity for feedback on students' performance and achievement. Feedback and feed-forward are integral parts of the assessment strategy. Students tell us they are aware of student feedback systems regarding their programme and know their voice is heard. Student committees meet regularly. Student representatives are active and the school responds to their feedback. Students are satisfied with the university and school staff in responding to their feedback in a timely manner.

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

Unchanged from original programme approval in January 2020.

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: 29 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

No

The minimum exit award is MNurse (adult).
Exit awards without registration are:
Postgraduate certificate in healthcare academic level seven 60 credits (no registration)
Postgraduate diploma in healthcare academic level seven 120 credits (no 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: 29 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: None	

Additional comments:
None

During the visit the visitor(s) met the following groups	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 x mental health student year one one x adult student year one two x adult nursing student year two one x new graduate completed 2020	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments: Four PCPIs attended the visit.	

The visitor(s) viewed the following areas/facilities during the visit:	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 Care Quality Commission, City Hospitals, Sunderland NHS Foundation Trust, inspection report, 23 August 2018	
If you stated no above, please provide the reason and mitigation There was no requirement to view areas/facilities for this programme modification visit.	
Additional comments: This programme modification visit was undertaken remotely due to COVID-19.	

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Issue record

Final Report

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