Programme Major Modification report

Section one

Programme provider name:	University of Liverpool
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Mersey Care NHS Foundation Trust Liverpool University Hospitals NHS Foundation Trust The Clatterbridge Cancer Centre NHS Foundation Trust Liverpool Heart and Chest Hospital NHS Foundation Trust North West Boroughs Healthcare NHS Foundation Trust St Helens and Knowsley Teaching Hospitals NHS Trust Wirral University Teaching Hospital NHS Foundation Trust Wirral Community Health and Care NHS Foundation Trust Liverpool Women's NHS Foundation Trust Private, voluntary and independent health care providers
Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☐ Registered Nurse – Children's ☐ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐

	Dual award - mental health/learning disabilities ☐
	Dual award - mental health/children's ☐
	Dual award - learning disabilities/children's ☐

AEI programme title(s):	
Current AEI programme title(s): *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)*	Bachelor of Nursing (Hons) Nursing (Adult)
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *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*	Mental health nursing with registered nurse status Master of Science (MSc)

Academic levels of current programme:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF

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

	Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ ☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A

Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7

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

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	☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	22 June 2020
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date:	
RN – Adult	
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	31 January 2022

NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of modification:	10-11 August 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Tony Bottiglieri Lay Visitor: Sandra Stephenson

Summary of review and findings
The University of Liverpool (UoL), school of health sciences (the school) is seeking a major modification to the three-year pre-registration Bachelor of nursing with honours (BN Hons) adult. The pre-registration adult nursing programme was approved by the Nursing and Midwifery Council (NMC) against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) on 22 June 2020. UoL present documentation for a major modification to include a two-year full-time pre-registration mental health nursing with registered nurse status Master of Science (MSc) route. The programme is mapped to the SPNP and the FN:SPRN. The proposed programme start date is 31 January 2022 with an intake of 20 students. The modification visit is undertaken remotely due to the COVID-19 pandemic and includes remote visits to practice learning partner (PLP) practice placements. Documentation confirms that the programme has been developed in response to the NHS long term plan (NHS, 2019) which highlights the increased roles of registered mental health nurses. It's been developed predominantly with Mersey Care NHS Foundation Trust (MCFT) with engagement of other PLPs including private, voluntary and independent (PVI) organisations. The programme aims to develop mental health nurses who are confident, critical thinkers, capable of challenging current clinical practice and able to contribute to improvements in nursing whilst providing excellent patient-centred care. UoL and PLPs tell us that they want to provide a high-quality programme, and the small cohort size is considered appropriate to meet the needs of students. UoL and PLPs tell us that they have a robust relationship. This is demonstrated through a range of commitments to work collaboratively to secure sufficient practice placements and prepare practice assessors and practice supervisors to support mental health nursing students. This also extends to the development and sustaining of the practice education facilitator (PEF) and the nominated education learning practitioner roles in practice learning environments. There's evidence that UoL and all PLPs work in partnership to address and manage any concerns in practice learning environments which emerge from adverse system regulators such as Care Quality Commission (CQC) reports. Documentation and the approval visit confirm that there's evidence of consultation and co-production with a wide range of stakeholders, including PLPs, students and service users and carers (SUCs).

The pan-London practice assessment document (PLPAD) is approved and used by UoL.

Funding support from Health Education England (HEE) supports the appointment of an experienced mental health nursing field specific lecturer, a programme leader and a PEF who is based at MCFT.

Arrangements at programme level meet the requirements of 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.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	None identified.

Focused areas for future monitoring:	Sufficiency of practice placement allocations of mental health student nurses into general hospital acute services.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☐ Recommended to refuse approval of the programme ☐
Date condition(s) met:	N/A

Section three

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

Partnerships
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

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

Programme documentation and the modification visit confirm that the programme has been predominantly developed in partnership with MCFT in response to the need for more registered mental health nurses locally. Engagement with all PLPs during the visit confirms involvement in scoping placement capacity to accommodate the practice placement requirements of mental health pre-registration nursing students.

SUCs tell us about focus group meetings and design workshops undertaken to ensure that their opinions and ideas are included in the aims and outcomes of the programme. UoL tell us that they have good involvement and engagement from SUCs in the provision of the programme, and will continue to extend this into the proposed mental health nursing route. SUCs tell us that they're involved as equal partners in recruitment and selection. They support the design of interview questions and ask questions at group interviews. They tell us that they take part in simulation activities and deliver individual sessions to students about their experiences of being a patient on a ward or in the community. They tell us that they feel valued and supported by UoL and that their involvement has a positive impact on student learning. They tell us that they're keen to be involved in all aspects of the programme and share their ideas when the SUC strategy is reviewed by UoL. UoL have a nursing SUC lead who is the point of contact overseeing annual mandatory training and providing support for SUCs.

PLPs tell us that they're involved in the development of the recruitment days and have the opportunity to ask questions and undertake group and individual interviews. Programme documentation and the modification visit confirm that there's a collaborative approach between UoL and PLPs in the design and planning of the proposed route. During the visit PLPs provided several examples of joint working; for example, how they'll support students to prepare for the mental health secure practice placement allocations. PLPs confirm that any issues are discussed in partnership and solutions found. Programme documentation and the visit confirm that content delivery is adjusted in the timetable to accommodate this. PVI organisations tell us that they've been included in consultation meetings and in practice placement scoping exercises. They tell us that they've been able to present their service needs to UoL who are very receptive in supporting them.

Programme documentation demonstrates that the four local approved education institutions (AEIs) collaborate to ensure that approved programmes meet NMC Standards. UoL works closely with the Cheshire and Merseyside (CM) consortium. Programme documentation and the modification visit provide confirmation that PLPs have attended the CM consortium curriculum development and validation group meetings and have contributed to the development of the proposed curriculum. Practice learning environments are educationally audited. The online practice assessment record and evaluation system (OPARE) is used across PLPs to record and monitor the number of practice supervisors and practice assessors in practice learning environments.

Programme outcomes are mapped to the FN:SPRN and scoping exercises of resources are undertaken to ensure students can achieve the proficiencies. The programme team and PLPs tell us of the opportunities to upskill practice supervisors, practice assessors and academic assessors to support the development of Annexe A and B skills as part of the implementation of the SSSA.

Programme documentation and PLPs confirm the development and implementation of practice supervisor, practice assessor, the nominated person

and academic assessor role descriptors. AEIs who are part of the CM consortium and PLPs demonstrate a partnership approach to the allocation of placements and the management of student capacity. Programme documentation and discussion during the visit confirm that there's a partnership approach to managing future capacity challenges and developing solutions to accommodate student practice placement requirements. The aim of the CM placement management group is to manage, develop and share practice placement capacity opportunities across the region. PLPs tell us about the regional practice placement provider support for students to meet Annexe A and B skills.

PLPs tell us that UoL actively encourages PEFs and other staff as expert in-field clinicians to deliver taught sessions including supporting university-based simulation sessions. PLPs tell us that they feel valued by UoL and that their input is carefully planned.

Through the UoL compassion in practice strategy, students are encouraged to promote the roles of care makers and ambassadors underpinned by the HEE 6Cs values essential to compassionate care. Through the student quality ambassador programme, student champions highlight good practice within the practice learning setting. Students tell us that they have a number of opportunities to input their views and feedback through staff student liaison committees at faculty and school committee level. They tell us that they provide feedback on modules and third year students undertake programme evaluations which are used to develop the programme for future students. PLPs tell us that they review and act upon student placement evaluations. They also work together with students, academics and SUCs as part of the programme management meetings which review all aspects of the programme.

Students have inter-professional learning (IPL) opportunities throughout the programme and are able to learn alongside health students from eight disciplines in the school. Lecturers from across a range of disciplines deliver lectures. Programme documentation and students at the visit tell us that IPL is further developed in shared simulation sessions in the human anatomy resource centre.

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)

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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

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

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

MET ☒   **NOT MET** ☐

R1.5 is met. Programme documentation and the visit confirm that the UoL recognition of prior learning (RPL) regulations permit up to 50 percent RPL. Successful entry onto the programme requires applicants to provide a portfolio of evidence detailing RPL amounting to 620 theory and 570 practice hours. This is approved by the programme admissions tutor. Programme documentation confirms that this permits accreditation against year one theory and practice outcomes. Scrutiny of the application for RPL is a robust process which includes mapping to the FN:SPRN, field specific external examiner moderation and examination board ratification.

Programme documentation and students confirm that there's support available to support the application of RPL.

- 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

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developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

MET ☒   **NOT MET** ☐

R1.7 is met. Unchanged through this modification.

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

Proposed transfer of current students to the programme under review

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

This is a new programme with no current students following the mental health nursing route.

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 implemented in the approved 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: 11 August 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

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

    MET ☒   **NOT MET** ☐

R2.4 is met. Programme documentation and the visit demonstrate how practice learning opportunities offer experiences across all four fields of nursing. Practice learning experiences are closely monitored to ensure individual student experience is appropriate.

A general approach to nursing care allows teaching to include examples of all field care and knowledge and how this informs the mental health care needs of people. Module content enables the development and assessment of communication and relationship management skills, clinical skills and clinical procedures. Modules will be delivered by mental health and adult nursing lecturers with input from experts in learning disabilities and child health. This will enable all the proficiencies to be met and provide students with the theoretical knowledge required to meet these in practice. There's no shared content for adult and mental health students, however

students will experience shared learning opportunities with other health students through simulation and group activities as part of the school IPL approach.

Programme documentation and the visit confirm that the hub and spoke practice placement model enables students to achieve field specific and generic learning outcomes. Students, PLPs and UoL tell us that this ensures students are provided with learning opportunities to support people with diverse needs through the life course.

Students tell us that they're aware of how to raise and escalate concerns and this forms part of their preparation for placement. This is also reinforced by PLPs in induction activities. PLPs and students tell us about initiatives such as 'freedom to speak up' and 'halt in place' strategies that are in place in practice learning environments.

- 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. The programme specification and mental health student handbook provide specific information about the route. This supports students to be able to successfully complete the programme and enter the NMC register as a mental health registered nurse.

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** ☐

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

                                                            YES ☒   **NO** ☐

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

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

R2.8 is met. Extensive mapping in the programme documentation ensures that field specific content addresses law, safeguarding, consent, pharmacology, and medicines administration and optimisation.

- 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. The theory and practice balance are detailed for each part of the programme and at the 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. Programme plans and curriculum documentation confirm that there's an equal balance of 2,300 hours theory and practice throughout the programme. All modules are compulsory and delivered at academic level seven. In year one, students are introduced to the role of the mental health nurse and fundamental clinical and communication skills. In year two they consolidate and enhance these skills and develop clinical leadership. Programme documentation confirms that there's progression points from year one to year two.

Programme documentation and the visit confirm the use of a range of teaching, learning and assessment methods. Theory and practice module learning outcomes are mapped to the FN:SPRN and the SPNP.

PLPs tell us that practice learning environment experiences support the development of skills that enable students to apply theoretical underpinning knowledge to practice. The range of teaching methods includes lectures, seminars, tutorials and workshops.

Academic, research and practical skills are assessed through examinations, assignments, video logs and presentations. Students tell us that UoL are responsive to their feedback; for example, adjusting the schedule for an assessment when students feel overloaded. Simulation, prior to undertaking practice learning, allows students to practise clinical and communication skills and to receive feedback that develops confidence. UoL tell us that a simulation lead organises the simulation timetable for mental health students with clinical skills module leaders and staff from across the adult and mental health programmes supporting delivery.

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 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 of 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 leads to registration solely with the NMC.

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

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

MET ☒   **NOT MET** ☐

R3.1 is met. Programme documentation and the visit confirm that students experience a range of practice learning allocations to ensure they meet the FN:SPRN. PLPs tell us that they are committed to supporting the hub and spoke model of student placement allocations across years one and two. They provide assurance that there's sufficient prepared practice supervisors and practice assessors in place to support practice learning and assessment.

UoL and PLPs have a robust process in place to ensure that students are supported to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice and to meet the SPNP.

Student practice learning journeys are individually mapped to allow them to achieve the proficiencies over the duration of the programme. Students tell us that simulation activities are undertaken before they enter practice learning environments. Simulated learning includes the identification of risk in order to improve safety and quality of care and to identify the symptoms associated with deteriorating patients. PLPs tell us that they work closely with students to identify suitable learning opportunities across fields and the lifespan.

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

MET ☒   **NOT MET** ☐

R3.2 is met. Programme documentation and the visit confirm how hub and spoke practice learning opportunities ensure that students experience the variety of practice learning opportunities to meet the holistic needs of people of all ages. Students tell us that they learn alongside other healthcare professionals in multi-disciplinary teams (MDTs). Students follow people through their health and social care journey, developing their understanding of local services and communities. Hub and spoke placement allocations enable students to achieve context specific skills which contribute to the overall attainment of the required competencies. Programme documentation and the visit confirm that academic assessors work closely with practice supervisors and practice assessors to identify additional learning opportunities for students to enhance their understanding of holistic nursing.

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Programme documentation and students confirm that they follow a patient journey which enables them to develop the skills and insight into providing care over a 24-hour period.

The CM PEF network and the UoL practice placement working group meetings enable PLPs to feedback and discuss practice learning environment student evaluations. PEFs tell us that they attend nursing programme management meetings, where any practice issues and evaluations are discussed. PLPs have access to the OPARE system where they can review individual student evaluations. Students tell us that they are invited to evaluate both theory and practice elements of the programme and that they receive feedback on their evaluations.

- 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. Programme documentation and the visit confirm that practice learning opportunities enable students to meet the communication and relationship management skills and nursing procedures, as set out in the FN:SPRN.

Relationship management and communication skills are assessed in the PLPAD. This also enables SUCs the opportunity to feedback to students on these skills. SUCs tell us that they take part in simulation activities which include participating in sessions which support students to develop their communication skills.

- 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. Programme documentation and the visit confirm that protected time for simulation-based learning is timetabled before practice learning is undertaken in order to support students to prepare for practice. Simulation-based learning opportunities are designed to help students develop skills in a safe environment. Simulation-based activities are focused on theory and practice learning outcomes, for example, on more complex mental health care concepts and mental health condition symptomology. UoL and PLPs tell us that mental health students will access the approved simulation-based learning that will include mental health specific nursing content. Specific de-brief and de-escalation simulation is undertaken by mental health nursing students, who are required to complete this prior to undertaking their practice learning experience.

The approved technology enhanced learning ensures that students are supported to develop information technology (IT) skills using a range of technology learning materials. Students tell us that there's good access to IT and library support.

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

  MET ☒   NOT MET ☐

R3.5 is met. Unchanged through this modification.

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

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

  YES ☒   NO ☐

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

  YES ☒   NO ☐

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

  YES ☒   NO ☐

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

  YES ☒   NO ☐

Outcome			
Is the standard met?		MET ☒	NOT MET ☐

Date: 11 August 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

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

MET ☒   **NOT MET** ☐

R4.1 is met. Programme documentation and the visit confirm that quality assurance mechanisms are in place to ensure the proposed route complies with the SFNME. Practice learning environments are subject to the approved educational audit process.

Students learn in MDTs and are supervised by a range of registered healthcare professionals. They are assigned to practice assessors in each practice learning environment. There's evidence of robust support in both practice and theory settings to support student health and wellbeing. Students tell us that there are good disability and student services. Programme documentation and the visit confirm that UoL have an established personal tutor process which ensures that students are allocated to field specific tutors who also act as academic assessors. Students compliment the responsiveness of the support services available to them in both theory and practice settings.

- 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. The SSSA is implemented regionally across the CM AEIs. Programme documentation, including the PLPAD and practice learning handbook, identify the roles and responsibilities of practice supervisors, practice assessors and academic assessors. PLPs and UoL tell us that there's agreed regional preparation and training resources in place to support practice supervisors, practice assessors and academic assessors. Practice supervisors and practice assessors receive ongoing support from UoL in the form of workshops, drop-ins, updates and newsletters. Programme documentation and PLPs confirm that mental health registered nursing practice assessors and practice supervisors complete a PLP self-declaration to highlight any training needs they may have to support and undertake their roles. PLPs tell us that all registered nurses are expected to act as practice supervisors or practice assessors. PLPs confirm that there are sufficient prepared practice assessors in practice learning environments to support the proposed mental health nursing route.

Evidence provides assurance that the following QA approval criteria are met:
- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)

YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R4.4 is met. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R4.5 is met. Modules are mapped to the programme outcomes and there's mapping to the FN:SPRN. Practice learning and assessment is recorded in the PLPAD evidencing how students meet the FN:SPRN and the programme outcomes. There's no compensation for module assessments; all modules are compulsory.

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:** 11 August 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** ☒

Fall back awards don't lead to registration with the NMC.

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: 11 August 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):

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

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Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route being proposed.		
List additional documentation:		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Year one, BN (Hons), adult x two Year two, BN (Hons), adult x two Year three, BN (Hons), adult x three		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route being proposed.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐

Practice learning environments	☒	☐

If yes, state where visited/findings:
Virtual visits with the following PLPs:
Mersey Care NHS Foundation Trust
Wirral University Teaching Hospital NHS Foundation Trust
Wirral Community Health and Care NHS Foundation Trust

System regulator reports reviewed for practice learning partners	☒	☐

If yes, system regulator reports list:
Royal Liverpool University Hospital NHS Foundation Trust, CQC inspection report, 28 January 2021
Mersey Care NHS Foundation Trust, CQC inspection report, 5 April 2019
Royal Liverpool and Broadgreen University Hospital NHS Trust, CQC inspection report, 17 July 2019
Liverpool University Hospital NHS Foundation Trust, CQC inspection report, 29 January 2021

If you stated no above, please provide the reason and mitigation:
UoL is an established AEI and visits to facilities weren't required.

Additional comments:
None identified.

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Issue record			
Final Report			
Author(s):	Tony Bottiglieri Sandra Stephenson	Date:	18 August 2021
Checked by:	Bernadette Martin	Date:	20 August 2021
Submitted by:	Amy Young	Date:	16 September 2021
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