

**Programme Major Modification report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>Keele University</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>North Staffordshire Combined Healthcare NHS Trust</p>
<p><b>Programmes reviewed:</b> <i>This is the NMC programme title(s)</i></p>	<p><i>Pre-registration nurse qualification leading to</i>  Registered Nurse – Adult <input type="checkbox"/>  Registered Nurse – Children’s <input type="checkbox"/>  Registered Nurse - Learning Disabilities <input type="checkbox"/>  Registered Nurse - Mental Health <input type="checkbox"/>   <i>Nursing Degree Apprenticeship (NDA) route</i>  NDA Adult <input type="checkbox"/>  NDA Children’s <input type="checkbox"/>  NDA Learning Disabilities <input type="checkbox"/>  NDA Mental Health <input checked="" type="checkbox"/>   <i>Dual award - pre-registration nursing</i>  Dual award - adult/mental health <input type="checkbox"/>  Dual award - adult/children’s <input type="checkbox"/>  Dual award - adult/learning disabilities <input type="checkbox"/>  Dual award - mental health/learning disabilities <input type="checkbox"/>  Dual award - mental health/children’s <input type="checkbox"/>  Dual award - learning disabilities/children’s <input type="checkbox"/></p>
<p><b>Current AEI programme title(s):</b> <i>Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn’t apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)</i></p>	<p>BSc (Hons) Nursing: Mental Health</p>

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

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

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

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

	<input checked="" type="checkbox"/> N/A
Dual award - mental health/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<b>Programme start date:</b>	
RN – Adult	
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	27 September 2021
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	N/A
Dual award – Learning Disabilities/Children’s	N/A
<b>Date of modification:</b>	30 June 2021
<b>Type of modification:</b>	Desktop
<b>QA visitor(s):</b>	Registrant Visitor: Kevin Gormley

**Section two**

**Summary of review and findings**

Keele University (KU), school of nursing and midwifery (the school) is an established approved education institution (AEI) with a history of delivering pre-registration nursing programmes for all fields of nursing. The Nursing and Midwifery Council (NMC) approved the Bachelor of science with honours (BSc Hons) pre-registration nursing programme in adult, learning disabilities, mental health and child nursing and an adult apprenticeship route on 5 September 2019. A further modification to include a Master of science (MSc) in the fields of learning disabilities, mental health and child nursing was approved on 29 May 2020. KU present a modification to the BSc (Hons) nursing mental health programme. The modification introduces an integrated three-year mental health nursing apprenticeship route. The programme is designed to meet the Standards for pre-registration nursing programmes (SPRN) (NMC, 2018) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

Documentary evidence and the modification visit confirm that there are effective communication networks and supportive mechanisms in place between KU and the North Staffordshire Combined Healthcare NHS Trust who are the employer partner (EP) supporting the apprenticeship route. Senior EP representatives who attended the modification visit confirmed their commitment and support for the route. This is further supported by a signed statement of commitment to support students undertaking the apprenticeship route. There's evidence that KU is committed to effective partnership working with all stakeholders including students, service users and carers (SUCs) and the EP in the development, delivery, and evaluation of the programme at strategic and operational levels.

There's evidence of strategic organisational leadership and effective communication systems to manage practice learning risks, set goals, plan and introduce change with a capacity to react appropriately if required. The programme team are committed to working collaboratively with the EP to address any concerns raised through regulatory reports, including those from the Care Quality Commission (CQC). Action plans will be developed and monitored in relation to the achievement of actions.

The modification visit was undertaken remotely during the COVID-19 pandemic.

The modification process confirms that the programme meets the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The modification is recommended to the NMC for approval subject to one university condition. One NMC recommendation and two university recommendations are made.



Updated 21 July 2021:

KU confirm that the university condition has been met.

The condition is met.

The programme modification is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition one: The programme team must amend the programme specifications and other programme documentation as requested by quality assurance. (University condition)</p>
<b>Date condition(s) to be met:</b>	16 July 2021

<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Further enhance the involvement of students and SUCs in the ongoing development, delivery, assessment and evaluation of the programme. (SFNME R1.12, R4.9)</p> <p>Recommendation two: The programme team are advised to consider succession planning of SUCs involved with the programme, including training of these individuals and targeted recruitment activities to enable a more diverse range of stakeholders. (University recommendation)</p> <p>Recommendation three: The programme team are advised to seek feedback from existing apprenticeship students on the handbook they are provided as part of their programme, namely whether this should be separate or included in the information provided to all students and identify the best format in which to provide this information based on the feedback provided. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>SUC and student specific contribution to the review and continued development of the programme.</p>

<p><b>Programme is recommended for approval subject to specific conditions being met</b></p>	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>The programme approval report confirms that the KU education committee approved the university condition as met. Condition one is met</p>	
<p><b>AEI Observations</b></p>	<p><b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p><b>Summary of observations made, if applicable</b></p>	
<p><b>Final recommendation made to NMC:</b></p>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p><b>Date condition(s) met:</b></p>	<p>21 July 2021</p>

**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 \(NMC, 2020\)](#)

### 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.**

Documentation and the modification visit provide evidence of partnership working with stakeholders and shared responsibility for theory delivery, practice learning, student supervision and assessment. EP representatives confirm that the programme has been developed in partnership with experienced educators ensuring the programme reflects the needs of a contemporary nursing service.

The programme team tell us that there is a process in place to address adverse reports, for example CQC reports, to ensure the safety of practice learning environments for students and those accessing care. EP representatives tell us that, if required, a serious placements issue policy is activated and they work in partnership with the school to identify, provide and monitor appropriate actions. Outcomes of actions are reported through KU's quality assurance and monitoring process which facilitates ongoing programme developments. Programme documentation describes the educational audit process of practice areas using the placement information and review audit and the process of assessing and managing risk and escalating concerns in practice.

Practice assessors and practice supervisors tell us that they're prepared for their roles and that preparation is compulsory. They positively comment on the level of preparation and availability of support from the EP and KU.

Students tell us that their views are listened to and that they've contributed to the programme development. They say they feel supported in sharing their views; they understand and know how to raise concerns. Students tell us that the programme team respond appropriately to theory and practice issues.

SUC input is respected and valued by the school. There's a SUC champion who provides support and encouragement for SUCs. SUC representatives suggest that their role could be further extended, for example in teaching and assessment activities, and particularly for the proposed programme. (Recommendation one)

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

- 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  NO

- 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  NO

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

YES  NO

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

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

MET  NOT MET

R1.5 is met. Unchanged through this modification.

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

MET  NOT MET

R1.6 is met. Unchanged through this modification.



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

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

MET  NOT MET

R1.7 is met. KU and students tell us that a range of interactive tools to support numeracy and academic writing style and accuracy are available and helpful. KU confirm that all learning resources are available to students undertaking the proposed apprenticeship route. EP representatives confirm their commitment through effective communication with the programme team to ensure continued support for student learning in practice, and to include the proposed apprenticeship mental health route.

**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 evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.**

There are no existing students transferring to 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.**

The SSSA is established in the NMC approved pre-registration nursing programme.

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: 30 June 2021

**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 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 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  NO

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

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

**MET**  **NOT MET**

R2.4 is met. Unchanged through this modification.

- 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. Unchanged through this modification.

**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**  **NO**

R2.6 is met. Unchanged through this modification.

- 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**

R2.7 is met. Unchanged through this modification.

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

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

**MET**  **NOT MET**

R2.8 is met. Unchanged through this modification.

- The programme structure demonstrates an equal balance of 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. Students, including adult apprenticeship students, tell us that the learning and teaching strategies are effective and help them to achieve module outcomes and programme requirements. Mental health apprenticeship students will undertake the approved programme modules. They will be taught together with students undertaking the approved pre-registration nursing routes, ensuring they meet all the requirements for theory and practice 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)  
**YES**  **NO**  **N/A**

The programme is only 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**  **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**

The programme leads to a single field registration

- 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

The programme doesn't lead to further 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: 30 June 2021

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

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

**MET**  **NOT MET**

R3.1 is met. KU, in partnership with North Staffordshire Combined Healthcare NHS Trust, have robust processes in place to ensure students develop and meet the FN:SPRN in order to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice. Documentary evidence and students confirm that supernumerary status is respected. Students tell us that they experience a variety of practice learning environments that support them to meet the FN:SPRN.

- 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. Apprenticeship students will undertake practice learning placements within their employing organisation. Documentation demonstrates that students have cross-field experiences during the programme. Students tell us that they undertake practice evaluation and that they can provide learning experience feedback to KU and the EP.

- 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. Unchanged through this modification.

- 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. Unchanged through this modification.

- 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. Students confirm that they are advised about reasonable adjustments during induction week and regularly throughout the duration of the programme. Student facing programme documentation details how students can access support for individual needs and any reasonable adjustments in theory and practice. Students who require reasonable adjustments have continued access to their employer occupational health provider. Students can also access support from the KU disability team. Occupational health recommendations are sent to the programme lead and head of school for review. EP representatives and students confirm that learning agreements can be developed to support student learning needs. Students are allocated a personal tutor who provides pastoral support. EP representatives tell us that line managers are available to apprenticeship students throughout their programme of study.

**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: 30 June 2021

**Post event review**

Identify how the condition(s) is met:  
N/A

Date condition(s) met:  
N/A

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

**Standard 4: Supervision and assessment**

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

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

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

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

R4.4 provide students with 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 evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)  
**MET**  **NOT MET**

R4.1 is met. Unchanged through this modification.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2)  
**MET**  **NOT MET**

R4.2 is met. KU, in partnership with the EP, robustly guide the preparation of practice supervisors, practice assessors and academic assessors. This process reinforces the key principles agreed locally in line with the requirements of the SSSA. The roles and responsibilities of practice supervisors, practice assessors and academic assessors are clearly detailed in programme documentation including student and practice supervisor and practice assessor facing documents. EP representatives including practice assessors and practice supervisors demonstrate a clear understanding of the role requirements to meet the SSSA. Practice supervisors and practice assessors tell us that preparation for their roles is compulsory and they positively comment on the level of preparation and support from their employers and KU.

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

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

YES  NO

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

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

MET  NOT MET

R4.4 is met. The major modification process confirms that there are established processes for formative and summative feedback in place in theory and practice. Programme documentation confirms that student feedback is provided across the duration of the programme. The practice assessment document (PAD) provides evidence of feedback that supports progression towards achievement of the FN:SPRN. The PAD provides the opportunity for SUC feedback to be recorded. The programme team, EP representatives and students confirm that feedback from practice education facilitators, practice supervisors, practice assessors, academic assessors and SUCs throughout their practice learning experiences is recorded in the PAD.

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

MET  NOT MET

R4.5 is met. Unchanged through this modification.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)  
YES  NO
- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)  
YES  NO
- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)  
YES  NO
- 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:** 30 June 2021

**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:**

- 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

- 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  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's no fall back exit award with NMC registration 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  NO

**Outcome**

**Is the standard met?**

MET  NOT MET

**Date:** 30 June 2021

**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):

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for registered nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC, 2018) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Only an apprenticeship route is being proposed.		
List additional documentation: Post visit documentation: KU, programme approval report, 16 July 2021		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: BSc nursing, adult, apprenticeship, first year x two BSc nursing, mental health, direct entry, third year x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Only an apprenticeship route is being proposed		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: CQC quality report, John Munroe Hospital, 10 November 2020 CQC quality report, University Hospitals of North Midlands NHS Trust, 14 February 2020		
If you stated no above, please provide the reason and mitigation: KU is an established AEI; a resource check isn't required.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

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

**Issue record**

**Final Report**

Author(s):	Kevin J Gormley	Date:	6 July 2021
Checked by:	Bernadette Martin	Date:	13 July 2021
Submitted by:	Amy Young	Date:	4 August 2021
Approved by:	Emiko Hughes	Date:	5 August 2021