Programme Major Modification report

Section one

Programme provider name:	Keele 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: Adult (NDA) BSc (Hons) Nursing: Mental Health BSc (Hons) Nursing: Mental Health (NDA) BSc (Hons) Nursing: Child BSc (Hons) Nursing: Learning Disabilities MSc Nursing: Adult MSc Nursing: Mental Health MSc Nursing: Children's MSc Nursing: Learning Disabilities
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as*	N/A

a result of this modification or add 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*	N/A

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

	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7
Dual award - learning disabilities/children's	**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/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 September 2019
Date(s) of NMC approval of any modifications since last approval:	29 May 2020 11 August 2021
Programme start dates:	
Current modification programme start date:	*Insert date below for each relevant route*
RN – Adult	25 September 2023
RN – Children's	25 September 2023
RN - Learning Disabilities	25 September 2023
RN - Mental Health	25 September 2023
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of modification:	25 July 2023
Type of modification:	Desktop
QA visitor(s):	Registrant Visitor: Kudzai Mafuba

Section two

Summary of review and findings
Keele University (KU), school of nursing and midwifery (the school) is an established approved education institution (AEI) with a history of delivering pre-registration nursing programmes for all fields of nursing. The Nursing and Midwifery Council (NMC) approved the Bachelor of science with honours (BSc Hons) pre-registration nursing programme in adult, learning disabilities, mental health and child nursing and an adult apprenticeship route on 5 September 2019. A further modification to include a Master of science (MSc) in the fields of adult, learning disabilities, mental health and child nursing was approved on 29 May 2020. A further modification to include a nurse degree apprenticeship (NDA) route for the mental health field was approved on 11 August 2021.

The purpose of this modification is to increase simulated practice learning from up to 300 hours to up to 600 hours for the direct entry BSc (Hons) nursing and MSc nursing routes across all four fields of practice. The two NDA routes in adult and mental health nursing aren't included in this modification and remain as previously approved.

The modification is designed to meet the Standards for pre-registration nursing programmes (SPNP) (NMC 2018, updated 2023) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

Documentary evidence and the modification process confirm that there's collaborative working between KU and practice learning partners (PLPs). There's documentary evidence that KU is committed to effective partnership working with all stakeholders including students, people who use services and carers (PUSCs) and PLPs in the development, delivery and evaluation of simulated practice at strategic and operational levels.

There's evidence of strategic leadership of simulated practice and effective communication systems to manage simulated practice learning risks. The programme team confirm they're committed to working collaboratively with PLPs to ensure effective delivery of simulated practice learning.

The modification is undertaken as a desktop review.

The modification process confirms that the programme meets the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).

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:	Simulated practice learning that's facilitated online.

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, updated 2023) *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018) *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) *Standards for student supervision and assessment* (NMC 2018, updated 2023) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2022)

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services 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 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme
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 people who use services 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 people who use services contribute to student assessment

Standards for student supervision and assessment (NMC 2018, updated 2023)

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 users of services, 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, people who use services, students and any other stakeholders.

Documentation and the modification process provide evidence of partnership working with stakeholders and shared responsibility for practice learning, student supervision and assessment. The programme team confirm that the programme is developed in partnership with experienced PLPs ensuring simulated practice learning experiences reflect the needs of contemporary nursing practice.

Programme documentation describes the educational audit process applied to areas where simulated practice learning is undertaken. Documentation describes how academic staff are prepared in their roles as practice supervisors and practice assessors. There's confirmation that preparation is compulsory prior to staff acting in these roles during students' simulated practice learning experiences. The programme team tell us they work collaboratively with PLP staff to facilitate simulated practice learning and assessment.

Programme documentation shows that students evaluate their simulated practice learning experiences. Simulated practice learning reports demonstrate that students' views are listened to and that they've contributed to the development of simulated practice learning within the programme.

Programme documentation shows that PUSCs are involved in developing case studies for simulated practice learning. Documentation also shows that PUSCs are involved in the delivery of simulated practice learning through role play activities.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, 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, people who use services, 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 meet the entry criteria for the programme as set out by the AEI and 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure 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

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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

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.9, R2.11

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, updated 2023).

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC 2018, updated 2023).
Demonstrate a robust process to transfer current students onto the ***Standards for student supervision and assessment*** (NMC 2018, updated 2023).

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 people who use services and practitioners involvement in selection processes. (R1.1.1, R1.1.2,R1.1.3)

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

applicants and students are detailed
(R1.2)

YES ☒   **NO** ☐

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully. (R1.3)

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme (R1.5)

MET ☒   **NOT MET** ☐

R1.5 is met. Unchanged through this modification.

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

MET ☒   **NOT MET** ☐

R1.6 is met. Unchanged through this modification.

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

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

MET ☒   **NOT MET** ☐

R1.7 is met. Unchanged through this modification.

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. The increase in simulated practice learning doesn't affect existing students. The modification applies to students commencing their programme from September 2023.

Proposed transfer of current students to the *<u>Standards for student supervision and assessment (SSSA)</u>* (NMC 2018, updated 2023).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment. The SSSA is established in KU's approved pre-registration nursing programme.
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met **YES** ☒ **NO** ☐

Outcome
Is the standard met? **MET** ☒ **NOT MET** ☐ **Date:** 25 July 2023

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A

Standard 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 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies

R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment

R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours

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, R2.15, R2.16, R2.19, R2.20; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

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

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R2.4 is met. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R2.5 is met. Unchanged through this modification.

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

- There is evidence that mapping has been undertaken to show how the general and professional content meets NMC requirements of the *Standards of proficiency for registered nurses* and programme outcomes (R2.6)

  YES ☒   **NO** ☐

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- 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. Unchanged through this modification.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

    MET ☒   **NOT MET** ☐

R2.9 is met. Unchanged through this modification.

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment (R2.10)

    MET ☒   **NOT MET** ☐

R2.10 is met. Programme documentation and discussion with the programme team demonstrate that technology-based simulated practice learning and assessment are used to support achievement of the programme outcomes.

Documentation and discussion with the programme team show that students on the BSc (Hons) route (all fields) complete two blocks of three weeks in year one and one block of three weeks in both years two and three of the programme. This pattern of simulated practice learning is planned for delivery in academic year

2023-2024. The total amount of simulated practice learning then increases to 600 hours in 2024-2025.

Documentation and discussion with the programme team show that students on the MSc route (all fields) undertake one block of four weeks in each year of the two-year programme.

Simulated practice uses a blended approach of online and face to face supervised learning. Simulated practice learning involves use of clinical scenarios, patient scenarios, virtual simulation technologies and high-fidelity manikins. KU and PLPs identify specific proficiencies from the FN:SPRN, specific annex a communication and relationship management skills and annex b nursing procedures that are learnt and assessed during simulated practice learning. The identified proficiencies, skills and nursing procedures are appropriate for simulated practice learning and justify an increase of up to 600 hours. Documentation shows that KU has built additional simulation facilities and spaces that support the proposed increase in simulated practice learning. Documentation and discussion with the programme team confirm that KU has recruited new staff to support delivery of an increased number of simulated practice learning hours. The programme team also confirm that PLP staff support simulated practice learning activities.

Documentation and discussion with the programme team provide assurance that planned simulated practice learning is consistent with NMC requirements for practice learning.

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 (R2.11)
  YES ☐   **NO** ☐   **N/A** ☒

The programme is delivered in England.

- Evidence to ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours (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 registration in a single field of nursing.

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

YES ☐   **NO** ☐   **N/A** ☒

The programme only leads to nursing registration.

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: 25 July 2023

Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must:

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

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

R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses,* within their

selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R3.4 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning

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; R2.10, R2.12; 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. KU, in partnership with PLPs have robust processes in place to ensure students develop and meet the FN:SPRN to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice. Programme documentation shows that KU has high fidelity manikins to support authentic simulation activities which cover the life span. Manikins include older adults, adults, babies, children and male and female genders with a diverse range of skin tones. Programme documentation shows that the manikins can be programmed to simulate clinical scenarios based on common life span health issues such as cardiac arrest, mental illness and learning disabilities. Programme documentation shows that the simulation manikins are interactive and can communicate, which ensures greater authenticity. Documentation and the programme team show that all simulated practice learning is delivered based on clinical scenarios that are shared across fields of nursing practice or delivered through field specific sessions.

KU tell us they've a pool of trained PUSCs representing a diverse age range who support simulated practice learning. Programme documentation shows that PUSCs role play clinical scenarios and provide feedback to students during simulated practice learning.

KU tell us they work closely with PLPs and their respective PUSC forums to co-produce simulated practice learning resources across the four fields of nursing practice. Programme documentation shows that the school PUSCs lead consults with PUSCs on clinical scenarios and simulated practice learning developments.

- 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. KU and PLPs have a robust process in place to ensure students experience a variety of simulated practice learning experiences to meet the holistic needs of people from all ages. Documentary programme evidence confirms simulated practice evaluations are undertaken. A PUSC feedback form exists within the practice assessment document (PAD) which students can use to gather PUSC views on their care delivery during simulated practice learning. The programme plans illustrate how simulated practice learning experiences are linked to and contribute to the overall practice learning journey and development of student proficiency throughout the programme. Practice supervisors, practice assessors and academic assessors provide feedback within the PAD on student simulated practice learning.

Documentation demonstrates that students have cross-field experiences during simulated practice learning. Simulated practice is a mix of field specific learning to ensure field specific proficiencies are achieved and cross-field learning where there's a more core level proficiency requirement. Opportunities for cross-field learning include for example, motivational interviewing, solution focused approaches to nursing care, safeguarding, identifying and managing a deteriorating patient (physically and mentally) and Makaton and sign language.

- 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 documents and discussion with the programme team confirms that partnership working between KU and PLPs ensures simulated practice learning opportunities are provided that allow students to meet the

communication and relationship management skills and nursing procedures as set out in the FN:SPRN, within their selected fields of nursing.

The relationship management and communication skills that are learned and assessed through simulated practice learning for all four fields of nursing practice are clearly identified within the PAD. In addition, simulated practice learning timetables clearly set out the specific proficiencies from the FN:SPRN, specific annex a communication and relationship management skills and annex b nursing procedures the student is expected to learn and achieve in each simulated practice learning activity. The PAD also provides PUSCs the opportunity to feedback to students on both sets of skills during simulated practice learning.

- Evidence to ensure the programme is no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning (R3.4)

MET ☒   **NOT MET** ☐

R3.4 is met. Documentation and discussion with the programme team clearly evidence that the minimum 2300 practice learning hours is maintained, of which a maximum of 600 hours is met in simulated practice learning.

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

MET ☒   **NOT MET** ☐

R3.5 is met. 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: 25 July 2023		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Standard 4: Supervision and assessment

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

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

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

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

R4.4 provide students with constructive 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.*

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Council

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

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Standards framework for nursing and midwifery education, specifically*:*
R2.12; 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

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. KU in partnership with PLPs have robust processes in place to ensure that the programme provides support, supervision, learning and assessment which complies with the SFNME.

The KU simulation centre is audited as a placement learning environment for the four fields of nursing practice for all stages of the programme. KU maintains a register of practice supervisors and practice assessors who are involved in the supervision and assessment of simulated practice learning.

Programme documents and discussion with the programme team confirm how the roles of practice supervisor, practice assessor and academic assessor are implemented in the simulation centre and how people within these roles are prepared and supported. The evidence provides assurance that the preparation and support provided to practice supervisors, practice assessors and academic assessors is sufficiently robust for them to effectively support and assess students during simulated practice learning experiences.

Programme documentation and discussion with the programme team evidence that more resources are provided to facilitate an increase in simulated practice learning. We're told a faculty professor of simulation, six faculty clinical skills and simulation teaching fellows and a simulated practice learning project lead are appointed as an additional resource to support simulated practice learning.

We're also told that additional learning space is developed including two simulation health houses and two control and debrief rooms. We're told development work recently completed on an additional new simulation centre with two six bedded wards and one side room, a mental health psychiatric intensive care area, a

general practice surgery with reception area and five interview rooms, an operating theatre and an accident and emergency area with two adult and one child resuscitation bays.

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

  MET ☒   **NOT MET** ☐

R4.2 is met. KU has a process in place for the preparation of academic staff to act as practice supervisors, practice assessors and academic assessors. This process reinforces the key principles agreed locally in line with the requirements of the SSSA. The roles and responsibilities of practice supervisors, practice assessors and academic assessors are clearly detailed in programme documentation including student and practice supervisor and practice assessor facing documents.

KU tell us PLPs are part of their simulated placement learning operational group. We're told this group has oversight of the development, implementation and quality monitoring of placement learning activities including supervision and assessment in the simulated practice learning environment. We're told the simulated placement learning project lead works closely with PLPs to jointly plan simulated practice learning weeks, clinical scenarios and simulation activities. Simulated practice learning activities are delivered collaboratively between KU and PLPs and where summative assessment is required PLP staff retain the practice assessor role. Where this might not be possible, the six faculty clinical skills and simulation teaching fellows and other academic staff can take on the role of practice assessor following suitable preparation.

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) <div align=right>**YES** ☒   **NO** ☐</div>

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 constructive feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4) <div align=right>**MET** ☒   **NOT MET** ☐</div>

R4.4 is met. The modification process confirms that there are established processes for formative and summative feedback in place in theory and practice. Programme documentation confirms that student feedback is provided during simulated practice learning. The PAD provides evidence of feedback that supports progression towards achievement of the FN:SPRN. The PAD provides the opportunity for PUSC feedback to be recorded.

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

  MET ☒   **NOT MET** ☐

R4.5 is met. Unchanged through this modification.

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

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: 25 July 2023

Post event review
Identify how the condition(s) is met:
N/A
Date condition(s) met:
N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐
N/A

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must:

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

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

Standards framework for nursing and midwifery education, specifically R2.12, R2.21

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** ☐

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

YES ☒   **NO** ☐

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award

YES ☐   **NO** ☐   **N/A** ☒

There's no fall back exit award with registration as a nurse.

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

YES ☒   **NO** ☐

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

Date: 25 July 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC 2018, updated 2023) 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, updated 2023) (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: Apprenticeship routes aren't included in this modification.		
List additional documentation: None identified.		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☐	☒
Senior managers from associated practice learning partners with responsibility for resources for the programme	☐	☒
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☐	☒
Students	☐	☒
If yes, please identify cohort year/programme of study:		
People who use services and carers	☐	☒
If you stated no above, please provide the reason and mitigation: Apprenticeship routes aren't included in this modification. The modification is processed as a desktop review including a teleconference with the programme lead.		
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: University Hospitals of Derby and Burton NHS Foundation Trust, Care Quality Commission quality report, 16 June 2021		
If you stated no above, please provide the reason and mitigation: KU is an established AEI and there's no requirement for a review of resources as part of this modification.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Kudzai Mafuba	Date:	25 July 2023
Checked by:	Ian Felstead-Watts	Date:	28 July 2023
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