Nursing & Midwifery Council

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

MOTT MACDONALD

## Programme Major Modification report

**Section one**

| Programme provider name: | University of Suffolk |
|---|---|
| **Programmes reviewed:** *This is the NMC programme title(s)* | *Pre-registration nurse qualification leading to* <br> Registered Nurse – Adult ☐ <br> Registered Nurse – Children's ☐ <br> Registered Nurse - Learning Disabilities ☐ <br> Registered Nurse - Mental Health ☐ <br><br> *Nursing Degree Apprenticeship (NDA) route* <br> NDA Adult ☒ <br> NDA Children's ☐ <br> NDA Learning Disabilities ☐ <br> NDA Mental Health ☒ <br><br> *Dual award - pre-registration nursing* <br> Dual award - adult/mental health ☐ <br> Dual award - adult/children's ☐ <br> Dual award - adult/learning disabilities ☐ <br> Dual award - mental health/learning disabilities ☐ <br> Dual award - mental health/children's ☐ <br> Dual award - learning disabilities/children's ☐ |
| **AEI programme title(s):** | |
| **Current AEI programme title(s):** *Please include all currently approved programme titles* | MSc Adult Nursing <br> BSc (Hons) Adult Nursing <br> BSc (Hons) Adult Nursing [degree apprenticeship] <br> BSc (Hons) Mental Health Nursing <br> BSc (Hons) Mental Health Nursing [degree apprenticeship] <br> BSc (Hons) Children's Nursing |
| **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* | N/A |
|---|---|

| **Academic levels of current programme:** | |
|---|---|

| Registered Nurse – Adult | England, Wales, Northern Ireland<br>☐ Level 5    ☒ Level 6    ☒    Level 7<br><br>SCQF<br>☐ Level 8    ☐ Level 9    ☐ Level 10    ☐ Level 11<br><br>☐ N/A |
|---|---|
| Registered Nurse – Children's | England, Wales, Northern Ireland<br>☐ Level 5    ☒ Level 6    ☐    Level 7<br><br>SCQF<br>☐ Level 8    ☐ Level 9    ☐ Level 10    ☐ Level 11<br><br>☐ N/A |
| Registered Nurse - Learning Disabilities | England, Wales, Northern Ireland<br>☐ Level 5    ☐ Level 6    ☐    Level 7<br><br>SCQF<br>☐ Level 8    ☐ Level 9    ☐ Level 10    ☐ Level 11<br><br>☒ N/A |
| Registered Nurse - Mental Health | England, Wales, Northern Ireland<br>☐ Level 5    ☒ Level 6    ☐    Level 7<br><br>SCQF<br>☐ Level 8    ☐ Level 9    ☐ Level 10    ☐ Level 11<br><br>☐ N/A |

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

| | |
|---|---|
| | ☒ N/A |
| Dual award - adult/learning disabilities | England, Wales, Northern Ireland<br>☐ Level 5    ☐ Level 6  ☐  Level 7<br><br>SCQF<br>☐ Level 8      ☐ Level 9      ☐ Level 10    ☐ Level 11<br><br>☒ N/A |
| Dual award - mental health/learning disabilities | England, Wales, Northern Ireland<br>☐ Level 5    ☐ Level 6  ☐  Level 7<br><br>SCQF<br>☐ Level 8      ☐ Level 9      ☐ Level 10    ☐ Level 11<br><br>☒ N/A |
| Dual award - mental health/children's | England, Wales, Northern Ireland<br>☐ Level 5    ☐ Level 6  ☐  Level 7<br><br>SCQF<br>☐ Level 8      ☐ Level 9      ☐ Level 10    ☐ Level 11<br><br>☒ N/A |
| Dual award - learning disabilities/children's | England, Wales, Northern Ireland<br>☐ Level 5    ☐ Level 6  ☐  Level 7<br><br>SCQF<br>☐ Level 8      ☐ Level 9      ☐ Level 10    ☐ Level 11<br><br>☒ N/A |
| **Academic levels of modified/additional programme(s)/route(s):** | |
| Registered Nurse – Adult | England, Wales, Northern Ireland<br>☐ Level 5    ☐ Level 6  ☐  Level 7<br><br>SCQF<br>☐ Level 8      ☐ Level 9      ☐ Level 10    ☐ Level 11<br><br>☒ N/A |
| Registered Nurse – Children's | England, Wales, Northern Ireland<br>☐ Level 5    ☐ Level 6  ☐  Level 7 |

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

| | |
|---|---|
| | SCQF<br>☐ Level 8  ☐ Level 9  ☐ Level 10  ☐ Level 11<br>☒ N/A |
| Registered Nurse - Learning Disabilities | England, Wales, Northern Ireland<br>☐ Level 5  ☐ Level 6  ☐ Level 7<br>SCQF<br>☐ Level 8  ☐ Level 9  ☐ Level 10  ☐ Level 11<br>☒ N/A |
| Registered Nurse - Mental Health | England, Wales, Northern Ireland<br>☐ Level 5  ☐ Level 6  ☐ Level 7<br>SCQF<br>☐ Level 8  ☐ Level 9  ☐ Level 10  ☐ Level 11<br>☒ N/A |
| NDA Adult | England, Wales, Northern Ireland<br>☐ Level 5  ☒ Level 6  ☐ Level 7<br>SCQF<br>☐ Level 8  ☐ Level 9  ☐ Level 10  ☐ Level 11<br>☐ N/A |
| NDA Children's | England, Wales, Northern Ireland<br>☐ Level 5  ☐ Level 6  ☐ Level 7<br>SCQF<br>☐ Level 8  ☐ Level 9  ☐ Level 10  ☐ Level 11<br>☒ N/A |
| NDA Learning Disabilities | England, Wales, Northern Ireland<br>☐ Level 5  ☐ Level 6  ☐ Level 7<br>SCQF<br>☐ Level 8  ☐ Level 9  ☐ Level 10  ☐ Level 11<br>☒ N/A |
| NDA Mental Health | England, Wales, Northern Ireland<br>☐ Level 5  ☒ Level 6  ☐ Level 7<br>SCQF<br>☐ Level 8  ☐ Level 9  ☐ Level 10  ☐ Level 11 |

| | |
|---|---|
| | ☐ N/A |
| Dual award - adult/mental health | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
| Dual award - adult/children's | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
| Dual award - adult/learning disabilities | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
| Dual award - mental health/learning disabilities | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
| Dual award - mental health/children's | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ N/A |
| Dual award - learning disabilities/children's | England, Wales, Northern Ireland<br>☐ Level 5 ☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11<br><br>☒ 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.* | 18 July 2019 |
| **Date(s) of NMC approval of any modifications since last approval:** | 21 November 2019 |
| **Programme start dates:** | |
| **Current modification programme start date:** | |
| RN – Adult | N/A |
| RN – Children's | N/A |
| RN - Learning Disabilities | N/A |
| RN - Mental Health | N/A |
| NDA Adult | 5 February 2024 |
| NDA Children's | N/A |
| NDA Learning Disabilities | N/A |
| NDA Mental Health | 5 February 2024 |
| 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 |

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

| Dual award – Learning Disabilities/Children's | N/A |
|---|---|
| **Date of modification:** | 25 May 2023 |
| **Type of modification:** | Desktop |
| **QA visitor(s):** | Registrant Visitor: Elizabeth Mason |

| Summary of review and findings |
| :--- |
| The University of Suffolk (UoS) is an established approved education institution (AEI) and provider of pre-registration nursing within the school of health and sports science. UoS present documentation for a modification to the four-year Bachelor of Science (Honours) (BSc (Hons)) adult nurse degree apprenticeship (NDA) route and the four-year BSc (Hons) mental health NDA route approved by the NMC on 21 November 2019.<br><br>This visit was undertaken as a desktop review with the addition of a one-hour virtual meeting with the head of school and the field leads for adult and mental health NDA routes.<br><br>Documentary evidence demonstrates that UoS processes and procedures for the apprenticeship provision have developed since the initial approval. Documentary evidence tells us UoS paused the provision of apprenticeships for the 2020 to 2021 academic year to review and further develop the apprenticeships provided by the university. The developments include the implementation of the Aptem apprenticeship information technology (IT) monitoring system, changes to the induction of apprentices and career guidance processes. UoS have created new staff appointments to support the apprenticeship routes. These include a director of apprenticeships, a compliance officer, and an apprenticeships administrator for the Aptem IT system. The new staff have responsibility for oversight of the apprenticeship provision across UoS. UoS have also appointed a head of apprenticeships, to provide oversight of specific apprenticeship provision in each of the schools, including the school of health and sports science.<br><br>The documentary evidence for this modification demonstrates that UoS use student experiences and feedback, their expertise and knowledge gained from the delivery of the NDA routes and the changes to Education and Skills Funding Agency (ESFA) funding rules to improve the NDA student journey. The changes to ESFA regulations now provide for off the job learning and this modification includes the requirement for NDA students to use reflection and consider what learning has taken place and evaluate the impact of the learning and identify any knowledge gaps.<br><br>The documentary evidence provided by UoS demonstrates proposed changes to the structure of the NDA programme to divide the academic year into three blocks of theory, placement and work. During theory blocks the apprentices will attend university for the duration of the block. For placement blocks the apprentices will attend a practice learning placement which isn't within their area of employment. The apprentices will also have work blocks which will be in their place of employment and the NDA students will work for the duration of each week, alongside which guided learning opportunities will be facilitated for the NDA |

students to ensure they continue to apply theory to practice. The teaching hours in the third work block are included in the total theory hours, and the apprenticeship students will be able to take one study day during the times highlighted on the year planner to undertake independent and guided study and will support the off the job learning and time for reflection. The theory and practice hours for the modified programme meet the NMC requirements for 2,300 hours theory and 2,300 hours practice learning.

The changes to the assessment strategy provide the students with additional opportunities to gain formative and summative feedback on the learning. We're told the NDA students on the modified apprenticeship route will be provided with one-hour reflective practice sessions at the end of each taught session. This provides the NDA student with time to assimilate their knowledge and understanding through reflection and discussion with peers and lecturers, providing formative feedback on their learning. This also enables the NDA student to complete the 'off the job log', as reflection enables them to identify the impact their learning, on that day, has had on their overall development. The documentary evidence provided by UoS tells us all apprentices on the programme are assigned a personal academic coach (PAC) at the beginning of the programme. The PAC is a member of the academic nursing team and will provide individualised support and feedback at identified intervals where NDA students are observed to encounter greatest challenges.

UoS has a strategy to support equality, diversity and inclusion. The modifications to the apprentice route are, in part, to support the improvement in student attainment and degree outcomes. The UoS access and participation plan 2020–2025 demonstrates the commitment to working with stakeholders to increase participation in higher education and raise the aspirations and expectations of all students. UoS is part of the Network for East Anglia Collaborative Outreach (NEACO) and provide outreach activities to support potential students in applying for higher education.

The following employer partners are approved to deliver the apprenticeship routes with UoS; East Suffolk and North Essex NHS Foundation Trust, James Paget University Hospital NHS Foundation Trust, Norfolk and Norwich University Hospitals NHS Foundation Trust, Norfolk and Suffolk NHS Foundation Trust and West Suffolk NHS Foundation Trust.

The programme is mapped to the Standards for pre-registration nursing programmes (NMC, 2018) and the Future nurse: Standards of proficiency for registered nurses (NMC, 2018).

The modified BSc (Hons) mental health NDA and BSc (Hons) adult NDA are recommended to the NMC for approval.

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

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

| Programme is recommended for approval subject to specific conditions being met |
|---|
| **Commentary post review of evidence against conditions:**<br><br>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: <br> *Standards for pre-registration nursing programmes* (NMC, 2018) <br> *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018) <br> *Standards framework for nursing and midwifery education* (NMC, 2018) <br> *Standards for student supervision and assessment* (NMC, 2018) <br> *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) <br> *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) <br> *QA Handbook* (NMC, 2022) |

| **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:** <br><br> *Standards framework for nursing and midwifery education* (NMC, 2018) <br><br> **Standard 1: The learning culture:** <br> R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders <br> R1.13 work with service providers to demonstrate and promote inter-professional learning and working <br><br> **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.

The programme documentation and meeting with the team confirm there are effective partnership arrangements between and practice learning partners (PLPs), employers, students and people who use services and carers (PUSCs). There's clear evidence of collaboration with stakeholders in the design of the modifications to the NDA route. The PUSCs attended a stakeholder engagement event on the 7 December 2022 and we're told will continue to be involved in teaching and assessments. UoS holds a student voice forum four times a year and this enables

the NDA students to give feedback on the programme. Practice learning and employer partners are also invited to these forums to enable a joined-up approach to responding to student concerns. The student forum allows the programme team to provide resolutions to any issues raised. Documentary evidence demonstrates that UoS hold joint quarterly apprenticeship operational group meetings to ensure a collaborative discussion of student concerns across NHS trusts to provide a collaborative and consistent response where similar issues are occurring in different placement areas. Partnership working includes the NDA progress reviews which are tripartite, with the apprentice, a university and NHS trust representative present to discuss and address any individual apprentice concerns. NHS trust representatives are invited in at the end of the programme to discuss career development and respond to questions and concerns regarding future employment opportunities.

There is evidence of good partnership working with the PLPs and employers to manage any risks to placement learning. UoS undertake monthly meetings with contract managers, and the university have processes in place to scan for Care Quality Commission (CQC) reports.

---

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

**MET** ☒        **NOT MET** ☐

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

**MET** ☒        **NOT MET** ☐

---

| **Post Event Review** |
|---|
| **Identify how the condition is met:** |
| N/A |
| **Date condition(s) met:** |
| N/A |
| **Revised outcome after condition(s) met:**        **MET** ☐        **NOT MET** ☐ |
| N/A |

---

| **Student journey through the programme** |
|---|

## Standard 1: Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

*Standards framework for nursing and midwifery education* specifically R2.6, R2.7, R2.8, R2.10

nmc
Nursing &
Midwifery
Council

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

M M
M
MOTT
MACDONALD

**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** ☐

- 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 cautions or convictions, pending charges or adverse
  determinations made by other regulators, professional bodies and
  educational establishments, and that any declarations are dealt with
  promptly, fairly and lawfully.
  (R1.3)

  **YES** ☒        **NO** ☐

![NMC Nursing & Midwifery Council logo]

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

![MOTT MACDONALD logo]

- 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. The proposed apprenticeship route offers a process of recognition of prior learning (RPL). Up to 180 credits (of the four-year programme) can be considered for RPL. These credits can be transferred from a relevant foundation or undergraduate degree. The breakdown of RPL is 120 credits at level four and 60 credits at level five. This is to enable completion of 60 credits at level five and 120 credits at level six. Alongside which 1150 practice hours, 50 percent of the NMC total 2300 practice hours, needed for registration will be considered for RPL. These can be achieved in a relevant field of employment and evidenced by the employer.

- 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 ability to have RPL is stated in the generic online handbook and an institutional policy supports this, which includes the application forms for RPL. All student applications are reviewed against the current curriculum individually and a subgroup of the assessment board ratifies all RPL applications; this includes mapping of the student's prior learning to the NMC standards.

- 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.

| |
|---|
| **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** ☐

R1.8 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 evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.**

Existing students won't be transferred to the modified NDA programme. The documentary evidence explains that the NDA students who joined the NDA programme in February 2023 will be commencing year two in February 2024, when these proposed modifications are to take effect. The February 2023 cohort will continue the original NDA route approved on 21 November 2019. UoS explain that the rationale for this is that year planners are agreed with local trust partners at the point of commencing the apprentices' teaching and employers have made arrangement for staffing for the duration of the original NDA programme. UoS tell us they're confident that the original NDA route will continue to meet the requirements for apprenticeships and NMC registration. NDA students currently on a break in learning and returning to the programme in 2024 will be mapped across to the modified programme structure and will be provided with support to understand the changes.

**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 all pre-registration nursing programmes.

| 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 May 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 |

![NMC Nursing & Midwifery Council logo]

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

![Mott MacDonald logo]

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

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

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

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

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

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

*Standards framework for nursing and midwifery education* specifically*:*
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

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

| **Findings against the standard and requirements** |
|---|

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

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

  **YES** ☒        **NO** ☐

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

  **YES** ☒        **NO** ☐

- Mapping to show how the 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. To allow for the restructure of the NDA route into the three blocks, the proposed modification also provides a change the programme structure. We're told the change is in response to student feedback and provides an equal proportion of study time across academic years. Over each part students will complete two 40-credit modules, two 20-credit modules and one non-credit weighted module for each academic level and part of the programme. The year planner and the assessment strategy have been modified to allow the modules to run sequentially and not concurrently as approved in 2019. These changes have been developed based on student and employer feedback and evaluation of the current NDA structure. PUSCs attended a stakeholder event to provide their views and continue to support teaching and assessments across all pre-registration nursing routes. There is clear evidence of stakeholder engagement in designing the modifications to the NDA routes, which includes student feedback, employers, PLPs and PUSCs.

- 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** ☐

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

**MET ☒ NOT MET ☐**

R2.9 is met. The documentary evidence provided for the modification demonstrates an equal balance of theory and practice learning. The modification to the approved NDA programme entails the implementation of block teaching and practice learning with modules taken sequentially during each academic year. The academic year is separated into three blocks to provide the students with a more consistent approach to their learning. The three blocks include a theory block where the apprentices will attend university for learning for a full week during the block. The apprentices will attend practice placement learning for a full week during each block. The final block will be a work block during which the apprentice will return to their employed place of work for the duration of the block during which guided learning is provided to support continued learning and development. The study day within the work block is included in the theory hours to achieve 2,300 of 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 (R2.10)

**YES ☐     NO ☐     N/A ☒**

This programme is delivered in England only.

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

  **YES** ☒     **NO** ☐

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

  **YES** ☒     **NO** ☐

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

  **YES** ☐   **NO** ☐   **N/A** ☒

The programme leads to registration in one 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 prepares for nursing registration only.

| | |
|---|---|
| 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 May 2023 | |
| **Post event review** | |
| **Identify how the condition(s) is met:**<br><br>N/A | |
| **Date condition(s) met:**<br><br>N/A | |

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

MOTT
MACDONALD

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

| **Standard 3: Practice learning** |
|---|
| **Approved education institutions, together with practice learning partners, must:** |
| R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing |
| R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages |
| R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing |
| R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document) |
| R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities |
| R3.6 ensure students experience the range of hours expected of registered nurses, and |
| R3.7 ensure that students are supernumerary. |
| |
| *Standards framework for nursing and midwifery education,* specifically: R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12 |
| |
| *Standards for student supervision and assessment,* specifically: R1.1 – R1.11 |

| **Findings against the standard and requirements** |
|---|

| **Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**. |
|---|
| • Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care, to a diverse range of people, across the four fields of |

nursing practice: adult, mental health, learning disabilities and children's nursing (R3.1)

**MET** ☒      **NOT MET** ☐

R3.1 is met. Unchanged through this modification.

- 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. Unchanged through this modification.

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

**MET** ☒      **NOT MET** ☐

R3.3 is met. Unchanged through this modification.

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

**MET** ☒      **NOT MET** ☐

R3.4 is met. Unchanged through this modification.

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

**MET** ☒      **NOT MET** ☐

R3.5 is met. 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 May 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 feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the _Standards of proficiency for registered nurses_ and programme outcomes for their fields of

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

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

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

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

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

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

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

*Standards framework for nursing and midwifery education,* specifically*:*
*R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;*
*R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

*Standards for student supervision and assessment,* specifically *R4.1 – R4.11*

## Findings against the standards and requirements

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

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

  **MET** ☒     **NOT MET** ☐

R4.1 is met. Unchanged through this modification.

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

  **MET** ☒     **NOT MET** ☐

R4.2 is met. Unchanged through this modification.

**nmc**
**Nursing &**
**Midwifery**
**Council**

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

**M**
**M**
**MOTT**
**MACDONALD**

| |
|---|
| **Evidence provides assurance that the following QA approval criteria are met:**<br><br>• 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)<br><br>             **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**<br><br>• 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)<br><br>             **MET** ☒        **NOT MET** ☐<br><br>R4.4 is met. Changes to the assessment strategy embedded in this modification provide the students with additional opportunities to gain formative and summative feedback on the learning. We're told the NDA students are provided with one-hour reflective sessions at the end of each taught session. This provides the NDA students with time to assimilate their knowledge and understanding through reflection and discussion with peers and lecturers, providing formative feedback on their learning. This also enables the apprentice to complete the 'off the job log', as reflection enables them to identify the impact their learning, on that day, has had on their overall development. The documentary evidence provided by UoS tells us all apprentices on the programme are assigned a PAC at the beginning of the programme. The PAC is a member of the academic nursing team and provides individualised support and feedback at identified intervals where students are observed to encounter greatest challenges.<br><br>• 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)<br><br>             **MET** ☒        **NOT MET** ☐<br><br>R4.5 is met. Unchanged through this modification. |
| **Evidence provides assurance that the following QA approval criteria are met:**<br><br>• 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)<br>             **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:** 25 May 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:**<br>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and<br>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.<br><br>*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:**<br><br>• 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)<br><br>        **YES** ☒   **NO** ☐<br><br>• 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)<br><br>        **YES** ☒   **NO** ☐<br><br>**Fall Back Award**<br>If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award<br><br>        **YES** ☐   **NO** ☐   **N/A** ☒<br><br>The programme specification document confirms that there's no fall back award permitting registration with the NMC. |
| Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met |

|  | YES ☒ | NO ☐ |
|---|---|---|
| **Outcome** | | |
| **Is the standard met?** | **MET** ☒ | **NOT MET** ☐ |
| **Date:** 25 May 2023 | | |
| **Post event review** | | |
| **Identify how the condition(s) is met:**<br><br>N/A | | |
| **Date condition(s) met:**<br><br>N/A | | |
| **Revised outcome after condition(s) met:**<br><br>N/A | **MET** ☐ | **NOT MET** ☐ |

**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:<br><br>Programme specifications for child and learning disabilities not reviewed as the NDA route is for adult and mental health fields only.<br><br>The practice assessment document and ORA aren't changed through this modification.<br><br>The placement agreements between PLPs and employer partners aren't changed through this modification. |
|---|
| List additional documentation:<br><br>UoS BSc (Hons) mental health NDA and BSc (Hons) adult NDA employer handbook 2024, undated<br><br>UoS BSc (Hons) adult NDA course handbook 2024, undated<br><br>UoS BSc (Hons) mental health NDA course handbook 2024, undated |
| Additional comments:<br>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: | | |
| Service users and carers | ☐ | ☒ |

| | | YES | NO |
|---|---|:---:|:---:|
| If you stated no above, please provide the reason and mitigation:<br><br>The modification has been conducted as a desktop review with a one-hour online meeting with the programme team. | | | |
| Additional comments:<br>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:<br><br>CQC, Norfolk and Norwich University Hospital Foundation Trust, Norfolk and Norwich University Hospital, inspection report, 1 January 2023<br><br>CQC, East Suffolk and North Essex NHS Foundation Trust, Colchester Hospital, inspection report, 2 February 2023<br><br>CQC Norfolk and Suffolk NHS Foundation Trust, inspection report, 24 February 2023<br><br>CQC, James Paget University Hospital NHS Foundation Trust James Paget Hospital, inspection report, 13 May 2022<br><br>CQC, The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust, inspection report, 23 February 2022<br><br>CQC, West Suffolk NHS Foundation Trust, West Suffolk Hospital, inspection report, 22 June 2021<br><br>CQC, Norfolk and Norwich University Hospital Foundation Trust, use of resources assessment report, 17 April 2020<br><br>CQC, East Suffolk and North Essex NHS Foundation Trust, inspection report, 8 January 2020 | | |

| | | | |
|---|---|---|---|
| CQC, James Paget University Hospital NHS Foundation Trust, use of resources assessment report, 18 December 2019 | | | |

| | |
|---|---|
| If you stated no above, please provide the reason and mitigation:<br><br>This modification is undertaken as a desktop review. A resource check is not required. | |

| |
|---|
| Additional comments:<br><br>None identified. |

**Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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

| **Issue record** | | | |
|---|---|---|---|
| **Final Report** | | | |
| Author(s): | Elizabeth Mason | Date: | 25 May 2023 |
| Checked by: | Pamela Page | Date: | 5 June 2023 |
| Submitted by: | Amy Young | Date: | 8 August 2023 |
| Approved by: | Leeann Greer | Date: | 10 August 2023 |