

Major Modification report

Section one

Programme provider name:	Northumbria University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>South Tyneside NHS Foundation Trust (South Tyneside Comm)</p> <p>Northumberland, Tyne and Wear NHS Foundation Trust (SOT)</p> <p>The Newcastle upon Tyne Hospitals NHS Foundation Trust</p> <p>Gateshead Health NHS Foundation Trust</p> <p>Northumbria Healthcare NHS Foundation Trust</p> <p>North Cumbria Integrated Care NHS Foundation Trust</p> <p>Lancashire Teaching Hospitals NHS Foundation Trust</p> <p>East Lancashire Hospitals NHS Trust</p> <p>Blackpool Teaching Hospitals NHS Foundation Trust</p> <p>University Hospitals of Morecambe Bay NHS Foundation Trust</p> <p>Lancashire and South Cumbria NHS Foundation Trust</p>
Provision(s) reviewed:	<p>Provision: Nursing Degree Apprenticeship route - Adult</p> <p>Title of current programme: BSc (Hons) Nursing Science, Registered Nurse (Adult) Degree Apprenticeship</p> <p>Modified programme title(s), if changed: BSc (Hons) nursing science apprenticeship (adult)</p> <p>Programme start date: 21 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Modified academic level(s) if changed: N/A</p>
Date of review	12 May 2020
Type of Modification	Major Modification (Visit)

QA visitor(s):

Registrant Visitor: Maureen Harrison
Lay Visitor: Jonathan Fisher

Section two

Summary of review and findings

Northumbria University (NU), the approved education institution (AEI), department of nursing, midwifery and health (part of the faculty of health and life sciences) is presenting a major modification to the previously approved pre-registration nursing provision (16 December 2019), to be delivered in Lancashire. This full-time three-year BSc (hons) nursing science degree apprenticeship (NDA) (adult) is to be delivered in partnership with Lancashire teaching hospitals NHS Foundation Trust (LTHFT). Theory will be delivered via the NU virtual environment and face-to-face student contact will be based at the LTHFT health Academy. Practice will be delivered at the Lancashire employer practice learning partner (PLP) organisations. The route intends to initially recruit from the local employer PLP workforce.

Other employer PLPs who intend to deliver the NDA route in partnership with NU and LTHFT are Blackpool teaching hospitals NHS Foundation Trust, East Lancashire hospital NHS Trust, Lancashire and South Cumbria NHS Foundation Trust (LSCFT), University Hospitals of Morecambe Bay NHS Foundation Trust.

NU is working in partnership with other AEIs in the north west region to share quality assurance processes of practice learning environments through the north west practice education group (NWPEG). Agreements are in place for placement profiles and placement evaluations to be shared on the online platform placement assessment record and evaluation (PARE) which is already set up for organisations and AEIs in the north-west region.

Programme documentation and the approval process confirm robust evidence of effective partnership-working between NU, employers from the north-west and PLPs. Systems are in place to monitor and address issues raised through adverse regulatory body reports.

Arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018). Documentary evidence and the approval process confirm the Standards framework for nursing and midwifery education (SFNME) is not met.

The visit is conducted remotely due to Covid-19 restrictions.

The major modification to the programme is recommended to the NMC for approval subject to two specific conditions. The AEI made two conditions. Visitors made one recommendation and the AEI made two recommendations.

Updated 9 June 2020:

The AEI has provided documentation to meet the NMC conditions. The conditions are met. The major modification to the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: The programme team must develop the student-facing documentation specific to the partnership, including the programme and employer handbooks. The content should specifically relate to the student journey and must clearly show the support, delivery, resources, facilities and services available in Lancashire and at NU. (SFNME R3.1, R3.2)</p> <p>Condition two: Provide an implementation plan to ensure the provision of the Lancashire equivalent of experts by experience (EbE) is comparable to Northumbria. This provision is to be delivered and co-produced with Lancashire based service users. (SFNME R1.12)</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: To ensure that an appropriate variation order is in place. (University condition)</p> <p>Condition four: To scrutinise and edit the documents</p>

	for typographical and grammatical errors. (University condition)
Date condition(s) to be met:	9 June 2020
Recommendations to enhance the programme delivery:	<p>Recommendation one: The panel suggest student experience is more closely monitored. Consider submitting six monthly reports in the first two years. Ensure Lancashire student representatives feedback to NU and link in with NU student representatives. (University recommendation)</p> <p>Recommendation two: Consider reviewing after 24 months whether Lancashire based teaching staff have had continuing practice development (CPD) opportunities, supported time and resources to fulfil their roles, which are comparable to NU academic staff. (SFNME R4.3, R4.4)</p> <p>Recommendation three: The panel suggest student induction may not need to take place at Coach Lane campus, Newcastle upon Tyne, as students already have a strong identity with their current employer and Trust. The panel are concerned of costs involved having an induction away from Trust sites. (University recommendation)</p>
Focused areas for future monitoring:	<p>Identify Lancashire based NDA students interaction with and support from service users.</p> <p>Ensure the Lancashire based teaching staff have support and access to education, training, time and resources to enable them to fulfil their role and which is comparable to educators in Northumbria.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The AEI has provided a bespoke student handbook for pre-registration nursing students undertaking the programme at the academy, LTHFT. The condition is met.

An implementation plan is in place for future Lancashire based EbE involvement in the programme. The condition is met.

Evidence is provided for the two AEI conditions. These are met.

The major modification to deliver the programme at the academy, LTHFT is recommended to the NMC for approval.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	9 June 2020

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 and midwives

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care

to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders

Documentary evidence and the approval process confirm commitment and responsibilities of NU and all employer PLPs to deliver the route in. LTHFT and other employer PLPs focus groups with assistant practitioners have helped shape and determine the appetite for the programme. The LTHFT head of placement and student support and the education project manager contacted NU to deliver a pre-registration nursing programme apprenticeship route in the north west. The NU BSc (Hons) nursing science, registered NDA (adult) programme is in approval since 9 October 2019, with delivery in Newcastle. LTHFT and employer PLPs choose this programme because of the potential for 50 percent recognition of prior learning (RPL) into the route.

Partners agree the programme will be based at the LTHFT health Academy. This facility offers a range of training and education courses which support the advancement of those working in or aspiring to work in a health care environment. For example, simulated clinical skills, undergraduate medical education, leadership and management development and mandatory training. Photographic evidence assures us there's appropriate facilities to deliver the programme. Four other employer PLPs in the north west are joining the initiative and will release their employees to attend LTHFT health Academy where the theory aspects of programme will be based. Teaching staff for this delivery are employed by LTHFT and supported by NU. All theory modules are supported by NU resources. Employer PLPs in the north west have registered nurse deficits and workforce needs. Employer PLPs are currently in partnership with other AEIs in the north west of England, but they want to expand partnerships with NU as a means to optimise opportunities to fill the workforce deficit. Employer PLPs confirm the commitment to provide a pathway into nursing initially for their assistant practitioners and nursing associates.

Students can apply to the programme through their employers. Employers describe processes they have in place to recruit to the programme and to support their staff in meeting all entry requirements. Students confirm support available from LTHFT to meet the education entry requirements. Interviews will be conducted jointly between employer PLPs, a member of academic staff from LTHFT and/or an academic staff member from NU. Interviews may be face-to-face or via remote video means. EbE from NU confirm they are involved in this process in Newcastle. EbEs are service users and carers. Currently the programme is not set up for Lancashire EbE's to be involved in recruitment for students in Lancashire. (Condition two)

Partnership arrangements identify LTHFT's education project manager (a registered nurse) will be the programme delivery manager for the region and lead on NMC and degree apprenticeship requirements. The programme lead based at NU will oversee all activity. LTHFT have seven nurse educators who will teach the programme in their health academy. These individuals will support the student journey in Lancashire. Roles and responsibilities of teachers include joint module leadership, personal tutoring, academic assessor and working closely with PLPs to undertake quality management of practice learning environments. They'll prepare and support practice supervisors and practice assessors. The LTHFT teaching staff are given NU 'visiting scholar' contracts. These contracts provide LTHFT teachers with access to all NU's eLearning platforms which hold programme and module teaching materials and supporting documents. The approval process demonstrates NU support processes for LTHFT teachers are in place. For example, we are told all teaching staff will have a NU line manager. Monthly support meetings will identify resources to enable them to fulfil their roles and professional responsibilities. It is recommended to review whether CPD opportunities and supported time with access to NU education and training resources is comparable to Newcastle-based academic staff. (Recommendation two)

In addition to staff resources, employer PLPs and Lancashire-based students identify there are well-established structures and resources in place in all partner Trusts to support the student journey. For example, we are told of health focused libraries on two LTHFT sites where staff are qualified to support study skills. Lancashire-based students speak of their experience of support for dyslexia. There's documentation signposting students to services for wellbeing and help for personal, family and financial crisis in Lancashire. This is confirmed by stakeholders. Current student and employer facing documentation does not detail the significant provision available from LTHFT and other employer PLPs. Student handbooks, though adapted to demonstrate a partnership approach remain focused on provision in Northumbria. (Condition one)

LTHFT is part of a consortia funded by Health Education England North West which supports a consistent, equitable and quality approach to practice placement provision in Cheshire, Merseyside, Greater Manchester, Cumbria and Lancashire.

The NWPEG is part of the consortia. NU contributes to the group. Agreements are in place for programme provision in Lancashire to adopt all north west region processes already established to meet the SSSA. Employer PLPs confirm the SSSA is implemented across the region. The programme team provide examples of their commitment to work in partnership with other AEIs. There's an established relationship with an AEI in Cumbria and NU are now working with AEIs in north-west. The north west audit tool and electronic platform PARE for practice placement information is adopted for the Lancashire-based route.

Lancashire-based NU students will use the north east electronic practice assessment document (NEEPAD), whereas all other pre-registration nursing students having practice learning at employer PLP sites will be using the north-west Pan-London practice assessment document (PAD) (NWPAD). There are minor differences between the two documents. The programme team and PLPs assure us LTHFT teaching staff will brief practice learning areas which deliver practice for NU students regarding NEEPAD. NEEPAD will soon be accessed from PARE, but until that time, students will have paper-based copies. Employer PLPs assure us practice supervisors and practice assessors in the north west are familiar with PARE and the practice assessment documents.

NU has an EbE strategy for their involvement in programme development, delivery and evaluation. For example, EbE are involved in Blackboard collaborate sessions. These virtual learning environment (VLE) sessions will be shared with Lancashire-based students. LTHFT has a patients as educators (PaE) policy with processes in place for student engagement. Employer PLPs give examples of PaE involvement with medical students and identify potential involvement with students. Face-to-face contact with EbEs for Lancashire students is limited apart from working with EbEs in the practice environment. Documentation does not demonstrate plans are in place for the programme to be developed, delivered, evaluated and co-produced with service users. NU and employer PLPs are to develop an implementation plan for EbE programme involvement in Lancashire which will ensure there's parity of student experience. (Condition two)

Prospective students from Lancashire are consulted and they're positive about processes in place from their employer organisations and NU to allow them to become registered nurses.

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

Not Met

Lancashire resources and support structures are not identified fully in student and employer facing documentation which is more focused on structures in place in

Newcastle.

Face-to-face contact with EbEs for Lancashire students is limited apart from working with EbEs in the practice environment.

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

Met

If not met, state reason

Lancashire resources and support structures are not identified fully in student and employer facing documentation which is more focused on structures in place in Newcastle. Therefore information provided for students is not accurate and with insufficient information students may not have access to resources needed to achieve proficiencies and programme outcomes.

Condition one: The programme team must develop the student-facing documentation specific to the partnership, including the programme and employer handbooks. The content should specifically relate to the student journey and must clearly show the support, delivery, resources, facilities and services available in Lancashire and at NU. (SFNME R3.1, R3.2)

Face-to-face contact with EbEs for Lancashire students is limited apart from working with EbEs in the practice environment. Documentation does not demonstrate plans are in place for the programme to be developed, delivered, evaluated and co-produced with service users. NU and employer PLPs are to develop an implementation plan for EbE programme involvement in Lancashire which will ensure there's parity of student experience.

Condition two: Provide an implementation plan to ensure the provision of the Lancashire equivalent of EbE is comparable to NU. This provision is to be delivered and co-produced with Lancashire based service users. (SFNME R1.12)

Post Event Review

Identify how the condition is met:

Condition one:

The AEI has provided a bespoke student handbook for pre-registration nursing students undertaking the programme at the academy, LTHFT. The handbook and

amended programme documentation identifies the partnership approach to delivery of the programme. The student journey in Lancashire is stated.

Evidence:

NU, response to conditions of approval panel, 8 June 2020

NU and LTHFT programme specification, 8 June 2020

NU and LTHFT operations manual, 8 June 2020

NU, programme handbook LTHFT Trust, 8 June 2020

Condition one is met.

Condition two:

An implementation plan is in place for future Lancashire based EbE involvement in the programme. The NU AEI EbE strategy is implemented. Lancashire based and Northumbria based EbE will support all aspects of programme delivery.

Evidence:

NU, EbE Involvement in NDA and Lancashire deliveries, 8 June 2020

Condition two is met.

Date condition(s) met: 9 June 2020

Revised outcome after condition(s) met:

Met

Conditions one and two are met.

Student journey through the programme

Standard 1. Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

Yes

Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

Yes

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

Yes

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

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

Met

R1.5 is met. Unchanged since original approval on 16 December 2019.

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

Met

R1.6 is met. Unchanged since original approval on 16 December 2019.

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

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

Met

R1.7 is met. Unchanged since original approval on 16 December 2019.

Competence in English language is assessed through the application process and at interview.

Digital and technological literacy is demonstrated through the online application process. Digital skills are required through the programme and every module requires technology-enhanced learning (TEL). Students have online Panopto, an online video platform for taught delivery and Turnitin, an electronic assignment submission and feedback platform. The programme will use online electronic PADs and portfolios to record proficiencies and skills achievement.

In practice students use an array of clinical equipment such as dyno-map blood pressure recording machines and glucometers. All patient data systems are electronic and paper free. This includes observation charts, nursing notes, admission data and discharge summaries.

Employer PLPs confirm infrastructures which support numeracy, literacy, digital and technological literacy.

Students say literacy is supported through NU Ask4Help service. Lancashire-based students speak highly of support available to develop all literacy from all levels of their employer PLPs and their AELs.

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

Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

Yes

Proposed transfer of current students to the programme under review

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

Met

This is the first time the route will be delivered in Lancashire. There are no students to transfer.

Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes

N/A

This is the first time the route will be delivered in Lancashire. There are no students to transfer.

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

Yes

Outcome

Is the standard met?

Met

Date: 12 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2. Curriculum

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

R2.1 ensure that programmes comply with the NMC Standards framework for

nursing and midwifery education

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

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

R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing

R2.6 set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes

R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice

R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies

R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10,
R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Mapping to show how the curriculum and practice learning content reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)

Yes

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

There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

Met

R2.4 is met. Unchanged since original approval on 16 December 2019.

Documentation, employer PLPs, students and the programme team confirm student support is available in both theory and practice to gain experience, knowledge and understanding across all four fields of nursing practice. Employer PLPs tell us there's a memorandum of understanding between the five participating north west PLPs to allow students to have practice learning experiences not available in their own organisations. We are assured processes are in place to monitor student experiences closely.

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

Met

R2.5 is met. Unchanged since original approval on 16 December 2019. The proposed modification to the programme offers a route to the adult field only.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the Standards of proficiency for registered nurses (R2.6)

Yes

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

Yes

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

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

Met

R2.8 is met. Unchanged since original approval on 16 December 2019.

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

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

Met

R2.9 is met. Unchanged since original approval on 16 December 2019.

Employer PLPs confirm commitment to the programme model. Full programme hours are 2300 practice hours and 2300 theory hours. The practice allocation model is managed by employer PLPs in partnership with the AEI. Students are supernumerary for all practice learning experiences. PLPs enable students to experience healthcare across 24 hours per day and seven days per week. PLPs say students will have a base practice placement which is not where students were previously employed. Students will have 'spoke' experiences from the base. Mechanisms are in place for retrieval of unmet programme hours.

Evidence provides assurance that the following QA approval criteria are met

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

N/A

The programme is delivered in England.

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

Yes

Evidence that the pre-registration nursing programme will meet the

equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)

Yes

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

No

One field (adult) of nursing only.

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

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 12 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3. Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

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

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

Met

R3.1 is met. Unchanged since original approval on 16 December 2019.

Tripartite meetings are in place to discuss and monitor student progress and to ensure students have opportunities to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care. Students confirm practice education facilitators (PEFs, employed by PLPs) visit them regularly and monitor learning and support systems in practice learning areas. PLPs tell us PEFs have a significant role working with the LTHFT teaching team in preparing and supporting practice supervisors and practice assessors.

Practice learning experiences are quality assured in line with NWPEG established processes. Students will be able to access placement information via PARE. The north west audit tool for practice learning areas and coding of experiences is adopted. All practice learning experiences are recorded in the ongoing record of achievement. The programme lead in Lancashire and Newcastle and the NU placement department will monitor each student journey.

The care and quality commission (CQC) 'requires improvement' status of Blackpool teaching hospitals NHS Foundation Trust, LTHFT, LSCFT and University Hospitals of Morecambe Bay NHS Foundation Trust is acknowledged and discussed with employer PLPs and NU from the beginning of the partnership. CQC reports highlight the need to increase registered nursing staff within Trusts. The pre-registration nursing programme is important in addressing this action plan.

Programme documentation, service agreements, contracts and the approval process confirm students are prepared and expected to act with transparency and candour. Raising concerns policies are rigorous in NU and LTHFT. Students assure us they comply with these policies. They provide examples of speaking to their practice supervisors and of the roles PEFs have in responding to and

managing all concerns.

Annual partner review meetings consider all programme activity and agree any action plan for the following year. This includes issues of concern raised by students, PLPs, the programme team and the CQC regarding practice learning environments. The approval process confirms communication structures are in place between partners which allows swift resolution of issues or concerns as they arise.

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

Met

R3.2 is met. Unchanged since original approval on 16 December 2019.

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

Met

R3.3 is met. Unchanged since original approval on 16 December 2019.

Employer PLPs and NU confirm resources are in place to provide communication and relationship management skills and nursing procedures support for the programme. LTHFT has invested in high fidelity simulation equipment. The LTHFT teaching team currently deliver procedure training and updates to students and health care staff. As part of the partnership delivery students will have parity of experience in simulation-based learning for communication and relationship management skills and nursing procedures. As this visit is undertaken during the coronavirus pandemic, we are unable to visit simulation facilities. Photographic evidence assures us there's appropriate facilities to deliver the programme. Students from Lancashire give us examples of the facilities used in the current crisis to train medical and nursing staff.

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

2005/36/EC (R3.4)

Met

R3.4 is met. Unchanged since original approval on 16 December 2019.

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

Met

R3.5 is met. Unchanged since original approval on 16 December 2019.

Evidence provides assurance that the following QA approval criteria are met

Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 12 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4. Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

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

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

Met

R4.1 is met. Unchanged since original approval on 16 December 2019.

There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared

for their roles. (R4.2)

Met

R4.2 is met. Unchanged since original approval on 16 December 2019.

Lancashire-based employer PLPs have implemented SSSA.

The programme team and Lancashire based team tell us there are sufficient resources for LTHFT teaching staff and/or NU academic staff to support students in a personal tutor or academic assessor role. Students will have a different academic assessor for each part of the programme.

Process are in place to support the LTHFT teaching team who work with PLP based PEFs to manage practice supervisors and practice assessors preparation and support working with NWPEG agreed training materials. The programme team identify support and structures in place to prepare the Lancashire teaching team for the academic assessor role.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. Unchanged since original approval on 16 December 2019.

The programme team and students assure us structures are in place to give and receive feedback. We find plans in place to ensure apprenticeship route students have their own representative who will voice feedback and be involved in module and programme monitoring. The panel recommended specific feedback from Lancashire-based students, together with feedback from Northumbria-based students is closely monitored at the start of the partnership. (Recommendation

one)

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

Met

R4.5 is met. Unchanged since original approval on 16 December 2019.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 12 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5. Qualification to be awarded

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

Yes

There are no fall back exit awards with eligibility to register as a nurse.

Assurance is provided that the Standards framework for nursing and

midwifery education relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: 12 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation: Post visit evidence: NU response to conditions of approval panel, 8 June 2020	

NU and LTHFT programme specification, 8 June 2020 NU and LTHFT operations manual, 8 June 2020 NU programme handbook LTHFT Trust, 8 June 2020 NU EbE involvement in NDA and Lancashire deliveries, 8 June 2020 LTHFT employer handbook, 8 June 2020
Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: NU two x BSc (Hons) adult NDA January 2019 cohort NU one x BSc (Hons) adult NDA alumnus LTHFT three x qualified assistant practitioner hoping to join programme LSCFT two x pre-registration nursing associate apprenticeship students (studying at a regional AEI) July 2019 cohort LSCFT one x BSc (Hons) adult NDA, year two (studying at another AEI)	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List CQC inspection report, LTHFT, 7 November 2019 CQC inspection report, LSCFT, 11 September 2019 CQC inspection report, University hospitals of Morecambe Bay NHS foundation	

trust, 16 May 2019
CQC inspection report, Blackpool teaching hospitals NHS foundation trust, 17 October 2019
CQC inspection report, East Lancashire hospitals NHS foundation trust, 12 February 2019

If you stated no above, please provide the reason and mitigation
The visit is virtual during the Covid-19 pandemic. Pictures and videos of facilities at the academy, LTHFT are reviewed. Facilities are suitable to deliver the programme and support students.

Additional comments:

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Issue record

Final Report

Author	Maureen Harrison Jonathan Fisher	Date	16 May 2020
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