![nmc Nursing & Midwifery Council logo]

Safe, kind, effective care through quality
assurance of nursing, midwifery and
nursing associate education.

![Mott MacDonald logo]

Programme approval visit report

Section one

Programme provider name:	Newman University
Programmes reviewed:	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☐ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
Title of programme(s):	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Mental Health) Fall back exit awards with eligibility to register: BSc Nursing (Adult) BSc Nursing (Mental Health)
Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF

	☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Mental Health	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Adult	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Learning Disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Mental Health	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/mental health	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7

	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	18-19 April 2023
Programme start date:	
RN – Adult	4 September 2023
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	4 September 2023
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	

Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
QA visitor(s):	Registrant Visitor: Kudzai Mafuba Lay Visitor: Sifelani Chikunya

Section two

Summary of review and findings

The school of nursing and allied health (SoNAH) in the faculty of arts, society and professional studies at Newman University (NU) are seeking approval to become an approved education institution (AEI). NU are also seeking approval of a three-year full-time Bachelor of Science with Honours (BSc (Hons)) pre-registration nursing programme in the adult and mental health fields. The programme leads to the award of a BSc (Hons) degree with a direct entry route only. Students are eligible to apply for registration as a nurse with the Nursing and Midwifery Council (NMC) on successful completion of the programme. There are fall back exit awards with eligibility to register with the NMC; BSc nursing (ordinary degree) in the adult and mental health fields.

The approval visit is undertaken face-to-face.

NU has had university status since 2007 and provides a range of undergraduate degree programmes including psychology and qualified teacher status.

Findings of the approval process and our engagement with practice learning partners (PLPs), students and people who use services and carers (PUSC) during the two-day approval visit, confirm evidence of strong and effective partnership working between NU and stakeholders in the co-production and planned delivery of the programme at both strategic and operational level. At meetings with senior staff of NU, senior staff of PLPs and the Birmingham and Solihull education partnership group (BSolEPG), we find a strong commitment to supporting the nursing programme to strengthen and help grow the local nursing workforce. Academic subject heads for the adult field, mental health field, simulation and placements are in place at NU. In addition, there's an adult senior lecturer in post and there's a process underway to recruit a mental health senior lecturer who'll be in post for the start of the programme. A senior clinical skills technician and subject librarian are being recruited. There's a placements team recruited to support placement allocation. The documentary evidence and discussions at the approval visit demonstrate that there are plans to increase the staff resources for future cohorts.

During the visit we inspect the learning and teaching facilities at NU. There's sufficient learning and teaching space to accommodate the intended first cohort of 85 students. A simulation and skills suite consists of a 10-bed hospital ward, a mortuary, three teaching rooms for skills, an immersive learning room and a flat designed to replicate working in a community home environment. There's flexibility to expand skills and simulation teaching space for future cohorts. There's study space available for students to work in small groups and individually. Students

have access to NU facilities in other buildings including library and information technology (IT) facilities.

During the approval visit we meet senior staff from the student support services team. There's a team of 16 staff that are involved in student support and learning development. Support service representatives tell us that they offer maths development, presentation and academic writing skills. There are mental health advisors to support students with mental health needs. They tell us that the disability and inclusion team work with admissions and registry teams, as well as PLPs, to identify and support students with additional needs. They tell us that NU have a crisis line to support students and they tell us NU subscribes to Endsleigh digital wellbeing service packages to support resident students. NU operates a student hardship fund which has recently been doubled in response to the increases in the cost of living. Documentary evidence and discussions at the approval visit provide assurance that current resources and future plans are sufficient to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes.

NU are part of the BSolEPG that works collaboratively with education and training providers across the Birmingham and Solihull area to support and ensure quality of education and training of all health and social care staff and students. NU are also part of the pan-Birmingham practice placement group which provides leadership and quality oversight in relation to health and social care placements in the Birmingham and Solihull area. At the approval visit senior staff from NU and PLPs provide us with assurance that they work collaboratively. They confirm that there are processes in place to share outcomes of system regulator reports to maintain a safe and effective student learning environment.

NU share practice learning areas with three established AEIs and another new AEI from September 2023. NU and the four existing AEIs work together to ensure there are sufficient practice learning experiences to support students from all pre-registration nursing programmes. The BSolEPG group of universities, which includes NU, work in partnership with PLPs in the Birmingham and Solihull education (BSol) area to ensure a collaborative approach for implementing the NMC Standards for student supervision and assessment (SSSA) (NMC, 2018). This approach includes shared educational audit documents and shared preparation of practice supervisors, practice assessors and academic assessors. With multiple AEIs using the same practice learning environments, this initiative helps to reduce inconsistency in the assessment process.

NU are part of the Midlands, Yorkshire and east of England practice learning group (MYEPLG) and the proposed programme adopts the Midlands, Yorkshire and east of England practice assessment document (MYEPAD) and ongoing achievement record (OAR).

We meet senior representatives of PLPs from across the region. All PLPs represented at the approval visit confirm their commitment to provide placement opportunities for students on both the adult and mental health fields. The programme team and PLPs tell us the proposed programme provides additional resources for the local workforce to meet the health and social care needs of the local population.

The programme is mapped to the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

The programme meets the SSSA.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:**

	None identified.
	Education governance: management and quality assurance:
	None identified.
Date condition(s) to be met:	N/A
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	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	The AEI identified the following, all of which are updated in the final report: • That the simulation suite is a 10-bed ward, not eight. • The correction of one module title. • That the safeMedicate pass mark is 80 and 90 percent in years one and two respectively, not 60 and 80 percent. • That cross-field learning occurs prior to the 18-month point of the programme, not across the first two years. • That there are six modules in year two, not five. • Correction of 'mental health' to 'adult' when referring to field specificity in one sentence.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☐

Safe, kind, effective care through quality
assurance of nursing, midwifery and
nursing associate education.

	Recommended to refuse approval of the programme ☐
Date condition(s) met:	N/A

Section three

NMC Programme standards
Please refer to NMC standards reference points: *Standards for pre-registration nursing programmes* (NMC, 2018) *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018) *Standards framework for nursing and midwifery education* (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2022)

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

Safe, kind, effective care through quality
assurance of nursing, midwifery and
nursing associate education.

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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Documentary evidence and findings from the approval visit provide strong evidence of effective partnership working between NU, PLPs, students and PUSCs. Documentary evidence shows that NU hosted more than 20 separate stakeholder consultation events to ensure inclusive consultation during programme development. At the approval visit we meet the NU executive team including the vice chancellor, 19 senior PLP staff including representation from NHS England (NHSE), 23 practice educators and other senior clinical staff, PUSCs and students. At the approval visit PLPs and PUSCs confirm the effectiveness of the partnerships. PLPs describe the relationship with NU as positive and collaborative. Recruitment and selection processes are open and fair and incorporate a values-based recruitment process. Stakeholders, including PLPs, PUSCs and students, have contributed to the design and development of the programme seeking approval. Stakeholders tell us their role and contributions to the programme are valued. Documentary evidence and

discussion at the approval visit provide evidence of shared responsibility for theory and practice learning, supervision and assessment with PLPs. Meetings held with PLPs and other stakeholders about the design of the programme are evidenced through minutes and confirmed at the approval visit.

We find extensive evidence of effective partnership working between the programme team and key stakeholders. The documentary analysis demonstrates the team's commitment to working with key stakeholders to develop, deliver and continually enhance the programme. Senior PLP representatives present at the approval visit confirm their full support of NU intentions to deliver the programme. Plans are in place to hold partnership meetings regularly throughout the year to review and provide feedback on student practice learning experiences. Documentary evidence and discussions with PLPs and the programme team confirm that lines of communication and accountability for the development, delivery and evaluation of the nursing programme are in place. A range of committees are planned providing opportunities for all stakeholders to contribute to feedback on the nursing programme.

PLPs tell us of arrangements for shared responsibility of quality assurance of practice learning which is overseen by BSolEPG. NU is a member of BSolEPG and MYEPLG. These collaborative initiatives have resulted in a consistent approach to the assessment of practice in BSol which is understood and welcomed by PLPs we meet. MYEPLG have online resources for practice supervisors, practice assessors and academic assessors. These resources are used for the preparation and ongoing support for staff undertaking these roles.

The MYEPAD and OAR to be used in the programme have been developed collaboratively within MYEPLG. The MYEPAD evidences the process to enable practice supervisors and practice assessors to work together when considering the competence of students. PLPs confirm using a register of practice supervisors and practice assessors for each practice learning environment. NU and PLPs have processes in place to respond quickly to any concerns if standards of care or student practice learning are considered at risk.

Strong and effective partnership working is in place in relation to the SSSA. The BSolEPG, in collaboration with NU and the four existing AEIs in the region, confirm the SSSA strategy applies across the Birmingham and Solihull practice learning area. NU share practice learning with other AEIs and a coordinated and collaborative approach to educational audit and the implementation of SSSA is confirmed. PLPs confirm practice supervisors and practice assessors are already prepared for supporting all students in the BSol area, including NU students. NU academic staff will contribute to future preparation programmes for practice supervisors and practice assessors in collaboration with academic staff from the AEIs in the BSol group.

There's a detailed PUSC strategy and NU has a PUSC group. NU work collaboratively with PUSC to explore the practicalities and meaningful engagement with the proposed pre-registration nursing programme. The PUSC strategy outlines the structures and processes of how PUSC are involved in all aspects of the proposed pre-registration nursing programme. There are 12 PUSC in the group which is sufficient to support the nursing programme at present. There's an ongoing process to recruit more PUSC to represent the four fields of nursing practice as well as increasing demand as the programme grows. PUSC confirm they're involved in the development of the programme and in student recruitment and selection. They tell us that they've received equality and diversity training. Going forward academic staff and PUSC tell us that those involved in learning, teaching and assessment roles are offered support to attain Advance higher education (HE) associate fellowship. PUSC tell us they helped to design the values-based scenarios used in applicant interviews. They tell us the programme team have already asked them to list what aspects of the programme they feel able to help to deliver and assess, and what other university committees they feel able to serve on. PUSC tell us they plan to contribute to the delivery of the proposed programme; this includes being involved in delivering specific teaching sessions such as reflective practice lived experiences, simulations and contributing to assessment, for example presentations.

PUSC contribute to module content and their contributions are valued as experts by experience. They confirm that patient care and support is threaded throughout the programme. The programme team tell us and PUSC confirm they'll be involved in teaching and assessment in some of the modules such as assisting nursing care and introduction to professional healthcare practice in year one. PUSC are required to attend training before any teaching activity. Support is provided by a member of the academic team during any taught session. PUSC tell us they're assured that they'll be fully prepared and supported for any teaching or assessment activity roles and this has been written into the PUSC strategy. PUSC present at the approval visit tell us of involvement in NU committees and can explain how they'll be involved in future programme evaluation.

Documentary analysis and the approval visit confirm that NU and PLPs work in partnership with students. Students tell us they feel supported and that there are processes for making reasonable adjustments in place. They tell us the student support services provide them with a range of support from mental health wellbeing to academic writing. NU staff and students tell us that in addition to health and wellbeing services within the university, students staying in university accommodation have access to an external mental health and counselling service provider accessible 24-hours. Students tell us there are regular student and staff consultative meetings. In the practice learning environments we visit, we meet students from existing AEIs in the region. They tell us staff in the placement areas are supportive and responsive to their learning needs. They give us examples of how reasonable adjustment requests are handled to support them in practice learning.

Students we speak to at the approval visit are conversant with the NU committees and ways in which they can feedback about their programme, such as through the course representative system and the student/staff consultative group system. Students tell us they evaluate modules and are aware what actions are taken about any issues raised. Students tell us they're aware of the processes and systems to provide feedback on the quality of all aspects of support and supervision throughout their courses.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

MET ☒　　　**NOT MET** ☐

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: *Standards for student supervision and assessment*

MET ☒　　　**NOT MET** ☐

Post Event Review
Identify how the condition is met:
N/A
Date condition(s) met:
N/A

Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 Confirm on entry to the programme that students: R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing   R1.1.2 demonstrate values in accordance with the Code   R1.1.3 have capability to learn behaviours in accordance with the Code   R1.1.4 have capability to develop numeracy skills required to meet programme outcomes   R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme

R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme

R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review
Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for pre-registration nursing programmes* (NMC, 2018).

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC, 2018).
Demonstrate a robust process to transfer current students onto the *Standards for student supervision and assessment* (NMC, 2018).

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- 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 cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully.
  (R1.3)

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

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

  MET ☒   **NOT MET** ☐

R1.5 is met. Recognition of prior learning (RPL) processes are outlined in the NU RPL policy and SoNAH recruitment and selection policy. RPL is used for certificated and experiential learning, up to a maximum of 50 percent of the programme. Documentary evidence and discussions at the approval visit confirm that all applications are reviewed on a case-by-case basis.

Applicant guidance is provided on NU webpages. Prospective students wishing to submit a claim for RPL are initially advised and then interviewed to assess merits of the claim, and subsequently offered formative guidance from an academic adviser with expertise in the relevant subject area. All RPL claims are verified by an external examiner. Where practice hours are being verified these are countersigned by a practice assessor. There's a SoNAH RPL panel that scrutinises all applications. Claims for RPL are verified at the programme assessment board.

Prospective applicants provide evidence which is mapped to the programme learning outcomes. Programme learning outcomes and the FN:SPRN to be achieved are met through submission of mapping documents which comply with Article 31(3) of Directive 2005/36/EC. NU present detailed mapping documentation to evidence the requirements of registered nursing associates to enter the programme through RPL at the 18-month point.

- 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. There's a variation in the NU academic regulations and RPL policy to permit more than 50 percent RPL for applicants to the pre-registration nursing programme who are currently NMC registered nurses with no restrictions on practice. Programme learning outcomes and the FN:SPRN to be achieved are met through submission of mapping documents which complies with Article 31(3) of Directive 2005/36/EC.

- 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. Documentary evidence demonstrates that students must have the NU required level of numeracy and literacy for entry to programme. Literacy and numeracy on entry isn't tested but candidates are required to achieve the minimum requirement of general certificate of secondary education maths and English or equivalent. Capability for digital and technological literacy is determined at selection with applicants required to complete applications online.

Numeracy, literacy and digital and technological literacy are mapped against the FN:SPRN and programme outcomes. The MYEPAD is linked to competence outcomes in numeracy, literacy and digital and technological literacy to meet programme outcomes. Documentation provides an overview of the resources, learning and teaching and wider technology to support the development of literacy and numeracy as well as simulation to enable students to continuously develop and address progression and programme outcomes. Documentation outlines platforms such as safeMedicate, Script (an e-learning programme to improve safety and competency in medicines management), clinical skills.net and e-Learning for Health, as well as state of the art simulation facilities that support student development.

The assessment strategy demonstrates that students have a number of formative and summative assessments, which facilitate their development in numeracy, literacy and digital and technological literacy.

Numeracy is formatively and summatively assessed through completion of a medicines management package through safeMedicate. There's a summative assessment of numeracy in each part of the proposed pre-registration nursing programme with an 80 percent, 90 percent and 100 percent pass mark required each year respectively. Medicines management is also assessed in each part of the programme as a component of the achievement of the FN:SPRN in the MYEPAD.

Knowledge, skills and proficiencies in numeracy, literacy and digital and technological literacy are developed through a variety of directed student learning activities and independent learning. Specific programme and module learning outcomes are written to ensure students make progress in digital and technological literacy throughout the programme. There's support available for students to develop digital and technological competence using online learning resources such as clinical skills.net, Script, safeMedicate, smots (an audio-visual

healthcare simulation recording system) and Anatomage (a three-dimensional anatomy visualisation system).

Support strategies are available for students to develop their abilities in literacy, numeracy and digital and technological literacy. The NU student support services team provide learning support for numeracy, literacy and IT skills.

A key principle in the NU teaching and learning strategy is that all modules have e-learning embedded. This is evidenced in module specifications for the proposed programme. The learning and teaching strategy has a principle supporting enhancing student e-learning through the application of digital technology.

Evidence provides assurance that the following QA approval criteria are met:
• Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)   **YES** ☒   **NO** ☐

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> 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.   NU is seeking AEI approval and therefore doesn't have students transferring onto the proposed programme.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.   NU is seeking AEI approval and therefore doesn't have any students transferring to the SSSA.

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: 19 April 2023
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 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 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 R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for

general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and

R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

Standards framework for nursing and midwifery education specifically:
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically:
R1.2, R1.3, R1.7, R1.10, R1.11

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 <u>evaluative summary</u> 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 approval visit show how the design and delivery of the programme supports students to gain experience in all four fields of nursing. Examples of a student practice learning journey through the three-year route in adult and mental health nursing are provided. Mapping of each field of nursing practice against the FN:SPRN confirms students are exposed to all four fields of nursing in theory and practice. NU have access to a wide variety of diverse practice learning placements for all fields of nursing in the BSol area. PLPs confirm there's enough resources in practice learning to support students in all four fields of nursing.

A diverse range of practice learning environments are used and students document their nursing field experiences of practice learning in the MYEPAD. There are six practice learning experiences planned in the programme and at least one is in a community setting. Practice learning experience prior to the 18-month point of the programme provides opportunities for cross field learning in adult, child, social care, mental health and learning disability settings. This includes simulated practice learning. PLPs confirm there are sufficient cross field experiences to support students from NU and the four existing regional AEIs delivering a pre-registration nursing programme.

There's an inter-professional learning (IPL) strategy guidance which outlines the broad approach to IPL in both theory and practice learning in the proposed pre-registration nursing programme. There's sufficient evidence of opportunities for IPL in practice learning settings outlined in the programme plan. This is confirmed by PLPs at the approval visit.

- 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. Documentary evidence and the approval visit demonstrate how the design and delivery of the programme supports students to gain experience in the adult and mental health fields of nursing. Field specific learning outcomes are outlined in module specifications and provide reassurance that students on the adult and mental health routes have sufficient field specific learning to register in their chosen field of practice on successful completion of the programme. Detailed student learning journeys provide evidence of opportunities for cross field practice learning experiences. Students have opportunities for alternative practice learning experiences to meet requirements such as European Union (EU) Directive 2005/36/EU, annexe version two for clinical instruction. These learning experiences are captured within the online MYEPAD, which is regularly reviewed

by academic assessors and personal tutors. The MYEPAD is mapped to annexes A and B of the FN:SPRN.

There are five modules in year one including a year-long 40 credit practice learning module. Year one includes a module for inter-professional healthcare practice that's shared with other professions. Students we meet are positive about the inclusion of IPL. There are six modules in year two including two practice learning modules of 20 credits each. In year three there are four modules including a 40-credit year-long practice learning module and a 40-credit service leadership project module that's shared with other professions such as physiotherapy.

Theoretical learning in the first 18 months is shared between the two fields of practice. Students also learn in field specific seminar groups to apply content to their field of practice. Modules in the second 18 months are field specific and taught in field specific groups.

For students on the mental health route, the 40-credit complex care in mental health nursing module specification provide details of the indicative content that's mental health specific. For example, in this module students learn mental health conditions, assessment of these conditions, as well as treatment and management of these conditions. Students on the mental health route also undertake a 40-credit managing and transforming future mental healthcare module. The module specification shows that, for example, in this module students learn about mental health legislation, roles of mental health nurses, essential mental health nursing skills and evidence-based mental health treatment options.

For students on the adult route, the 40-credit nursing adults with complex needs module specification provide details of the indicative content that is adult nursing specific. For example, in this module students learn general and specialist medical care, general and specialist surgical practice, wound care, urinary tract infections and congenital heart disease. Students on the adult nursing route also undertake a 40-credit managing and coordinating care of adult patients module. The module specification shows that, for example, in this module students learn nursing management skills required to care for adults experiencing rapid deterioration, identification and management of shock, pain management and cardiac care.

We're assured that there's sufficient field specific content to ensure students on the adult and mental health routes have opportunities to develop their knowledge and experience to register in their chosen field of practice on successful completion of the programme.

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 <u>evaluative summary</u> 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. Module specifications provide evidence of content in law, safeguarding, pharmacology and medicines administration and optimisation in the programme. Learning in field specific workshops and seminars ensures content is contextualised for students on the adult nursing route and mental health route. The MYEPAD provides guidance for students to check consent is sought for ensuring safe and effective care of PUSC in practice learning settings. Mapping of the curriculum to the law, safeguarding, pharmacology and medicines content is provided. Medicines administration and optimisation is formatively assessed in increasing levels of complexity throughout the programme.

Students undertake a medicines management and pharmacology module in each year. Medicines management is also assessed in the MYEPAD in each part of the programme. The programme is designed to ensure that students on completion of the programme have had relevant content to progress to the completion of a prescribing qualification. Ethics and law are mapped and are delivered in each year of the programme. There's a focus on increasing complexity of knowledge. A numeracy for health test is taken annually with an increasing pass mark of 60 percent in year one and 80 percent in year two. A pass mark of 100 percent is required in year three.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET ☒   **NOT MET** ☐

R2.9 is met. The programme structure demonstrates an equal balance of theory and practice learning. Module specifications outline the range of teaching and learning strategies used, with appropriate aims and outcomes stated. Theory hours total 2300 and practice learning 2300 for the programme, including hours awarded through RPL. The academic year is 45 weeks in length. A six-semester model is used, with two semesters in each year. A block placement practice allocation model is used.

Year one starts with a seven-week block of theory followed by two practice learning experiences of four weeks and eight weeks in length respectively. Year two starts with a two-week block of theory followed by two practice learning experiences of seven weeks and eight weeks in length respectively. Year three starts with a six-week block of theory followed by two practice learning experiences of seven weeks and 11 weeks in length respectively. All practice learning blocks within the programme are interspersed with theory learning and programme breaks.

An induction week is scheduled at the beginning of the programme with annual induction embedded into the modules in subsequent years. Assessment and exam weeks are scheduled at the end of each theory block. Students must complete all practice hours allocated for each year before being able to progress to the next part of the programme. There are four retrieval weeks at the end of each year. Unmet practice hours may be retrieved during a practice learning experience providing students don't exceed 48 hours per week. The length of the retrieval period is individually managed according to student need and circumstances. Practice hours are recorded on ARC (the placements management system) and verified by the practice assessor.

Theory is delivered through a blended learning approach. Students spend three days a week at NU in face-to-face learning in the classroom and in the simulation centre. A further day is set aside for directed e-learning activities. One day a week is for independent study.

A blended learning approach using a range of teaching and learning strategies are used including face-to-face taught sessions, input from PUSC and PLPs, simulation-based learning, online learning through the virtual learning environment (VLE) 'Moodle' and practice learning. Programme documentation and discussions at the approval visit demonstrate that group discussions, debates, role-play, seminars, online activities, discussion forums, enquiry-based learning and simulation are used to facilitate learning. The time spent in theory simulated

learning to facilitate learning is in addition to the time spent in practice learning environments.

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

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

  YES ☐ **NO** ☐ **N/A** ☒

Documentation provided demonstrate that NU isn't seeking to approve a programme in Wales.

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

  YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐

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

  YES ☐ **NO** ☐ **N/A** ☒

Documentation and discussions at the approval visit demonstrate that NU isn't seeking to approve a programme that leads to registration in two fields of nursing.

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

  YES ☐ **NO** ☐ **N/A** ☒

Documentation provided demonstrate that NU isn't seeking to approve a programme leading to nursing registration and registration in another profession.

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

  YES ☒ **NO** ☐

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

	YES ☒	NO ☐
Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 19 April 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 3: Practice learning

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

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

R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:
R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

Provide an <u>evaluative summary</u> 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. At the time of the approval visit 14 PLPs work collaboratively with NU. We visit three practice learning environments: University Hospitals Birmingham (UHB) NHS Foundation Trust (Solihull Hospital and community nursing team), Birmingham Solihull Mental Health (BSMH) NHS Foundation Trust (Oleaster unit) and Birmingham Community Healthcare (BCH) NHS Foundation Trust (Moseley Hall Hospital).

UHB is the largest in the group and includes the Queen Elizabeth Hospital (QEH), Birmingham Heartlands Hospital, Solihull Hospital, Good Hope Hospital and Birmingham chest clinic. In addition, UHB provides community services. The QEH is a national specialist centre for renal transplantation. QEH has a purpose-built education centre with a skills and simulation suite and library and study space which NU nursing students can access. Good Hope, Heartlands and Solihull hospitals all have library, study space and computer terminals. All four hospitals have 24-hour library and study space access for students. UHB is in the process of introducing student-led bays and a simulation bus to improve learning opportunities for students as well as increase placement capacity. We visit one student-led ward and students from existing AEIs are complimentary of these initiatives.

BCH, Healthcare at Home and Birmingham and Solihull Training Hub are PLPs providing community, home and general practice learning experiences as both hub and spoke practice learning placements. BCH provide a learning disability service and specialist neurological rehabilitation teams.

BSMH provides a comprehensive mental healthcare service and a range of specialist mental health services to communities across the West Midlands. The

Safe, kind, effective care through quality
assurance of nursing, midwifery and
nursing associate education.

PLP has more than 40 sites, most of which provide practice learning environments for students.

There are two specialist PLPs in the group, Birmingham Women and Children's Hospital and the Royal Orthopaedic Hospital. Both are large national centres for inpatient and outpatient care in their specialty. Both of these PLPs have a wide variety of practice learning experiences and are used for both hub and spoke practice learning. Both trusts have examples of how NU students can achieve interprofessional practice learning outcomes. BSMH has inpatient, outpatient and community teams, and NU students have spoke learning opportunities in this PLP.

We're assured there's an extensive variety of practice learning experiences available for NU students to develop and meet the FN:SPRN to deliver safe and effective care. There's evidence in the programme documentation and the MYEPAD to give assurance that students develop clinical skills, supported by theoretical knowledge, to meet the diverse needs of people. The range and depth of practice learning experiences available for NU students is extensive. We're assured there are sufficient practice learning opportunities to accommodate students from NU and existing AEIs in the pan-Birmingham area.

The BSolEPG have oversight of education partnership agreements and service level agreements between PLPs and NU. These provide evidence of commitment to safe and effective learning environments and agreement to supernumerary status for students to support their learning.

Students are informed about how to raise concerns in practice during programme inductions and throughout the programme. The process is outlined in programme handbooks and is available on ARC. Student journey planners provide evidence of learning across the fields of nursing. These are monitored for each student through a placement tracker system to ensure diversity. A mapping document confirms adult nursing students meet the EU Directive 2005/36/EU, annexe version two clinical instruction element for general nursing through practice learning experiences. Student journey planners provide evidence of practice learning experiences with midwives, people with mental health needs and children in community settings. Two specialist PLPs provide opportunities for practice learning experiences in child and mental health settings.

There's information in student and practice facing documentation about the timing of progression points. Progression point information appears on the three-year programme planner. It's clear in the documentation at what specific point in the programme academic assessors meet with practice assessors to discuss student progress prior to progression boards. The programme handbook links to NMC guidance on using social media and the Code (NMC, 2018). The student practice learning handbook contains guidance on whistleblowing, raising concerns and duty of candour and is aligned to the responsibilities outlined in the Code.

- 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. NU has an extensive range of practice learning opportunities across the BSol area which are shared with four existing AEIs delivering pre-registration nursing programmes. Students undertake practice learning experiences in a variety of practice settings to meet their own field specific learning and experience alternative learning across nursing fields. This allows students to learn to care for people with a range of conditions across the life course. Documentation confirms that adult nursing students meet the EU Directive 2005/36/EU, annexe version two clinical instruction element for general nursing in practice learning experiences. ARC facilitates placement allocation tracking and monitoring to ensure that students have access to a wide variety of practice learning experiences. There are forecasting placement planning meetings held twice a year with PLPs, NU and the four existing AEIs in the BSol area. These meetings ensure information about placement capacity and service reconfigurations are shared across all education institutions. Senior representatives from PLPs at the approval visit confirm there are sufficient practice learning experiences to support NU students, in addition to those from four existing AEIs.

NU and PLPs have appropriate processes for assessing, monitoring and evaluating practice learning experiences. Biennial educational audits ensure students are supported by enough practice supervisors and practice assessors in each organisation. Documentary evidence demonstrates that audit documentation ensures all checks are made on practice learning environments to deliver safe and effective care. NU and the four existing AEIs in the BSol area work collaboratively supporting audits where practice learning placements are shared. There's documentary evidence of a process for removing a practice learning environment from the student practice learning circuit. There's a process for exceptionally reporting to the NMC any concerns related to practice learning environments or PLPs with adverse Care Quality Commission (CQC) reports. Governance meetings are held regularly between PLPs and AEIs across the BSol area to share practice learning evaluations and monitor action plans developed as a result of student feedback, concerns in practice or adverse CQC or Office for Standards in Education (Ofsted) reports. NU are part of these meetings.

Where there are serious concerns NU remove students from the practice learning environment and reallocate them to a new setting. Placements removed from the learning circuit are re-audited before the reallocation of students to ensure the learning environment is safe and effective.

NU are members of the MYEPLG. MYEPLG is a consortium of AEIs who work collaboratively to share information and data for assuring the quality of practice

placement learning experience and implementation of the SSSA. There are monthly meetings to aid decision making which NU attend.

There's evidence of regular collaborative governance meetings which provide the mechanisms for sharing and monitoring of practice learning data at a strategic and operational level between NU and the four existing AEIs and PLPs in the BSol area. This collaborative approach ensures information and action on adverse regulator reports, service changes or changes to practice supervisors and practice assessors is available to all AEIs using the same PLPs. NU collaborates with existing AEIs to deliver practice supervisor and practice assessor preparation and updates.

There's a practice learning partnership group which is accountable for fostering collaboration between NU and PLPs at an operational level. Its aims are to review the programme, processes and systems in place to support the quality of the programme in both theory and practice learning.

- 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. All communication and relationship management skills and nursing procedures are mapped to the MYEPAD. These are summatively assessed at each progression point. The MYEPAD is used to assess these skills and procedures in practice learning settings or in simulation.

The audit of the practice learning environment identifies the learning opportunities within each placement and indicates where students have the opportunity to develop communication and relationship management skills and nursing procedures, as set out in FN:SPRN, within their selected fields of nursing practice.

- Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (R3.4)

  MET ⊠   **NOT MET** ☐

R3.4 is met. The programme uses a wide variety of teaching and learning methods including simulation-based and technology enhanced learning. For the adult field, learning opportunities comply with Article 31 (5) of Directive 2005/36/EC.

There's a dedicated team of staff comprising of registered nurses and technical support staff who support simulation-based learning. Academic staff, practitioners and PUSC contribute to student learning through simulation. Senior academic staff tell us that there's ongoing investment in simulation facilities. Some PLPs have simulation facilities that are used to support practice learning. The programme team tell us that more staff are being recruited to support simulation-based learning. PUSC are involved in the development and delivery of simulated scenarios. Simulated learning time to support theory learning doesn't count as practice learning time. The programme team tell us that simulated learning is based on field specific scenarios.

Documentary analysis indicates the curriculum is designed to ensure that students gain underpinning knowledge and clinical skills across all four fields of nursing practice. Students attend five one-week blocks of simulated practice during their practice learning experience in year one and three one week blocks plus one two-week block of simulated practice in years two and three. Simulated practice learning activities encompass cross field learning and FN:SPRN annexe B skills. These days count as practice hours and provide opportunities for practising clinical skills in a safe supportive environment.

NU is seeking approval for up to 600 hours of simulated practice learning. The programme planner identifies the simulated practice learning weeks and provides details of the 200 hours of simulation for each part of the programme.

Simulation activities vary in complexity from simple to more complex decision making and management simulations. Technology enhanced and simulation-based learning opportunities are effective and proportionate. The simulation and digital technology strategy outline key objectives which include the use of interactive and virtual reality environments. This provides a supportive and safe environment to practise skills and decision making. A range of e-learning resources such as clinical skills.net, safeMedicate, smots and Anatomage are used to support learning and are available online. There are plans for PUSC to participate in simulation-based learning and assessment using objective structured clinical examinations (OSCEs). The programme team and PUSC confirm this at the approval visit.

Documentary evidence and discussions at the approval visit confirm that SSSA is implemented in full for simulated practice learning.

- 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. NU has a disability policy. Students self-declare their individual needs during the universities and colleges admissions service application process. Other

guidance such as the NHSE guide to practice-based learning for neurodivergent students is also used to support students who have specific learning needs. Documentary evidence outlines the support available to students who may require reasonable adjustments or an individual learning plan.

Students are required to complete a disclosure form to enable the sharing of any disability or specific learning needs requirements. The placement learning handbook provides information to SoNAH students on how to manage reasonable adjustments in the practice learning environment and how to access support. Students are encouraged to share this information in order that they can be fully supported in university and practice environments.

The MYEPAD encourages students to alert practice staff to any reasonable adjustment that they may require. The MYEPAD also outlines the responsibility of practice assessors and practice supervisors in making reasonable adjustments that students may require. PLPs confirm that placement allocation of students considers individual students' needs. A range of recent examples is provided by PLPs of occasions where reasonable adjustments for disabilities and health requirements were made.

Practice staff at the approval visit confirm that placement allocation always carefully considers individual students' needs. Students from existing AEIs we meet in the practice learning environments assure us that reasonable adjustments are made in practice settings. The NU students we meet who are enrolled on other programmes praise the university's procedures for dealing with students' individual needs in theory learning.

There are mitigating circumstances processes for personal circumstances or temporary health issues which might affect a student's practice learning experience, or ability to complete summative assessments. There's a special consideration for practice process. Students are supported by personal tutors to identify any specific issues that might affect their learning in both theory and practice.

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: 19 April 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: N/A	**MET** ☐	**NOT MET** ☐

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, specifically *R4.1 – R4.11*

Findings against the standards and requirements

Provide an <u>evaluative summary</u> 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. The placement handbook, the MYEPAD and the programme validation documents articulate the roles and responsibilities of the personal tutor, academic assessor, practice supervisor and practice assessor in providing support, supervision, learning and assessment that complies with the SFNME. There's a strategy for preparing and supporting practice supervisors, practice assessors and academic assessors. The partnership agreement between NU and PLPs articulates the partnership arrangements relating to support, supervision, learning and assessment of students during practice learning.

There's a staff development policy and annual appraisal process which provides evidence of commitment from NU to supporting staff with the resources and time to fulfil their roles. Academic staff are expected to complete a postgraduate certificate of education and Advance HE fellowship status. Senior university staff

tell us that staff development needs are identified during the appraisal process, with NMC registrant staff time being set aside to ensure currency and to meet revalidation requirements. Senior university and PLP staff tell us that staff skills development plans reflect the FN:SPRN.

Each student is assigned a personal tutor who is responsible for meeting with the student individually on a regular basis throughout the year. In addition, for each part of the programme, students are assigned an academic assessor. NU documentation provides clarity on these roles. Personal tutors are responsible for reviewing student academic performance and progress. Personal tutors offer one-to-one support and advice throughout the student's time at the university, monitor academic achievement and provide support to enable students to succeed. Students at the approval visit tell us NU have an open-door policy for students to access their personal tutors.

All theory and practice hours are monitored by the personal tutor and academic assessor. E-learning activity is monitored through analytics of the VLE. Students giving cause for concern through lack of engagement or non-attendance at theory sessions, simulation sessions or practice learning meet with their personal tutor. An action plan is developed and the student is signposted to relevant support services. If students miss a timetabled session, they complete an 'evidence of learning log' to demonstrate how they engaged with the work missed. The academic assessor reviews this log as part of their role in monitoring each student's participation and achievement on the programme. The programme team monitor attendance and engagement and contact the student if their level of participation gives cause for concern. Practice hours are recorded electronically on ARC and monitored by the personal tutor. Retrieval of unmet practice hours can be made up during the practice learning experience or in specified retrieval periods at the end of each part.

NU's fitness to study and practise policy outlines a robust process for managing student fitness to practise concerns. The policy outlines actions to be taken if a student's health or wellbeing impacts on their study and ability to progress. This applies to both theory and practice learning. Student annual good health and good character declarations and an end of programme declaration are provided.

Guidance for raising and escalating concerns is made explicit in student facing documentation. Students are informed about how to raise concerns in practice during programme inductions and throughout the programme. The MYEPAD highlights that PUSC can withdraw their consent for student care.

There's an agreed process for investigating issues and concerns in practice learning which applies to all AEIs in the BSol area. An audit trail of actions taken is recorded. There's documentary evidence of a process for removing a practice learning environment from the student placement learning circuit. Governance meetings are held regularly between PLPs and AEIs across the BSol area to share

practice learning evaluations and monitor action plans developed as a result of student feedback, concerns in practice or regulator reports.

The MYEPAD sets out the process for student assessment and action planning and how to record a student who hasn't met the FN:SPRN. The nominated person in practice learning environments is involved in any situation where a student isn't meeting the FN:SPRN and the academic assessor supports this process.

Documentary evidence confirms the academic assessor is different for each part of the programme. Practice assessors and academic assessors discuss student progress, either face-to-face or via online meetings, email or telephone. Decisions are recorded in the online OAR. There's clear information about the timing of progression points in student and practice facing documentation.

Staffing levels are sufficient at the time of the approval visit to deliver the programme and there are enough teachers and academic assessors to support the first cohort of students onto the programme. Provision of cross field teaching for child, mental health and learning disability is sufficient to support teaching delivery for the expected first cohort of adult and mental health nursing students. NU have a plan in place to proactively manage any risks to student learning, including recruiting more staff.

Support in practice is provided by practice placement managers, lead educators, or clinical practice facilitators and link lecturers from NU and existing AEIs. The practice placement managers, lead educators and clinical practice facilitators act as the nominated person in practice for students during their practice learning experience. They support a quality learning environment and act as a point of contact for practice supervisors and practice assessors and facilitate communication between AEIs about student issues or concerns.

- 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. Documentary evidence shows that there's clear evidence of how the programme ensures that support, supervision, learning and assessment complies with the SSSA.

There's an online preparation programme for practice supervisors, practice assessors and academic assessors in place, co-produced by the MYEPLG. NU collaborate with existing AEIs to deliver practice supervisor and practice assessor preparation and updates. This collaborative approach demonstrates good working relationships with existing AEIs using the same practice learning settings as NU.

PLP preceptorship programmes include preparation for the practice supervisor and practice assessor roles. The content of the programme differs dependent on the skills and experience of the practice supervisor and practice assessor. Those new to the role attend a workshop jointly delivered by PLPs and AEIs. Existing mentors and sign-off mentors undertake a 'transition to new roles' session. Annual updates continue to be provided jointly by PLPs and AEIs.

A practice handbook for staff and students is developed by NU which provides guidance on roles and responsibilities of practice supervisors, practice assessors and academic assessors. PLPs at the approval visit confirm they've sufficient practice supervisors and practice assessors to support NU students in addition to existing AEI students in the BSol area. PLPs keep a register of practice supervisors and practice assessors who are prepared to undertake the role. This information is also captured on the practice learning environment audits. PLPs keep registers of practice supervisors' and practice assessors' attendance at preparation programmes.

Placement capacity is reviewed as part of the biennial audit but can be changed at any time to reflect staffing changes that impact on capacity. Forecasting placement meetings are held with the existing four AEIs and PLPs to ensure there's sufficient capacity to support student practice learning. In addition, these meetings provide information regarding any changes in practice learning such as service reconfiguration, or a reduction in practice assessors that might impact on student practice learning experiences.

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

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

MET ☒   **NOT MET** ☐

R4.4 is met. Documentary evidence and student facing information show there are appropriate mechanisms to assess and give feedback to students regarding theory and practice learning to support their development. There are formative assessment activities in each module and summative feedback is provided for

assessed work through Turnitin and the VLE. Formative and summative assessment is outlined in the module and programme specifications.

Formative feedback points are built into academic and practice assessments to ensure that students have access to timely constructive feedback on all aspects of their work electronically through the VLE for theory assessments and ARC for practice learning. In simulation sessions, PUSC, practice assessors, practice supervisors and academic assessors provide formative feedback following simulated learning experiences. Students also receive group feedback through representatives on committees where issues have been raised by student groups.

Academic assessors have oversight of student progression for each part of the programme. The MYEPAD has a mid-point review with opportunities for feed forward and a summative end point assessment. Practice learning has clear opportunities for feedback built into the process. PUSC give feedback in the MYEPAD.

There's a variety of summative assessments including written coursework, individual presentations, unseen examinations, OSCEs and practice assessment of the FN:SPRN. PUSC tell us there are plans to involve them in assessments such as OSCEs. External examiners are involved in the quality assurance of both theory and practice assessments.

- 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. Mapping documents provide assurance that programme content and practice learning experiences enable students to meet the FN:SPRN in the adult and mental health fields. Documentary evidence confirms that all modules in the proposed programme are mandatory. Compensation for summative assessments across theory and practice learning isn't permitted. PLPs have sufficient resources to meet the education needs of students with access to a diverse range of practice learning environments.

There's a continuous assessment strategy of the development towards and achievement of the FN:SPRN, which is focused on the student's intended field of practice. The programme learning outcomes and module learning outcomes require students to demonstrate field specific application of knowledge and skills.

The MYEPAD is used to assess students' achievement in practice learning. The MYEPAD is mapped to the FN:SPRN and demonstrates that students meet programme outcomes for their intended field of nursing practice, adult or mental

health nursing. The MYEPAD details the FN:SPRN, skills, professional attitudes, values and behaviours, relationship and management skills and nursing procedural skills to be learnt and assessed as part of the programme requirements. The MYEPAD includes sections for students to provide reflections on their progress and performance along with several action plans which enable them to focus on further development and ongoing learning needs.

The MYEPAD provides templates for students to record and reflect on any learning undertaken in practice. The OAR summarises overall achievements and provides a comprehensive record of student development and overall performance. Practice supervisors record their decisions on progress and proficiency in this document. Practice assessors and academic assessors make objective decisions about student progression and assessment in partnership with practice supervisors across the stages of the programme.

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

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

    YES ☒   **NO** ☐

- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)

    YES ☒   **NO** ☐

- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC

for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

YES ☒   NO ☐

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

YES ☒   NO ☐

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

YES ☒   NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐

Date: 19 April 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 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.

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

Findings against the standards and requirements
Evidence provides assurance that the following QA approval criteria are met:

NMC Nursing & Midwifery Council

Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

- 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 two fall back exit awards with eligibility to register with the NMC; BSc nursing (adult) and BSc nursing (mental health).

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: 19 April 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	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: The programme has no apprenticeship route.		
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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Two x year three early childhood education and care Two x year three psychology Two x year two health and social care One x year one health and social care Four x year three qualified teacher status One x year four qualified teacher status		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: The programme has no apprenticeship route.		
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)	☒	☐
Library facilities	☒	☐
Technology enhanced learning/virtual learning environment	☒	☐

Educational audit tools/documentation	☒	☐
Practice learning environments	☒	☐

| If practice learning environments are visited, state where visited/findings:
Review of practice learning environments at associated PLPs at UHB (Solihull Hospital and community nursing team), BSMH (Oleaster unit) and BCH (Moseley Hall Hospital).

In the practice areas we meet nursing students from existing AEIs in the region, practice staff and senior practice representatives. We visit several wards that are supporting students from existing AEIs. Senior practice staff we meet tell us there are no concerns regarding placement capacity when taking into account NU and the new AEI in the region that are commencing pre-registration nursing. They tell us they're significantly increasing placement capacity through the introduction of the student-led wards, the learning to lead programme and the simulation bus being acquired by one of the PLPs.

PLP resources are suitable to support programme intentions. | | |

System regulator reports reviewed for practice learning partners	☐	☒

If yes, system regulator reports list:

If you stated no above, please provide the reason and mitigation: New education provider so no system regulator reports reviewed.

Additional comments: None identified.

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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

Issue record			
Final Report			
Author(s):	Kudzai Mafuba Sifelani Chikunya	Date:	28 April 2023
Checked by:	Ian Felstead-Watts	Date:	3 May 2023
Submitted by:	Amy Young	Date:	25 May 2023
Approved by:	Leeann Greer	Date:	31 May 2023