

Programme Major Modification report

Section one

Programme provider name:	University of Liverpool
Programmes reviewed: <i>This is the NMC programme title(s)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Children’s <input type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input type="checkbox"/></p> <p>Registered Nurse - Mental Health <input type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input type="checkbox"/></p> <p>NDA Children’s <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input type="checkbox"/></p> <p>Dual award - adult/children’s <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/children’s <input type="checkbox"/></p> <p>Dual award - learning disabilities/children’s <input type="checkbox"/></p>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	Bachelor of Nursing (Hons) Nursing (Adult) Mental health nursing with registered nurse status Master of Science (MSc)
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A
Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a</i>	Adult Nursing with Registered Nurse Status MSc

<p><i>result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i></p>	
<p>Academic levels of current programme:</p>	
<p>Registered Nurse – Adult</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Registered Nurse – Children’s</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Registered Nurse - Learning Disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Registered Nurse - Mental Health</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>NDA Adult</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p>

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

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

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

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

	<input checked="" type="checkbox"/> N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	23 June 2020
Date(s) of NMC approval of any modifications since last approval:	24 September 2021
Programme start dates:	
Current modification programme start date:	
RN – Adult	29 January 2024
RN – Children’s	N/A
RN - Learning Disabilities	N/A
RN - Mental Health	N/A
NDA Adult	N/A
NDA Children’s	N/A
NDA Learning Disabilities	N/A
NDA Mental Health	N/A
Dual award - Adult/Mental Health	N/A
Dual award - Adult/Children’s	N/A
Dual award - Adult/Learning Disabilities	N/A
Dual award – Mental Health/Learning Disabilities	N/A

Dual award – Mental Health/Children’s	N/A
Dual award – Learning Disabilities/Children’s	N/A
Date of modification:	31 October 2023
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Lesley Saunders

Section two

Summary of review and findings

The University of Liverpool (UoL) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The pre-registration nursing programme, with a full-time three-year Bachelor of nursing with honours (BN (Hons)) adult, was approved by the NMC on 23 June 2020. The programme is situated in the school of health sciences (the school).

The approved pre-registration nursing programme was modified on 24 September 2021 to add a two-year full-time pre-registration mental health nursing route at level seven; Master of Science (MSc).

The UoL present documentation for a major modification to include a two-year full-time pre-registration adult nursing with registered nurse status (MSc) route.

The proposed programme start date for the new route is 29 January 2024.

The major modification is undertaken via remote means.

The programme is to be delivered at the main Liverpool campus.

Documentary evidence and discussion with the programme development team, senior managers and employers and representatives of practice learning partners (PLPs) confirm the collaborative development of the new MSc adult nursing route. The programme modification is in response to local workforce demand and in response to a rising number of applicants to the BN (Hons) route with undergraduate degrees. Students on the MSc adult nursing route and on the MSc mental health nursing route are taught together with evidence of appropriate field specificity throughout the programme.

Documentary evidence and the modification visit confirm the MSc adult nursing route is negotiated and developed predominantly with senior managers from Mersey Care NHS Foundation Trust (MCFT) with engagement of other PLPs. The UoL and PLPs confirm opportunity for students to experience all fields of nursing and a broad range of practice placements. Documentary evidence confirms that the UoL have effective collaborative arrangements and effective lines of communication with PLPs to ensure effective response to system regulator concerns and all internal and external quality concerns.

Documentation and the modification visit confirm that there's evidence of collaboration with a wide range of stakeholders, including PLPs, practice supervisors and practice assessors, students and people who use services and carers (PUSCs).

Established and robust recognition of prior learning processes are in place for the MSc mental health nursing route. These processes are replicated for the MSc adult nursing route.

Programme documentation provides equality, diversity and inclusion (EDI) data and demonstrates there are currently no attainment gaps within the student population. Data provided is from the BN (Hons) route and the MSc mental health nursing route. No final attainment data is available for the MSc route as the first cohort of students will graduate in January 2024. There's infrastructure within the school and wider university to monitor achievement, progression and awarding gaps. This is frequently reviewed and actions taken when necessary. The recruitment, teaching and learning and assessment strategies are all designed to ensure a socially and culturally inclusive experience for students.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) are mapped against the original programme. Programme documentation confirms that the programme structure and assessment strategy are unchanged from the MSc mental health nursing route approved on 24 September 2021.

The SFNME is met at programme level. The SSSA are mapped in the programme and are met at programme level.

The programme is recommended to the NMC for approval. One NMC recommendation is made.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<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>None identified.</p>
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: Consider strengthening co-production of the pre-registration nursing programme with students and PLPs. (SFNME R1.12, R5.5)
Focused areas for future monitoring:	Review co-production of the pre-registration nursing programme with students and PLPs.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
N/A	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>

Date condition(s) met:	N/A
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Section three

NMC Programme standards
<p>Please refer to NMC standards reference points: Standards for pre-registration nursing programmes (NMC 2018, updated 2023) Future nurse: Standards of proficiency for registered nurses (NMC, 2018) Standards framework for nursing and midwifery education (NMC 2018, updated 2023) Standards for student supervision and assessment (NMC 2018, updated 2023) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020) QA Handbook (NMC, 2022)</p>
Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>Standard 1: The learning culture: R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality: R2.2 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme 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</p>

- 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 people who use services 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 people who use services contribute to student assessment

[*Standards for student supervision and assessment*](#) (NMC 2018, updated 2023)

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 users of services, 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, people who use services, students and any other stakeholders.

There's documentary evidence that the UoL demonstrates effective partnership working with PLPs.

Programme documentation and the modification visit confirm that the programme is predominantly developed in collaboration with MCFT in response to local workforce demand. PLPs and the programme team tell us a joint placement partnership meeting is held quarterly. PLPs tell us they can present their service needs and any issues with practice placements to the UoL who are receptive in supporting them.

The programme team and PLPs confirm that the four local AEs collaborate to ensure that approved programmes meet NMC standards. The UoL works closely with the Cheshire and Merseyside (CM) consortium. The modification process confirms the development and implementation of practice supervisor, practice assessor and academic assessor role descriptors. AEs who are part of the CM consortium and PLPs demonstrate a partnership approach to the allocation of placements and the management of student capacity. The CM placement management group manages, develops and shares practice placement capacity opportunities across the region.

Practice learning environments are educationally audited. The online practice assessment record and evaluation system (PARE) is used across PLPs to record and monitor the number of practice supervisors and practice assessors in practice learning environments.

PLPs, practice supervisors and practice assessors tell us they're supported by practice education facilitators and the UoL. They tell us effective processes are in place to respond to the needs of students, practice supervisors and practice assessors.

Documentary evidence is provided to support the university's commitment to PUSC involvement in healthcare education. PUSCs tell us they're supported and they feel valued when they participate in UoL meetings and activities. They tell us they're consulted about and contributed to the design and delivery of the MSc adult nursing route. PUSCs tell us they're involved as equal partners in recruitment and selection. They support the design of interview questions and ask questions at group interviews. Documentation and PUSCs tell us they undertake EDI training before recruitment activities and are updated yearly.

Students tell us that they've a number of opportunities to share their views and feedback through staff student liaison committees at school committee level. They tell us that they provide feedback on modules and that third-year students undertake programme evaluations which are used to develop the programme for future students. PLPs tell us they review and act upon student placement evaluations and they work with students, academics and PUSCs as part of the programme management meetings. Programme documentation and students tell us they've inter-professional learning opportunities throughout the programme. They've opportunities to learn alongside pre-registration health students from eight disciplines within the UoL.

Whilst there's documentary evidence of student and PLP co-production, representatives at the visit can't confirm how they've been involved in this. We're therefore making a recommendation to consider strengthening the co-production of pre-registration nursing programme with students and PLPs. (Recommendation one)

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET NOT MET

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET NOT MET

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 meet the entry criteria for the programme as set out by the AEI and 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure 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

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

[Standards framework for nursing and midwifery education](#), specifically R2.6, R2.7, R2.8, R2.9, R2.11

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, updated 2023).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

Findings against the standard and requirements

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of people who use services and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

YES NO

- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).

YES NO

- Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.2)

YES NO

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully. (R1.3)

YES NO

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

YES NO

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

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme (R1.5)

MET NOT MET

R1.5 is met. Unchanged through this modification.

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)

MET NOT MET

R1.6 is met. Unchanged through this modification.

- Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

MET NOT MET

R1.7 is met. Unchanged through this modification.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

The UoL confirm no current students will transfer onto the proposed route.

Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).

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

The SSSA is embedded in all pre-registration nursing programme routes at the UoL.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 31 October 2023

Post event review	
Identify how the condition(s) is met:	N/A
Date condition(s) met:	N/A
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
	N/A

Standard 2: Curriculum
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R2.1 ensure that programmes comply with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the NMC <i>Standards for student supervision and assessment</i></p> <p>R2.3 ensure that programme learning outcomes reflect the <i>Standards of proficiency for registered nurses</i> and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing</p> <p>R2.6 set out the general and professional content necessary to meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes</p> <p>R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice</p> <p>R2.9 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies</p> <p>R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment</p> <p>R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language</p>

- R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours
- 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, R2.15, R2.16, R2.19, R2.20; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically:

R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)
YES NO
- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)
YES NO
- Mapping to show how the programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)
YES NO

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)
MET NOT MET

R2.4 is met. Documentary evidence and the modification visit confirm practice learning opportunities across all four fields of nursing. Practice learning experiences are monitored and recorded to ensure students' practice placement experience is proportionate and appropriate.

We're told students are taught by academics from the adult field and mental health field to enable a core approach to nursing care and to include examples of care from all four fields.

Programme documentation and the modification visit confirm a hub and spoke practice placement model which enables students to achieve both field specific and core learning outcomes. Students, PLPs and the programme team confirm this ensures that students are provided with learning opportunities across all four fields of practice.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

MET

NOT MET

R2.5 is met. Programme documentation and the modification visit confirm there's explicit module content for adult nursing or mental health nursing. The programme team, students and PLPs tell us they experience practice placements in a variety of placement settings allowing students to enter the register in one specific field of practice.

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

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

YES

NO

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

YES

NO

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

- There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice (R2.8)

MET NOT MET

R2.8 is met. Unchanged through this modification.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET NOT MET

R2.9 is met. Unchanged through this modification.

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment (R2.10)

MET NOT MET

R2.10 is met. Unchanged through this modification.

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 (R2.11)

YES NO N/A

The programme is delivered in England only.

- Evidence to ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours (R2.12)

YES NO

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

YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	
The programme doesn't lead to registration in two fields of nursing.	
<ul style="list-style-type: none"> Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14) 	
YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	
The programme doesn't lead to registration with the NMC and another profession.	
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 31 October 2023	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
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 <i>Standards of proficiency for registered nurses</i> 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 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning
- 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; R2.10, R2.12; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence and the modification visit confirm that students experience a range of practice learning placements. The programme development team and students tell us the hub and spoke model of practice placement is supported by PLPs. Students confirm there are suitably prepared practice supervisors and practice assessors in practice placement to support practice learning and assessment. Systems and processes are in place to ensure practice learning opportunities allow students to develop and meet the FN:SPRN 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. Students and PLPs tell us students are supported in practice to identify suitable learning opportunities and to deliver safe and effective care to a diverse range of people across all four fields of nursing practice.

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

MET **NOT MET**

R3.2 is met. Programme documentation and the modification visit confirm PLPs support hub and spoke practice learning opportunities to ensure that students experience a variety of practice learning placements to meet the holistic needs of people of all ages. The UoL practice partnership meeting allows PLPs to feedback student evaluations from practice learning experiences. Students confirm they're given the opportunity to evaluate practice learning experiences on the PARE system.

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

MET **NOT MET**

R3.3 is met. Documentary evidence and the modification visit confirm that practice learning opportunities allow students to develop within their selected field of nursing practice and enable students to meet the communication and management skills as set out in FN:SPRN. Documentation confirms communication and relationship management skills are assessed in practice.

- Evidence to ensure the programme is no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning (R3.4)

MET **NOT MET**

R3.4 is met. Programme documentation and the modification visit confirm the programme is no less than 2300 practice learning hours. All practice learning hours are experienced in practice learning environments with established and audited PLPs. There are no simulated practice learning hours included in the programme.

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

MET **NOT MET**

R3.5 is met. Unchanged through this modification.

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

- Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days, night shifts planned examples) (R3.6)
YES **NO**

- Processes are in place to ensure that students are supernumerary (R3.7)
YES **NO**

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

YES **NO**

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

YES **NO**

Outcome

Is the standard met? **MET** **NOT MET**

Date: 31 October 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 4: Supervision and assessment

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

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

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

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

- R4.4 provide students with constructive 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*.

Standards framework for nursing and midwifery education, specifically:
R2.12; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

Findings against the standards and requirements

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

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)

MET NOT MET

R4.1 is met. Unchanged through this modification.

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

MET NOT MET

R4.2 is met. Unchanged through this modification.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)

YES NO

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

- There are processes in place to provide students with constructive feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

MET NOT MET

R4.4 is met. Unchanged through this modification.

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

MET NOT MET

R4.5 is met. Unchanged through this modification.

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

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

YES NO

- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)

YES NO

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

YES NO

<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/> 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 <i>Standards of proficiency for registered nurses</i> (R4.10) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p> <p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 31 October 2023</p> <p>Post event review</p> <p>Identify how the condition(s) is met: N/A</p> <p>Date condition(s) met: N/A</p> <p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A</p>

<p>Standard 5: Qualification to be awarded</p> <p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and</p> <p>R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.</p>
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Standards framework for nursing and midwifery education, specifically R2.12, R2.21

Findings against the standards and requirements

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 NO
- Notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards. (R5.2)
YES NO

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award

YES NO N/A

There are no fall back exit awards associated with this modification that confer NMC registration.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 31 October 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for registered nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC 2018, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: No apprenticeship route is being proposed.		
List additional documentation: None identified.		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Year three, BN (Hons), adult x three		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: No apprenticeship route is being proposed.		
Additional comments: None identified.		

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

	YES	NO

Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: Liverpool University Hospitals NHS Foundation Trust, Care Quality Commission (CQC) report published 26 October 2021 Safe Harbour Dementia Care Home, CQC report published 13 January 2020 University Hospital Aintree, CQC report published 20 January 2021		
If you stated no above, please provide the reason and mitigation: The UoL is an established AEI and there's no requirement for a review of resources as part of this modification.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s):	Lesley Saunders	Date:	7 November 2023
Checked by:	Pamela Page	Date:	14 November 2023
Submitted by:	Amy Young	Date:	8 January 2024
Approved by:	Natasha Thompson	Date:	9 January 2024