Programme Major Modification report

Section one

Programme provider name:	Nottingham Trent University
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 all currently approved programme titles*	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Mental Health) BSc (Hons) Nursing (Learning Disabilities) BSc (Hons) Nursing Degree Apprenticeship Adult BSc (Hons) Nursing Degree Apprenticeship Mental Health BSc (Hons) Nursing Degree Apprenticeship Learning Disabilities

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*	MSc Nursing Degree Adult (RNA) MSc Nursing Degree Mental Health (RNMH) MSc Nursing Degree Learning Disabilities (RNLD) MSc Registered Nurse Degree Apprenticeship Adult MSc Registered Nurse Degree Apprenticeship Mental Health MSc Registered Nurse Degree Apprenticeship Learning Disabilities

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 ☐ 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 **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's/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.*	5 May 2020
Date(s) of NMC approval of any modifications since last approval:	4 May 2021 10 June 2021
Programme start dates:	
Current modification programme start date:	
RN – Adult	9 January 2023
RN – Children's	N/A
RN - Learning Disabilities	9 January 2023
RN - Mental Health	9 January 2023
NDA Adult	3 January 2023

NDA Children's	N/A
NDA Learning Disabilities	3 January 2023
NDA Mental Health	3 January 2023
Dual award - Adult/Mental Health	N/A
Dual award - Adult/Children's	N/A
Dual award - Adult/Learning Disabilities	N/A
Dual award – Mental Health/Learning Disabilities	N/A
Dual award – Mental Health/Children's	N/A
Dual award – Learning Disabilities/Children's	N/A
Date of modification:	14 September 2022
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Jenny Pinfield

Section two

Summary of review and findings

Nottingham Trent University (NTU) is an approved education institution (AEI). NTU, institute of health and allied professions, Clifton Campus, is seeking a major modification to the approved three-year full-time Bachelor of Science with Honours (BSc (Hons)) nursing (adult, mental health and learning disabilities) and BSc (Hons) nursing degree apprenticeship (NDA) (adult, mental health and learning disabilities) programme. The pre-registration nursing programme was originally approved for delivery by the Nursing and Midwifery Council (NMC) against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018) on 5 May 2020.

A major modification to deliver BSc (Hons) nursing (adult, mental health) and BSc (Hons) NDA (adult, mental health) at the NTU higher education campus within Vision West Nottinghamshire College, Mansfield on 4 May 2021. A further major modification approved the delivery of the learning disabilities field of practice on 10 June 2021.

This major modification is for the delivery of two-year, full-time Master of Science (MSc) nursing adult, mental health and learning disabilities routes via direct entry and registered NDA routes in the field of adult, mental health and learning disabilities, at level seven on the Clifton campus at NTU.

The major modification visit is undertaken face-to-face.

The employer partners (EP) supporting the NDA route are Nottingham University Hospitals Trust and Nottinghamshire Healthcare NHS Foundation Trust. There are signed agreements between NTU and the EPs. EPs and existing practice learning partners (PLPs) confirm their support of the proposed modification. The EPs confirm the apprentices will complete the entire programme through 'off the job' learning and will be supernumerary whilst completing the pre-requisite hours to meet the SPNP (NMC, 2018).

Documentation and evidence from the major modification visit demonstrate that the programme is offered in response to consultation with PLPs and EPs, to meet local workforce requirements and highlights the benefits of gaining NMC registration in two years.

Information provided in the programme modification documentation and at the major modification visit meetings provide evidence that the Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at a programme level.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at a programme level as conditions apply.

The programme modification is recommended to the NMC for approval subject to two joint NMC and university conditions. Two further university conditions apply. Two recommendations are made.

Updated 24 October 2022:

Evidence is provided to meet the two NMC conditions. The conditions and related Standards/requirements are now met. The SFNME (NMC, 2018) is met at a programme level.

NTU confirm the university conditions are met.

The programme is recommended for NMC 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:** Condition one: Provide a student facing course handbook, that provides timely and accurate information about the curriculum, approaches to teaching, supervision and assessment, practice placements and other information relevant to the programme (specifically timely progression across the programme). (SFNME R3.2; SPNP R2.1) (Joint NMC and university condition) **Selection, admission and progression:** None identified. **Practice learning:**

	None identified.
	Assessment, fitness for practice and award:
	None identified.
	Education governance: management and quality assurance:
	Condition two: Provide clarification in the programme documentation, that the programme hours for the direct entry and apprenticeship routes, include confirmation of simulated learning that contributes to practice learning hours. (SPNP R2.9) (Joint NMC and university condition)
	Condition three: Produce an assessment and feedback plan that includes the recognition of prior learning (RPL) process right through to the final submission and end point assessment (EPA) for apprenticeships to show the student journey in full. (University condition)
	Condition four: Review the assessment strategy for module one; fundamentals of nursing to better align the learning outcomes with the assessment method. (University condition)
Date condition(s) to be met:	24 October 2022
Recommendations to enhance the programme delivery:	Recommendation one: Consider developing a formal process for managing practice learning that takes account of student's individual needs and personal circumstances when allocation practice learning, to include a process to enable placement exchanges and making up missed practice learning hours. (SPNP R3.5)
	Recommendation two: Consider being more explicit about the RPL process to include RPL from programme requirements and the role of the external examiner in RPL claims. (SPNP R1.5)
Focused areas for future monitoring:	Effectiveness of the assessment strategy.

	Progression of students and apprentices across the programme in a timely manner.

<table>
<tr><td colspan="2" style="text-align:center">Programme is recommended for approval subject to specific conditions being met</td></tr>
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Commentary post review of evidence against conditions:
An updated student facing course handbook, provides information about the curriculum, teaching, supervision and assessment approaches, practice placements and provides details of the student journey across the programme. Additional documentation (retrieval of programme hours policy, criteria for placement change and assessment plans) provide further information to support students' progress across the programme. Condition one is met. SFNME R3.2 and SPNP R2.1 are met. Programme documentation clarifies the hours for the direct entry and apprenticeship routes, including confirmation of the simulated learning that contributes to practice learning hours. These are now detailed consistently across different programme documentation. The apprenticeship provides 4637.5 hours (which includes 187.5 hours for simulation that contributes to practice learning hours) and direct entry provides 4640 hours (which includes 200 hours for simulation that contributes to practice learning hours). Both routes include 1000 hours through RPL. Condition two is met. SPNP R2.9 is met.

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:	24 October 2022

Section three

<table>
<tr><td style="text-align:center">NMC Programme standards</td></tr>
<tr><td>Please refer to NMC standards reference points:</td></tr>
</table>

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

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NMC Programme standards
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 <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 evidence from the major modification visit confirms effective partnership working between the university and all stakeholders. These includes PLPs, EPs, service users and carers (SUCs) and students.

A stakeholder group was established to support the development of the MSc nursing direct entry and the level seven NDA. PLPs, EPs, SUCs and students at the major modification visit tell us how the programme team listened to their ideas and suggestions to shape the modules, selection process and delivery of the programme.

PLPs and EPs tell us of the benefits of the MSc direct entry and NDA, including the importance of providing registered nurses in two years as opposed to three. PLPs and EPs view the registrants exiting this MSc as future leaders and innovators. EPs have identified adult, mental health and learning disability apprentices to undertake the programme in January 2023. The EPs/PLPs specifically request a January start date to align to workforce planning.

PLPs and EPs confirm effective partnership working at both an operational and strategic level. They identify how this has improved operationally with the introduction of NTUs practice learning lead. They describe monthly strategic meetings and weekly programme level touch points. The practice lead tells us about working with NTU allocations team and PLP and EP to grow placement capacity and allocate student placements.

NTU, its PLPs and EPs are part of the Midlands, Yorkshire and East of England practice learning group (MYEPLG) and the NTU practice lead discusses how this groups approach supports the development of practice and academic assessors and practice supervisors.

Practice leads and those involved with the supervision and assessment of students, tell us there are effective processes in place to manage concerns and support students with reasonable adjustments.

Students tell us about their experiences of raising concerns and confirm they have opportunity to evaluate their practice learning experiences. Apprentices have 12 weekly tripartite reviews with their employer or practice assessor and their personal academic tutor. Students tell us they feel supported in theory and practice and that their voice is heard and acted upon.

The programme team and SUC tell us about the involvement strategy group. This group meets regularly and SUC tell us about projects they are involved in, these include developing interview questions, objective structured clinical examination (OSCE) assessments and beginning to develop a library of SUC developed scenarios. SUC speak passionately about their involvement in the delivery of the programme and sharing their lived experiences.

NTU in partnership with PLPs confirm any issues arising from Care Quality Commission (CQC) quality reviews which may impact on the practice learning environment are managed through a systematic partnership process.

NTU tell us about plans to strengthen inter-professional learning, particularly with paramedic students. With nursing and paramedicine sharing facilities on Clifton Campus.

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: N/A	MET ☐	NOT MET ☐

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 Confirm on entry to the programme that students: R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing R1.1.2 demonstrate values in accordance with the Code R1.1.3 have capability to learn behaviours in accordance with the Code R1.1.4 have capability to develop numeracy skills required to meet programme outcomes R1.1.5 can demonstrate proficiency in English language R1.1.6 have capability in literacy to meet programme outcomes R1.1.7 have capability for digital and technological literacy to meet programme outcomes. R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

R1.4 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 <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. For this route, students and apprentices will RPL 500 hours of practice and 500 hours of theory to meet the SPNP standards using a pre-entry portfolio. RPL, whilst mapped to the Future nurse: Standards of proficiency for registered nurses is for recognition of practice hours only. Applicants complete the portfolio prior to attending interview, for apprentices it is also completed prior to the initial need's assessment/analysis. The programme team tell us, where further RPL against the programme is identified this will be considered on an individual basis. The external examiner is involved in reviewing a small sample of the RPL portfolios. (Recommendation two)

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- 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. The MSc nursing and NDA MSc have been developed to permit graduates, with appropriate experiential learning to gain entry to complete a two-year pre-registration nursing programme. The programme team tell us where an NMC registered nurse requests RPL to the programme it would be considered on an individual basis.

- 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. Programme documentation, including module specifications identify a number of formative and summative assessment strategies that support the development of numeracy, literacy, digital and technological literacy.

The programme learning outcomes and modules are fully mapped to the Future nurse: Standards of proficiency for registered nurses.

NTU uses safeMedicate to formatively and summatively assess numeracy for medicines management skills.

Practice learning is assessed using the Midlands, Yorkshire and East of England practice assessment document (MYEPAD), which uses an electronic platform, further developing digital and technological literacy. The MYEPAD is mapped to the Future nurse: Standards of proficiency for registered nurses and supports the development of numeracy, literacy and digital skills.

Students at the modification visit confirm they feel supported during theory and practice to meet the programme requirements.

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. Students will not be transferring from existing nursing routes onto the MSc nursing.

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 embedded in the delivery of the currently approved NMC programmes. Students will not be transferred from existing nursing routes onto the MSc nursing.
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:** 14 September 2022

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

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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** ☒ R2.1 is not met. Student facing documentation (the course handbook) is incomplete and lacks information about the student journey across the programme. This includes a lack of timely and accurate information about the curriculum, approaches to teaching, supervision and assessment, practice arrangements and other essential programme information, specifically how progression across the programme is managed, including breaks in learning, sickness, timely management of failed assessments. (Condition one) • 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. Modules and programme outcomes are mapped to the Future nurse: Standards of proficiency for registered nurses. All modules, except one across the programme are shared by all fields of practice, with one field of practice specific module in year two. The module specification and programme documentation explain the delivery of field specific content.

The programme team tell us how skills and simulated learning activities are used to facilitate across field learning experiences. The practice lead tells us how placements are planned to provide a primary focus on the students chosen field of practice, while ensuring lifespan and alternative field of practice experiences are facilitated.

- 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 modification documentation identifies routes for adult, mental health and learning disabilities fields of practice delivered at level seven. The module specifications and assessments allow students to apply learning to their chosen field of practice. Students practice learning experiences are primarily in their chosen field of practice.

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

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

MET ☒   **NOT MET** ☐

R2.8 is met. Programme modification documentation demonstrates mapping to field specific content related to the law, safeguarding, consent, pharmacology and medicines management. The modules specifications demonstrate this specific content. Students are assessed during practice learning experiences using the MYEPAD, which includes outcomes related to the law, safeguarding, consent, pharmacology and medicines management, which are undertaken in their chosen field of practice.

- 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 not met. The programme requires students to complete 2300 hours of theory and 2300 hours of practice, with 500 hours of theory and 500 hours of practice being completed through RPL. Students and apprentices complete the remaining 3600 hours across two-years. Direct entry students complete a 40-hour week, while apprentices complete a 37.5-hour week, to allow learning to take place within their contracted hours.

However, there are differences in the programme hours across programme documentation, with no definitive programme hours provided. Module specifications only contain theory hours and with no details of any associated practice learning hours.

Programme documentation indicates simulated learning contributes to practice learning hours, with a programme planner identifying exact hours. This information is missing from other programme documentation. (Condition two)

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 AEI does not deliver the programme in Wales.

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

    YES ☐   **NO** ☐   **N/A** ☒

The programme modification does not lead to registration in two fields of nursing practice

- 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 modification does not lead to registration in another profession.

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

    YES ☐   **NO** ☒

Student facing documentation (the course handbook) is incomplete and lacks information about the student journey across the programme. This includes a lack of timely and accurate information about the curriculum, approaches to teaching, supervision and assessment, practice arrangements and other essential programme information. (Condition one)

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

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	YES ☒	NO ☐

Outcome		
Is the standard met?	**MET** ☐	**NOT MET** ☒

Student facing documentation (the course handbook) is incomplete and lacks information about the student journey across the programme. Condition one: Provide a student facing course handbook, that provides timely and accurate information about the curriculum, approaches to teaching, supervision and assessment, practice placements and other information relevant to the programme (specifically timely progression across the programme). (SFNME R3.2; SPNP R2.1)

Programme documentation does not clearly provide definitive programme hours for the direct entry and NDA routes. Condition two: Provide clarification in the programme documentation, the programme hours for the direct entry and apprenticeship routes, to include confirmation of simulated learning that contributes to practice learning hours. (SPNP R2.9)

Date: 14 September 2022

Post event review

Identify how the condition(s) is met:

Condition one is met. An updated student facing course handbook, provides information about the curriculum, teaching, supervision and assessment approaches, practice placements and provides details of the student journey across the programme. Additional documentation (retrieval of programme hours policy, criteria for placement change and assessment plans) provide further information to support students' progress across the programme.

Evidence:
Report on conditions for nursing MSc and apprenticeships v2, 21 October 2022
Course handbook MSc nursing 2022 NMC conditions review, October 2022
2023 cohort provisional assessment dates, undated
Making up time policy, January 2022
Criteria for change of placement for pre-registration nursing, October 2022

Condition two is met. Programme documentation, including the course operational documents, course specification documents and module specifications clarify the hours for the direct entry and apprenticeship routes, including confirmation of the simulated learning hours that contribute to practice learning hours. These are now detailed consistently across different programme documentation.

Evidence:
Report on conditions for nursing MSc and apprenticeships v2, 21 October 2022

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Course operational documents for MSc and MSc NDA adult, mental health and learning disabilities, undated
Course specification for MSc and MSc NDA adult, mental health and learning disabilities, undated
Module specification nursing theory and practice one for MSc and MSc NDA adult, mental health and learning disabilities, undated
Module specifications nursing theory and practice two for MSc and MSc NDA adult, mental health and learning disabilities, undated
Module specification fundamentals in nursing for MSc and MSc NDA adult, mental health and learning disabilities, undated
Module specification leadership and transition in nursing for MSc and MSc NDA adult, mental health and learning disabilities, undated
Module specification global health for MSc and MSc NDA adult, mental health and learning disabilities, undated
Module specification research and practice for MSc and MSc NDA adult, mental health and learning disabilities, undated
Date condition(s) met: 24 October 2022
Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐

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

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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. Documentary evidence and the programme team confirm the MSc
and NDA students will use the MYEPAD, which is mapped to the Standards of
proficiency for registered nurses to assess their practice learning experiences.
Placement pathways are identified in the programme documentation, which
demonstrate how MSc direct entry and NDA students will experience a range of
practice experiences. These practice experiences will provide them with the
opportunities to deliver safe and effective care to a diverse range of people from
across the lifespan and four fields of practice in a range of settings.

The programme team tell us that simulated practice learning is used to facilitate
student opportunities for cross field of practice learning experiences. Examples
include adult nursing students, providing care for individuals with mental health
needs in a simulated setting.

The practice lead tells us that placement experiences are being mapped, with NTU
leading on placement allocation for both direct entry and NDA students, using
placement management software. Placement hours are confirmed using electronic
timesheets contained within the electronic MYEPAD.

- There is evidence of how the programme will ensure students experience
  the variety of practice learning experiences to meet the holistic needs of

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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. Documentary evidence and the programme team tell us that MSc direct entry and NDA students have three placements per programme part. Documentation shows a range of placement pathways, depending upon the students chosen field of practice, which allow them to experience a range of care setting, to provide opportunities to meet the holistic needs of people of all ages.

Documentary evidence explains how placements are allocated. The practice lead and PLPs and EPs confirm NTU takes a lead in placement allocations and work in partnership to effectively manage placement capacity and monitor the quality of placement provision. EPs confirm apprentices will be supernumerary in all practice learning experiences.

Students at the major modification visit confirm they complete placement evaluations for each practice learning experience and documentary evidence confirms the process for evaluating placements.

- 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. Communication and relationship management skills and nursing procedures are mapped to the MYEPAD. These are summatively assessed in each part of the programme, in the students chosen field of practice. Simulated practice learning provides complementary opportunities for students to develop these skills. A small number of nursing procedures which may be difficult to assess in the practice learning environment can be developed and assessed by a practice assessor via simulation and recorded in the MYEPAD.

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

MET ☒   **NOT MET** ☐

R3.4 is met. The programme documentation explains the programme teams' approach to simulated practice learning. The programme planner identifies specific

weeks where MSc direct entry and NDA students undertake simulated practice learning. During the modification visit, a tour of the newly built simulated learning facilities at Clifton Campus, identifies comprehensive simulation facilities. This includes high fidelity manikins, ward settings, home environments and consultation rooms, webcams and virtual reality immersive simulation.

Academic staff, who have completed practice supervisor and/or practice assessor training, practitioners and SUC will contribute to simulated practice learning.

The programme uses NTUs virtual learning environment to support learning and teaching, with e-learning resources used to support clinical skill development. The MYEPAD is electronic, using PebblePad. SafeMedicate is used to support the development of numeracy for medicines management.

- 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. Documentary evidence provides details of NTU processes for supporting students with additional learning needs, or who require reasonable adjustments and/or accessible practice learning arrangements. Arrangements for occupational health clearance are identified.

For the MSc NDA route, documentary evidence confirms quarterly tripartite review with the university, apprentice and employer will provide opportunity to explore learning needs, placement requirements and opportunities.

The programme team tell us, they don't expect students to travel for more than 60 minutes to reach a practice placement.

Students at the major modification visit confirm they are supported in both theory and practice elements of their programme and provided examples of this support. But they did tell us about delays in making up placement hours when issues have led them to incur missing practice learning hours. Students also tell us that at times they need to change their allocated placement. They explain how this is facilitated, through informal processes. (Recommendation one)

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** ☐

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• 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: 14 September 2022		
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)

$$\text{MET} \boxtimes \qquad \text{NOT MET} \square$$

R4.1 is met. Documentary evidence provides details of the placement allocation model. The programme team, PLPs and EPs at the approval visit confirm MSc direct entry and NDA students are supernumerary and undertake three placements per part. Each part of the programme is eight months in duration. EPs confirm that apprentices complete the whole apprenticeship 'off the job'. NTU arranges placements in collaboration with PLP and EP. Placements for both direct entry and NDA students can be across the placement circuit with agreements in place to support student working across organisations.

Documentary evidence and the programme team confirm how practice learning is assessed across the whole part of the programme and recorded in the e-MYEPAD. Where students need to undertake a reassessment of practice learning, this takes place during the first four weeks of the first placement in the next part of the programme.

Documentary evidence and discussions at the major modification visit provide details of a diverse range of assessment strategies for theory modules. The programme team confirm how theory assessment and reassessment is supported across each part, with a process of rolling referrals.

Students confirm they are allocated personal academic tutors and a different academic assessor for each part of the programme. Students confirm they feel supported while on placement and during theory weeks.

PLP and EP confirm their involvement in the stakeholder meetings, that supported the development of the MSc direct entry and NDA routes.

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

MET ☒   NOT MET ☐

R4.2 is met. Documentary evidence, PLP/EPs and the programme team confirm a regional approach to the preparation of practice supervisors and practice assessors, adopting the MYEPLG resources. Practice supervisors, practice assessors and practice educators speak positively about the implementation and impact of the introduction of the SSSA.

The programme team explain how the SSSA is implemented for simulated practice learning. Academic staff acting as practice supervisors and practice assessors complete appropriate preparation using the MYEPLG resources. Where academic staff have previously acted as a practice supervisor or practice assessor an update is provided. The programme team describe processes to ensure academic staff don't act simultaneously as practice supervisors/assessors and academic assessors to the same students.

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)

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	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)

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MET ☒   **NOT MET** ☐

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R4.4 is met. Documentary evidence including module specifications provide details of the assessment strategy, including formative and summative assessment. Peer learning and feedback are key features of formative assessment. Discussions at the modification visit highlight the inclusive nature of the diverse assessments. Module specifications provide details of the learning, teaching and assessment methods for each module, with a key feature of the delivery being enquiry-based learning.

The programme team tell us, that during simulated practice learning, one of the mechanisms for students to gain feedback from their practice assessor is to video themselves undertaking specific skills, which they then share with their practice assessor via PebblePad. This complements direct observation during simulated and practice placement learning experiences.

Documentary evidence tells us about the MSc NDA integrated EPA process, including the gateway requirements.

The MYEPAD provides structured opportunities for feedback on practice learning from practice supervisors, practice assessors and the wider multi-disciplinary team and includes opportunity to gain SUC feedback.

Students at the modification visit confirm they are supported by the programme team and appreciate the peer to peer and buddying support strategies. They tell us about the wider university support services, particularly the library facilities.

- 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)

<div align="center">

MET ☒   **NOT MET** ☐

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R4.5 met. Documentary evidence demonstrates robust mapping of the modules to the standards of proficiency and to the institute for apprenticeships and technical education knowledge, skills and behaviours of the NDA standard.

The assessment of practice learning uses the MYEPAD which is mapped to the Future nurse: Standards of proficiency for registered nurses. Students are assessed using the MYEPAD in their chosen field of practice. Programme documentation provides details of placement pathways, which will support students to achieve the required standards of proficiency. Students at the modification visit confirm they have a range of placements, that allow them to meet their programme outcomes.

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: 14 September 2022		

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 is no fall back exit award with NMC registration.

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

YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 14 September 2022

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

Date condition(s) met:
N/A

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

N/A

Section four

Sources of evidence

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

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

Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Course handbook MSc nursing 2022 NMC conditions review, October 2022 Report on conditions for nursing MSc and apprenticeships v2, October 2022 2023 cohort provisional assessment dates, undated MSc nursing apprentice assessment and feedback plan, undated Criteria for placement change v2, October 2022 Making up time policy, January 2022 Course operational document MSc NDA mental health, undated Course specification MSc registered NDA mental health, undated Module specification nursing theory and practice two MSc registered NDA mental health learning outcomes (LO) amends, undated Module specification fundamentals in nursing MSc registered NDA mental health LO amends, undated Module specification leadership and transition in nursing MSc registered NDA mental health LO amends, undated Module specification global health MSc registered NDA mental health LO amend, undated Module specification nursing theory and practice one MSc registered NDA mental health LO amends, undated Module specification research and practice MSc registered NDA mental health LO amends, undated Course operational document MSc nursing mental health, undated. Course specification document MSc nursing mental health, undated Module specification nursing theory and practice two mental health LO amend, undated Module specification fundamentals in nursing MSc nursing mental health LO amends, undated Module specification leadership and transition in nursing MSc nursing mental health LO amends, undated Module specification global health MSc nursing mental health LO amends, undated Module specification nursing theory and practice one MSc nursing mental health LO amends, undated		

Module specification research and practice MSc nursing mental health LO amends, undated

Course operational document MSc NDA learning disabilities, undated
Course specification MSc registered NDA learning disabilities, undated
Module specification fundamentals in nursing MSc registered NDA learning disabilities LO amends, undated
Module specification leadership and transition in nursing MSc registered NDA learning disabilities LO amends, undated
Module specification global health MSc registered NDA learning disabilities LO amends, undated
Module specification nursing theory and practice two MSc registered NDA learning disabilities LO amends, undated
Module specification nursing theory and practice one MSc registered NDA learning disabilities LO amends, undated
Module specification research and practice MSc registered NDA learning disabilities LO amend, undated
Course operational document MSc nursing learning disabilities, undated
Course specification document MSc nursing learning disabilities, undated
Module specification fundamentals in nursing MSc nursing learning disabilities LO amended, undated
Module specification leadership and transition in nursing MSc nursing learning disabilities LD LO amends, undated
Module specification global health MSc nursing learning disabilities LO amends, undated
Module specification nursing theory and practice one MSc nursing learning disabilities LO amends, undated
Module specification nursing theory practice and theory two MSc nursing learning disabilities LO amends, undated
Module specification research and practice MSc nursing learning disabilities LO amends, undated

Course operational document MSc NDA adult, undated
Course specification MSc registered NDA adult, undated
Module specification fundamentals in nursing MSc registered NDA adult LO amends, undated
Module specification leadership and transition in nursing MSc nursing registered NDA adult LO amends, undated
Module specification nursing theory and practice two MSc registered NDA adult LO amends, undated
Module specification global health MSc registered NDA adult LO amends, undated
Module specification nursing theory and practice one MSc registered NDA adult LO amends, undated

Module specification research and practice MSc registered NDA adult LO amends, undated Course operational document MSc nursing adult, undated Course specification document MSc nursing adult, undated Module specification fundamentals in nursing MSc nursing adult LO amends, undated Module specification leadership and transition in nursing MSc nursing adult LO amends, undated Module specification nursing theory and practice two MSc nursing adult LO amends, undated Module specification global health MSc nursing adult LO amends, undated Module specification nursing theory and practice one MSc nursing adult LO amends, undated Module specification research and practice MSc nursing adult LO amends, undated	
Additional comments: None identified.	

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Two x second year BSc (Hons) nursing (adult) One x second year BSc (Hons) nursing (learning disabilities) One x third year BSc (Hons) nursing (adult) One x third year BSc (Hons) nursing (mental health) One x second year BSc (Hons) nursing (learning disabilities) NDA One x third year BSc (Hons) nursing (mental health) NDA		
Service users and carers	☒	☐

If you stated no above, please provide the reason and mitigation:
Additional comments: None identified.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☒	☐
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☒	☐
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: Nottingham University Hospital CQC report, 15 September 2021		
If you stated no above, please provide the reason and mitigation: NTU holds NMC AEI status, resource check not required.		
Additional comments: None identified.		

Issue record			
Final Report			
Author(s):	Jenny Pinfield	Date:	19 September 2022
Checked by:	Pamela Page	Date:	21 September 2022