Nursing & Midwifery Council

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

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Programme Major Modification report

Section one

Programme provider name:	University of Worcester
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 Children's BSc (Hons) Nursing Mental Health
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*	BSc (Hons) Nursing (Adult) Registered Nurse Degree Apprenticeship BSc (Hons) Nursing (Mental Health) Registered Nurse Degree Apprenticeship

Academic levels of current programme:

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

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

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

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

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	☒ 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.*	2 August 2019
Date(s) of NMC approval of any modifications since last approval:	N/A

Programme start dates:	
Current modification programme start date:	
RN – Adult	
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	4 September 2023
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	4 September 2023
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:	3 May 2023
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Sarah Annesley

Section two

Summary of review and findings
The University of Worcester (UW) is an experienced Nursing and Midwifery Council (NMC) approved education institution (AEI). The three counties school of nursing and midwifery (the school) is seeking major modification of their undergraduate, pre-registration bachelor of science with honours (BSc (Hons)) nursing programme to add nurse degree apprenticeship (NDA) routes in the adult and mental health nursing fields. The original programme was approved by the NMC on 2 August 2019. This modification to their existing programme is considered against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). The school is an established provider of apprenticeship programmes including a two-year, full-time nursing associate apprenticeship programme. There are two routes proposed, a NDA BSc (Hons) in adult nursing and a NDA BSc (Hons) in mental health nursing. Within each route there's a full-time, three-year and a part-time, four-year option. Completion of the NDA route confers eligibility to apply for registration as a nurse with the NMC in the respective fields of practice. The modification visit is undertaken face to face. Programme documentation and discussion at the modification visit shows strong institutional support for the programme. Evidence from the visit demonstrates that apprenticeship programmes are supported at a strategic level with a UW apprenticeship office and director of apprenticeships and employer engagement. In the school there's a nursing apprenticeship education facilitator. The proposed programme routes are developed in partnership with the following employer partners (EPs), Wye Valley NHS Trust, Herefordshire and Worcestershire Health and Care NHS Trust, Worcestershire Acute Hospitals NHS Trust and Dudley Group Hospital NHS Foundation Trust. Documentary evidence including signed partnership agreements and discussion at the visit provide assurance of EPs commitment to the NDA routes. In discussion, the programme team and EPs demonstrate support for two intakes per academic year with up to 50 apprentices per cohort. The programme team and EPs advise this would be 35 adult field apprentices (10 full-time and 25 part-time) and 15 mental health field apprentices (five full-time and 10 part-time).

At the visit the programme team demonstrate a strong commitment to partnership working with practice learning partners (PLPs) and EPs in the development and implementation of the programme. EPs support the implementation of the NDA routes and they tell us their engagement contributed to the inclusion of a part-time route alongside the planned full-time route. EPs report that the UW is responsive to local workforce pressures and this programme enhances the recruitment, retention and development of staff. In discussion EPs advise that arrangements are in place to support staff to access the NDA routes.

At the visit and in documentary evidence EPs and the programme team confirm their commitment to support the work-based learning (WBL) model required for the apprenticeship routes. Discussion at the visit evidence the level of support from the programme team and EPs which enables apprentices to maximise their learning through the WBL model.

Development of the programme includes consultation with EPs, PLPs, students and people who use services and carers (PUSCs) and shows a high standard of partnership and collaboration.

The school is part of the Pan-Midlands, Yorkshire and East practice learning group (MYEPLG) and the proposed NDA routes adopt the Midlands, Yorkshire and East practice assessment document (MYE-PAD) and ongoing achievement record (OAR). Documentary evidence and discussion at the visit supports a partnership approach to practice learning. Since September 2020 the MYE-PAD and OAR are an electronic practice assessment document (e-PAD). The programme team confirm that NDA students use the e-PAD and that the e-PAD is well established in the schools existing NMC pre-registration nursing programme. Evidence shows that PLPs, students and academic staff are familiar with the online practice documentation.

The AEI supports inter-professional learning (IPL) and the programme documentation confirms that students benefit from an updated IPL policy.

There's evidence of effective partnership working at a strategic level between the AEI and PLPs/EPs through partnership agreements and strategic meetings. The head of practice learning and partnership holds monthly meetings with each organisation education and workforce leads. These discussions ensure that for PLPs/EPs with adverse Care Quality Commission (CQC) reports there's regular strategic discussion to mitigate risk to student learning. The programme team report that NMC exceptional reporting is completed, the most recent in February 2023.

Evidence from the programme team confirms that the UW monitors equality, diversity, and inclusion (EDI) data to ensure the learning culture is compliant with equalities and human rights legislation. EDI reporting shows the school is addressing the lower attainment at module and award level of non-white nursing

students. Documentary evidence shows that non-white students are more likely to leave the programme. Discussion at the visit demonstrates that a collaborative approach and the use of learner analytic data is used and will be applied in the proposed NDA routes to address student retention in those groups identified as more likely to leave the programme.

Documentary evidence and discussion at the modification visit confirms that arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018).

Modification of the pre-registration nursing programme to include an apprenticeship route is recommended to the NMC for approval.

One NMC recommendation and one university recommendation are made.

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.

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	Education governance: management and quality assurance: None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: Consider reviewing the clinical credibility of simulation learning opportunities to allow mental health students to deliver safe and effective care in relation to annexe A and annexe B communication skills and nursing procedures. (SPNP R3.4) Recommendation two: To consider involvement of PUSCs more broadly in teaching, learning and assessment across the whole programme. Opportunities for enhancing collaboration between the school and the AEIs service user and carer group , an established forum for PUSC engagement across the UW. (known as IMPACT) should also be explored, such as a school representative becoming a member of the IMPACT group and/or IMPACT being represented on the school working group. (University recommendation)
Focused areas for future monitoring:	The impact of PUSCs in programme delivery and their role in assessment and evaluation of student learning.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: N/A

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	

Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☐ Recommended to refuse approval of the programme ☐
Date condition(s) met:	N/A

Section three

NMC Programme standards
Please refer to NMC standards reference points: *Standards for pre-registration nursing programmes (NMC, 2018)* *Future nurse: Standards of proficiency for registered nurses (NMC, 2018)* *Standards framework for nursing and midwifery education* (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 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: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC *Standards for student supervision and assessment*

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

Programme documentation and findings from the visit provide evidence of partnership working between the school, PLPs, EPs, current students and PUSCs. At the visit all stakeholders confirm an inclusive consultation process during programme development.

EPs support the development and implementation of the programme. They tell us they're involved in programme development and feel engaged at a strategic and operational level. At the visit EPs tell us the UW is responsive to local workforce development and staff retention which has directly led to the creation of the NDA

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routes. EPs tell us their contribution is valued and their influence led to the inclusion of a part-time route alongside the university's initial proposal of a full-time route.

Partnership agreements are in place between the AEI, PLPs and EPs and the university monitors these agreements. PLPs, EPs and the AEI are committed to provide a safe and supportive learning environment which support the apprenticeship requirement for a WBL model.

Since 2019 the school is part of the MYEPLG, adopting the MYE-PAD and OAR. Documentary evidence shows a longstanding approach to partnership in practice learning, which supports the implementation of the SSSA. The school has a practice liaison team who work with NHS trust practice education teams to ensure that apprenticeship students have sufficient placement opportunities and oversee placement capacity.

In 2020, the MYE-PAD and OAR moved online. EPs report that they're familiar with the e-PAD. EPs tell us there's ongoing training to support practice supervisors and practice assessors in the use of the e-PAD and to support the implementation of the SSSA. Students tell us they like the e-PAD and being able to record their practice learning online. The programme team tell us that existing students and academic assessors are familiar with the e-PAD as it's used in other UW nursing programme routes.

Students at the visit tell us they've been consulted and are aware of the programme development to include the NDA routes. They value the development of the programme and tell us that they'd like to continue their studies at the UW and these NDA routes allow them to do this. At the visit we meet students from the nursing associate apprenticeship programme who understand that on completion, through their employer, they'll be eligible for the NDA programme. Students tell us they receive feedback which is constructive. They feedback on theory modules and practice experience and state they feel empowered to do so. They tell us that they can see the impact of their feedback in module learning.

There's evidence from documentation and discussion at the modification visit of effective partnership working with PUSCs in the development of the programme and its delivery. The AEIs service user and carer group (known as IMPACT) is an established forum for PUSC engagement across the UW. PUSCs tell us they've a close working partnership with the school.

Discussion with PUSCs demonstrates that they're involved in the delivery of modules, particularly in the mental health field. PUSCs tell us they're involved in student recruitment and inform the questions asked of applicants. Students tell us that they value the contribution of PUSCs to their learning and would like the inclusion of more learning opportunities with them. The programme team tell us

they've established a working group reviewing the involvement of IMPACT in student learning and teaching.

Documentary evidence supports a partnership approach with regards to apprentice recruitment and selection. EPs tell us that they've scoped the number of employees who are considering applying for the NDA programme.

The school supports IPL with students/apprentices using practice documentation to record learning from other professionals.

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

MET ☒   NOT MET ☐

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

MET ☒   NOT MET ☐

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

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 Confirm on entry to the programme that students: R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing R1.1.2 demonstrate values in accordance with the Code R1.1.3 have capability to learn behaviours in accordance with the Code

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

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

Proposed transfer of current students to the programme under review
Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for pre-registration nursing programmes (*NMC, 2018).

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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** ☐

- 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. 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. There's documentary evidence that the recognition of prior learning (RPL) process applied by the school can support NMC registered nurses from one field of practice apply to complete the NDA programme in a different field of practice. Documentation supports that this RPL application maps to the FN:SPRN and programme outcomes.

- 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** ☐

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.
Documentary evidence indicates that these are additional programme routes and there are no plans to transfer existing students.

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. These are additional routes which implement the SSSA. No students will transfer as students on the programme are already supervised and assessed in line with the SSSA.
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:** 3 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

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. Programme and documentary evidence and mapping support the curriculum and practice learning content which meets the FN:SPRN. Discussion at the modification visit shows that if an apprentice can't gain cross field placement learning in their employer organisation, then they access alternative experience though the schools PLPs. This is arranged through the placement support team. Students tell us they're supported to access alternative experience by using spoke placements which they discuss with their practice supervisor and record in the e-PAD. Prior to completing their programme apprentices submit a log of their alternative field practice experience.

PUSCs tell us how they contribute to student learning and teaching and this enhances student experience across all four fields.

Mapping documentation confirms that apprentices gain the required experience in all four fields of nursing in theory and practice. Module descriptors provide evidence of this in theory content.

- 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. Documentary evidence supports the structure of the apprenticeship programme and outlines the routes to apply to register with the NMC in adult nursing or mental health nursing.

At the visit, staff tell us that students in mental health nursing benefit from separate programme induction to establish specific field learning and mental health modules are included in each year of the programme. At the visit we met mental health academic staff who teach and support mental health students. This supports students to develop a mental health field identity.

Mental health students tell us that they see mental health skills sessions built on those developed for adult nursing and they'd like skills teaching to reflect the knowledge and skills they see in practice. They tell us that through student and academic partnerships they share their ideas on how skills teaching can be improved. This co-creation of learning is an area of strength.

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. Documentary evidence confirms the NDA routes in adult and mental health nursing have an equal balance of theory and practice learning.

Module descriptors show designated theory and practice hours for each module and identify appropriate module content. A range of learning and teaching strategies are set out in the programme and module descriptor documents. There's evidence of appropriate module aims, content and learning outcomes. The NDA programme specification outlines the learning and teaching strategy, including simulation using technology enhanced learning and augmented reality. Students tell us they like the variety of approaches to learning and specifically they like simulation learning which helps them to lay the foundations to their nursing skills and procedures in a safe environment.

Documentation and discussion at the visit with EPs evidence how the programme ensures that apprentices are supernumerary when completing either the full-time or part-time route. In the part-time route there's a clear separation of supernumerary practice hours and 'on the job' practice hours. In both routes it's clear how supernumerary status and on job learning is monitored as part of the quarterly individual learner progress review (ILPR) and recorded on a practice learning timesheet. Placement evaluation questions ask students to confirm their supernumerary status. At the visit EPs tell us they've developed guidance for practice staff about how the separation between supernumerary practice hours and 'on the job' practice hours is applied to apprentices.

Documentary evidence shows that the school has an IPL strategy that applies to the programme. There's a strategic director for practice learning and interprofessional education. Documentary evidence and discussion at the modification visit supports that students benefit from IPL with paramedic, occupational therapy, physiotherapy and social work students.

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.

- 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** ☒

This programme doesn't offer a route that leads to registration in two fields 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** ☒

This programme doesn't lead to nursing registration and registration in another profession.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula are met **YES** ☒ **NO** ☐	
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula and assessment are met **YES** ☒ **NO** ☐	
Outcome	
Is the standard met? **MET** ☒ **NOT MET** ☐	
Date: 3 May 2023	

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![MOTT MACDONALD logo]

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

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

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

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

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

R3.6 ensure students experience the range of hours expected of registered nurses, and

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:
R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically: R1.1 – R1.11

Findings against the standard and requirements

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

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

MET ☒   NOT MET ☐

R3.1 is met. The programme team and EPs confirm that apprentices have a diverse range of practice learning beyond their employer organisation that enables them to 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. Documentary evidence and discussion with EPs shows that where an apprentice needs an experience not offered by their employer, then they use a placement learning directory to access learning through one of the school's PLPs. The school's nursing apprenticeship facilitator works with apprenticeship facilitator teams in EPs to ensure apprentices experience a wide range of placement learning.

- 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. There's documentary evidence that the programme ensures that apprentices experience a variety of practice learning environments. Where an apprentice needs a practice learning experience not offered by their employer then the school's PLPs provide this placement learning. The programme team tell us that spoke placements are also used to support apprentices to meet the holistic needs of people of all ages.

Apprentices record additional learning in a log of additional learning/alternative field experience which is submitted in part three of the programme and assessed as pass or fail.

We're assured that the AEI is providing appropriate practice learning opportunities as well as monitoring and evaluating practice learning using a partnership approach with other AEIs. EPs and students tell us that student placement evaluations are an important part of the monitoring and evaluation process.

- 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 mapping documents confirm that student learning is facilitated across a range of skills and procedures in annexes A and B of the FN:SPRN. Discussion with the programme team confirms that where skills and nursing procedures are hard to attain students use spoke placements and tailored simulation to develop and enhance their learning. Documentary evidence and discussion with EPs and the programme team shows that a practice learning directory, the nursing apprenticeship education facilitator and NHS trust apprenticeship facilitator teams provide further support for students to identify these learning opportunities.

Evidence and discussion at the visit support that apprentices experience a variety of learning opportunities through their practice placements and the use of spoke placements. Documentary evidence confirms that apprentices undertake one placement in the area in which they're employed. All remaining placements are allocated in partnership with PLPs/EPs and recorded by the placement support team.

- 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. Technology enhanced learning is detailed in programme documentation. Programme plans confirm that simulation-based learning is mapped to each year of the programme. Simulation-based learning is arranged over several days each year. For full-time apprentices, this is 150 hours in year one and 75 hours in year two and three. Equivalent of 300 hours across the full-time programme. For part-time apprentices, a programme plan indicates that 75 hours simulation-based learning is completed in each year of the four-year programme.

Programme documentation states that practice learning in the clinical setting includes up to 300 hours of simulated practice learning. These 300 hours of simulated practice contribute to the required 2300 hours of practice learning.

The school uses simulation laboratories to deliver simulated practice learning. We're assured that the programme's approach to simulated practice learning meets the requirements of the SSSA.

The UW uses Blackboard as its virtual learning environment. Pebble-PAD is used for the e-PAD and the UW has a dedicated skills and simulation laboratory. Technology enhanced learning is detailed in programme documentation including the use of safeMedicate, clinical skills.net and an anatomy and physiology learning package. At the visit EPs and students tell us that they value the use of technology enhanced learning.

Students appreciate that simulation provides them with a safe and supportive learning environment. Mental health students tell us they would like the case studies used in simulation learning to better reflect the skills they may not have or be able to achieve in practice. (Recommendation one)

The adult field route learning opportunities comply with Article 31(5) of Directive 2005/36/EC.

- 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: 3 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 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. Documentary evidence confirms meeting the SFNME in relation to support, supervision, learning and assessment.

Additional support for apprentices is provided through the ILPR undertaken every 12-weeks and quarterly reviews with EPs as detailed in the employer provider review documentation. At the visit the programme team tell us that apprentices are allocated a nursing field specific personal tutor and this is used to support a student's field identity in adult or mental health nursing.

The use of an e-PAD provides opportunity for practice supervisors and practice assessors to share relevant observation on conduct, proficiency and achievement with academic assessors. As well as the e-PAD, the programme documentation shows that apprentices are supported by an individual needs assessment, an individual learning plan and a quarterly ILPR. Programme documentation and discussion with students confirm that an individual apprentice is supervised with their learning needs. Students tell us they feel well supported by practice supervisors and practice assessors, who work alongside the schools nursing apprenticeship facilitator and the EPs apprenticeship facilitator team.

Evidence from the programme team confirms that the UW monitors equality, diversity, and inclusion (EDI) data to ensure the learning culture complies with the SFNME requirement that students have their diverse needs respected in accordance with equalities, human rights legislation and good practice. Programme documentation shows how students can take responsibility for their

own mental and physical health wellbeing through the support provided by the UW and their employer. At the visit students tell us that they know how to access this support and make use of it if needed.

Programme documentation and module descriptors demonstrates how apprentices are prepared for independent, reflective and professional practice. At the modification visit, students tell us that they feel ready for independent practice.

Programme documentation and discussion with students shows that structures are in place to ensure apprentices receive constructive feedback to support learning. This includes the use of PUSC feedback which is included in practice documentation. PLPs/EPs tell us that they encourage students to engage in this opportunity for feedback to inform their performance in practice.

Documentary evidence confirms that there are appropriately qualified and experienced academic staff from a range of clinical backgrounds to deliver the new NDA routes and support learning and assessment. At the visit we're assured that additional qualified academic staff from a range of clinical and cross-field backgrounds are being recruited to support the programme as it grows.

Programme documentation supports that educator, EPs, practice assessors and academic assessors use evidence to monitor student engagement and achievement. At the visit, the school's nursing apprenticeship facilitator confirms how student engagement and attendance is monitored.

Students tell us they're aware of how to raise concerns and feel supported by practice and academic staff to do so, even when the concern relates to the student's employer.

The modification visit evidences close partnership working with EPs and PLPs to ensure the quality of practice learning.

- 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.

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

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

  YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R4.4 is met. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R4.5 is met. Unchanged through this modification.

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

• Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)	YES ☒ NO ☐
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met	YES ☒ NO ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met	YES ☒ NO ☐

Outcome	
Is the standard met?	MET ☒ NOT MET ☐
Date: 3 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: R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Standards framework for nursing and midwifery education, specifically R2.11, R2.20

Findings against the standards and requirements
Evidence provides assurance that the following QA approval criteria are met:

- The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)

  YES ☒   **NO** ☐

- 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 are no fall back exit awards 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: 3 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

Section four

Sources of evidence

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

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

Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation:		
List additional documentation: 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: Two BSc (Hons) nursing – mental health year two September 2021 cohort students. One BSc (Hons) nursing – mental health year three September 2020 cohort student. One BSc (Hons) nursing – adult year two September 2021 cohort student. Six Nursing associate apprenticeship year two students.		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

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: Alexandra Hospital, CQC quality report, 13 February 2020 Birmingham Women's and Children's NHS Foundation Trust, CQC inspection report, 3 March 2023 Cardiff and Vale University Health Board, Healthcare Inspectorate Wales (HIW) mass vaccination centres focused inspection, 27 May 2021 Gloucestershire Hospitals NHS Foundation Trust, CQC inspection report, 7 October 2022 Cardiff and Vale University Health Board, HIW NHS mental health service inspection, 17 May 2022 Hazel Ward, Hafan Y Coed, HIW quality check summary, 11 May 2021 Sandwell and West Birmingham Hospitals NHS Trust, CQC inspection report, 5 April 2019 The County Hospital, CQC inspection report, 21 December 2022 East 12, University Hospital Llandough, HIW quality check summary, 14 April 2021 Cardiff and Vale University Health Board, HIW ionising radiation (medical exposure) regulations inspection report, 12 January 2023 University Hospitals Birmingham NHS Foundation Trust, CQC inspection report, 8 October 2021 University Hospitals Bristol and Weston NHS Foundation Trust, CQC inspection report, 12 October 2022 Worcestershire Royal Hospital, CQC inspection report, 19 February 2021 Worcestershire Acute Hospitals NHS Trust, CQC inspection report, 20 September 2019 Wye Valley NHS Trust, CQC inspection report, 18 March 2020		
If you stated no above, please provide the reason and mitigation: The UW is an established AEI and there's no requirement for practice or resource visits as part of this modification.		
Additional comments: None identified.		

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Issue record			
Final Report			
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