

**Programme Audit/Major Modification report**

<b>Programme provider:</b>	De Montfort University
<b>In partnership with:</b> (Associated practice placement providers involved in the delivery of the programme)	Leicester Royal Infirmary Leicester General Hospital Glenfield Hospital Leicester Hospital Melton Hospital Melton and Rutland LD Community Team The Glivvers The Lighthouse Burton Park Brain Injury Hospital Jubilee Medical Practice Hinkley Hospital Coalville Hospital Loughborough Hospital Charnwood CMHT Francis Dixon Lodge Community Homeless Service Castle Donnington Care Home
<b>Date of review:</b>	30 Jul 2019
<b>Type of Modification</b>	Desktop
<b>Provision reviewed:</b>	Registered Nurse – Adult Registered Nurse – Child Registered Nurse – Mental Health Registered Nurse – Learning Disabilities

<b>Title of current programme:</b>	BSc (Hons) Nursing (adult) BSc (Hons) Nursing (child) BSc (Hons) Nursing (mental health) BSc (Hons) Nursing (learning disabilities)
<b>Title of modified programme if changed:</b>	
<b>Academic level of current programme:</b>	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
<b>Academic level of modified programme if changed:</b>	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
<b>Reviewer:</b>	Dr Kudzai Mafuba

Outcome of Approval Panel Meeting	
<b>Outcome:</b>	Recommended for approval
<b>Conditions and NMC standard(s)/requirement(s) they relate to:</b>	<p><b>Resources</b> None identified</p> <p><b>Admission and progression</b> None identified</p> <p><b>Practice learning</b> None identified</p> <p><b>Fitness for practice</b> None identified</p> <p><b>Quality assurance</b> None identified</p>
<b>Date conditions to be met:</b>	
<b>Recommendations and NMC standard(s)/requirement(s) they relate to:</b>  <b>Note: recommendations will be assessed through the AEI annual self-assessment report</b>	None identified
<b>Date conditions met:</b>	
<b>Programme start date:</b>	02 Sep 2019

## Summary

### Summary of modification request

De Montfort University (DMU), an established approved education institution (AEI), is approved by the Nursing and Midwifery Council (NMC) to provide a BSc (Hons) pre-registration nursing programme in the fields of adult, child, mental health and learning disabilities nursing. The programme was approved against the Standards for pre-registration nursing education (NMC, 2010) on 6 February 2012.

DMU presented a major modification request to the programme to transfer students from the Standards to support learning and assessment in practice (SLAiP) (NMC, 2008) to the Standards for student supervision and assessment (SSSA) (NMC, 2018). This will align practice supervision and assessment with other AEIs in the region to ensure consistency in approach for all students accessing shared practice learning environments.

The proposal is to transfer the September 2017, March 2018, September 2018, March 2019 to the SSSA from September 2019.

The September 2019 and March 2020 cohort will start their programme on the SSSA. The AEI confirmed that all students have been consulted and agree to the proposed transfer.

Documentary evidence confirms the assessment of student's proficiency and competence, EU directives and essential skills clusters (ESCs) (NMC, 2010) are all recorded in the practice assessment documentation (PAD). These aspects of the programme are not changing, as the programme is still mapped against the Standards for pre-registration nursing education (NMC, 2010). However, who is eligible to contribute to the assessment of practice has changed in line with the new roles of practice supervisor, practice assessor and academic assessor in the SSSA (NMC, 2018). The PAD is updated to reflect these changes.

The associated practice learning partners (PLPs) requested and support the proposed changes to practice supervision and assessment in line with other AEIs in the pan-Midlands, Yorkshire and East (MYE) region. Collaboration about the changes and preparation to support the transfer to the SSSA is through the MYE practice learning group (MYEPLG) which comprises AEIs and PLPs in the region. The external examiners are supportive of the proposed changes. The programme team members who participated in the event confirmed the rationale and impetus for the proposed changes.

Assurance is provided that the transfer to the SSSA is met at programme level.

The modification is recommended to the NMC for approval.

### **Feedback from key stakeholders**

#### **Presenting Team**

Not applicable as a desktop review.

Teleconference held with NMC visitor and two DMU co-programme leaders, and the director of practice learning.

### **Mentors, sign-off mentors, practice teachers and employers**

Not applicable as a desktop review.

### **Students**

Not applicable as a desktop review.

### **Service users and carers**

Not applicable as a desktop review.

### **Examples of notable and innovative practice and standards they relate to**

None identified.

### **Potential risks to compliance of education standards and standards they relate to**

None identified.

### **Potential risks to the student learning environment and standards they relate to**

None identified.

**Any other risks to public protection**

None identified.

**Areas for future monitoring**

- Implementation of the SSSA.

**Outcome recommendation**

The modification is recommended to the NMC for approval.

**NMC Standards**

Please refer to the [Standards for pre-registration nursing education](#) (NMC, 2010), [Advice and supporting information for implementing NMC standards for pre-registration nursing education](#).

**Competencies for entry to the register**

**Domain: Professional values**

**Generic standard for competence**

**Field standard for competence**

**Competencies 1-9**

**What we found:**

Unchanged since the original approval in February 2012.

**Outcome:**

Standard met

**Date standards met:**

**Revised outcome:**

**Domain: Communication and interpersonal skills**

<b>Generic standard for competence</b>	
<b>Field standard for competence</b>	
<b>Competencies 1-8</b>	
<b>What we found:</b>	
Unchanged since the original approval in February 2012.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Domain: Nursing practice and decision making</b>	
<b>Generic standard for competence</b>	
<b>Field standard for competence</b>	
<b>Competencies 1-10</b>	
<b>What we found:</b>	
Unchanged since the original approval in February 2012.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	



Revised outcome:	

<b>Domain: Leadership, management and team working</b>	
<b>Generic standard for competence</b>	
<b>Field standard for competence</b>	
<b>Competencies 1-7</b>	
<b>What we found:</b>	
Unchanged since the original approval in February 2012.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standards for education</b>
<b>Standard 1: Safeguarding the public – Nursing and midwifery education must be consistent with <a href="#">The Code: Professional standards of practice and behaviour for nurses and midwives (NMC, 2015)</a></b>

R1.1 Approved Education Institutions (AEIs) must be accountable for the programme.	
R1.2 Programme providers must make the needs of service users their first priority.	
R1.3 Programme providers must have clear processes in place to deal with any concerns about the safety of service users.	
R1.4 Programme providers must have effective policies and procedures on fitness to practise.	
<b>What we found:</b>	
Unchanged since the original approval in February 2012.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 2: Equality and diversity – Nursing and midwifery education must address key aspects of equality and diversity and comply with current legislation</b>
R2.1 Programme providers must ensure that information about programmes is clear and easily obtainable, and gives sufficient information to allow an applicant to make an informed choice.
R2.2 Programme providers must ensure that programmes comply with current equality and diversity legislation, including making reasonable adjustments without compromising safety.

R2.3 Programme providers must have clear policies, guidance and action plans that recognise and respond to the benefits of diversity, promote equality and address discrimination and harassment.	
<b>What we found:</b>	
Unchanged since the original approval in February 2012.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 3: Selection, admission, progression and completion – Processes for selection, admission, progression and completion must be open and fair</b>
<p>R3.1 AElS must ensure that selection and admission criteria include evidence of a good command of written and spoken English, including reading and comprehension. For programmes delivered in Wales, selection and admission criteria must include evidence of a good command of written and spoken English or Welsh, including reading and comprehension.</p> <p>R3.2 AElS must ensure that selection and admission criteria include evidence of capacity to develop numeracy skills sufficient to meet the competencies required by the programme.</p> <p>R3.3 AElS must specify appropriate academic and professional entry requirements.</p> <p>R3.4 AElS must ensure that students meet NMC requirements for good health and good character.</p>

R3.5 Programme providers must ensure that programmes include opportunities for accreditation of prior learning (APL).

R3.6 AEs must ensure that the selection process provides an opportunity for face-to-face engagement between applicants and selectors.

R3.7 AEs must ensure that the selection process includes representatives from practice learning providers.

R3.8 Programme providers must ensure that selection is conducted by people who have been trained in the principles of selection, anti-discriminatory behaviour and equal opportunities.

R3.9 Programme providers must have processes to manage interruptions to programmes.

R3.10 AEs must make explicit any arrangements for student progression.

R3.11 AEs must have processes in place to confirm achievement of all programme requirements.

R3.12 AEs must inform students when they complete a programme that they have five years in which to register or record a qualification leading to a mark on the NMC register.

R3.13 AEs must ensure that students comply with NMC requirements for good health and good character at completion.

**What we found:**

R3.1-R3.8 are unchanged since the original approval in February 2012.

R3.9 the process remains the same. Students returning from an interruption to their studies will transfer to the SSSA.

R3.10-R3.13 are unchanged since the original approval in February 2012.

<b>Outcome:</b>	Standard met
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<b>Date standards met:</b>	
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<b>Revised outcome:</b>	

**Standard 4: Support of students and educators – Programme providers must support students to achieve the programme outcomes, and support educators to meet their own professional development needs**

R4.1 Programme providers must ensure that programmes include an induction period during which the requirements of the curriculum are explained.

R4.2 Programme providers must ensure that students are allocated to an identified mentor, practice teacher or supervisor during practice learning.

R4.3 Programme providers must ensure that those who supervise students in practice are properly prepared and supported in that role.

R4.4 AEs must ensure that support facilities, including learning support, are available to all enrolled students.

R4.5 Programme providers must give students access to pastoral support, occupational health facilities and disability specialists.

R4.6 Programme providers must ensure that learning time is protected as specified.

R4.7 Programme providers must provide nurse and midwife teachers with time for professional development to enable them to remain up to date in their field of practice.

**What we found:**

R4.1 The curriculum overview document clearly explains that students will have a period of induction during which the requirements for the new arrangements for practice supervision and assessment will be explained to all pre-registration nursing students.

R4.2 The practice assessment documents have been updated and now demonstrate a revised process of how students will be allocated to an identified

practice supervisor, practice assessor, and academic assessor during practice learning. There is evidence of partnership agreements between the AEI and PLPs and a clear shared implementation plan to prepare staff for their new roles. Documentary evidence confirms the changes to student supervision and assessment are clearly outlined within student facing documentation, specifically the PAD and student handbook.

The roles and responsibilities are clearly defined within practice assessment, the MYEPLG transition for mentor to practice assessor, and MYEPLG transition for mentor to practice supervisor documentation. PLPs have responsibility for allocating practice supervisors and practice assessors.

Documentary evidence confirms university nursing lecturers will fulfil the role of academic assessor, and students will not have the same academic assessor for consecutive years to meet the SSSA requirements. The AEI will have responsibility for allocating academic assessors to individual students for each stage/year of the programme. The academic assessor process confirms that the AEI will provide preparation for the role. The role of link lecturer will remain unchanged.

R4.3 Documentary evidence confirms there is a regional collaborative approach for the preparation and ongoing support for the new roles of practice supervisor, practice assessor and academic assessor which meets the SSSA requirements. Training materials have been developed in collaboration with PLPs and the AEI through the MYEPLG to ensure equity and consistency of training across the PLPs.

Current mentors and sign off mentors will transfer to practice supervisor and practice assessor roles respectively. The MYEPLG have developed resources to facilitate the transfer for mentor to practice assessor, and the transfer for mentor to practice supervisor. Current mentors are required to attend training to ensure they are properly prepared for their new roles. There is an implementation plan which involves: annotating new registers to identify practice supervisors and practice assessors; preparation and update of existing mentors and sign off mentors to become practice supervisors and practice assessors; and, preparation of staff who are not mentors to become practice supervisors and practice assessors. Evidence confirms the preparation for the roles meet the SSSA requirements.

R4.4, R4.5, R4.6 and R4.7 are unchanged from the original approval in February 2012.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 5: Structure, design and delivery of programme – The programme must be structured, designed and delivered to meet NMC standards and requirements</b>
<p>R5.1 AEs must ensure that programme development and delivery involves key stakeholders.</p> <p>R5.2 AEs must specify the required hours, days or weeks of learning.</p> <p>R5.3 Programme providers must clearly set out the structure of the programme.</p> <p>R5.4 Programme providers must state what teaching and learning methods will be used to support achievement of outcomes.</p> <p>R5.5 Programme providers must ensure that learning opportunities are offered at an appropriate academic level using evidence-based sources.</p> <p>R5.6 Programme providers must specify essential content of the programme.</p> <p>R5.7 Programme providers must ensure that students have the opportunity to learn with, and from, other health and social care professionals.</p>
<b>What we found:</b>

<p>R5.1 Documentation from the MYEPLG, meetings with PLPs, consultation and feedback from the external examiner and student feedback demonstrate that the AEI consulted widely in the development of the proposed changes.</p> <p>R5.2 - R5.7 are unchanged from the original approval in February 2012.</p>	
<b>Outcome:</b>	Standard met
<p> </p>	
<b>Date standards met:</b>	
<b>Revised outcome:</b>	
<p> </p>	

<p><b>Standard 6: Practice learning opportunities must be safe, effective, integral to the programme and appropriate to programme outcomes</b></p>
<p>R6.1 AEIs must provide students and those supporting practice learning with information that includes dates, outcomes to be achieved, and assessment documents for each period of practice learning.</p> <p>R6.2 Programme providers must ensure that mentors and practice teachers meet the relevant requirements within the <a href="#">Standards to support learning and assessment in practice</a> (NMC 2008).</p> <p>R6.3 Programme providers must ensure that local registers of mentors and practice teachers are maintained according to <a href="#">Standards to support learning and assessment in practice</a> (NMC 2008), including sign-off status of mentors, record of updates and date for triennial review.</p> <p>R6.4 Programme providers must use objective criteria and processes for approving new practice learning environments, and audit them at least every two years.</p> <p>R6.5 Programme providers must ensure that students have access to a range of practice learning opportunities sufficient to meet programme outcomes.</p>



<b>What we found:</b>	
<p>R6.1 We found that the student facing documentation clearly explains that practice learning reflects the Standards for pre-registration nursing education (NMC 2010). Documentary evidence confirms the assessment of student's proficiency and competence, EU directives and essential skills clusters (ESCs) (NMC, 2010) are all recorded in the PAD. These aspects of the programme are not changing, as the programme is still mapped against the Standards for pre-registration nursing education (NMC, 2010). However, who is eligible to contribute to the assessment of practice has changed in line with the new SSSA roles of practice supervisor, practice assessor and academic assessor. The PADs have been amended to reflect the requirements of the SSSA and clearly outline the roles of the practice supervisor, practice assessor, and academic assessor.</p> <p>Practice education leads will have responsibility for ensuring that students are actively supported in practice learning. They will be involved in addressing any student concerns.</p> <p>R6.2 The AEI adopted the collaborative regional governance and management process for ensuring that SSSA requirements are regularly monitored. The process demonstrates that practice supervisors and practice assessors are current mentors and sign off mentors who will be suitably prepared for the new roles. Practice assessors and academic assessors will be NMC registrants with due regard.</p> <p>R6.3 An example of a local register for practice supervisors and practice assessors was provided and illustrates that practice education leads will monitor the currency of practice supervisors and practice assessors. The AEI confirmed they will maintain a register for academic assessors.</p> <p>R6.4 The AEI continues to monitor the effectiveness of the practice learning environment in partnership with PLPs. The practice learning environment educational audit tool has been updated and complies with the SSSA. The educational audit identifies the number of practice assessors and supervisors in each practice learning area and compliance with the SSSA.</p> <p>R6.5 is unchanged since the original approval in February 2012.</p>	
<b>Outcome:</b>	Standard met

<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 7: Outcomes – The programme outcomes must ensure that NMC standards for competence are met and that students are fit for practice and fit for award on completion</b>	
R7.1 Programme providers must ensure that the programme outcomes enable students to achieve the NMC standards for competence and that they are fit for practice and fit for award on completion.	
R7.2 AEs must make explicit requirements for the conferment of academic awards where applicable.	
<b>What we found:</b>	
R7.1-R7.2 are unchanged since the original approval in February 2012.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 8: Assessment – Programme outcomes must be tested using valid and reliable assessment methods</b>	
R8.1 Programme providers must ensure that a variety of assessments are used to test the acquisition of approved outcomes, with reasonable adjustments for students with a disability.	
R8.2 Programme providers must ensure that assessment processes enable students to demonstrate fitness for practice and fitness for award.	
R8.3 AEs must appoint external examiner(s) who can demonstrate currency in education and practice with due regard and engage with assessment of both theory and practice.	
<b>What we found:</b>	
R8.1-R8.3 are unchanged since the original approval in February 2012.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 9: Resources – The educational facilities in academic and practice settings must support delivery of the approved programme</b>	
R9.1 AEs must ensure that the programme leader is a nurse or midwife with a teacher qualification recorded on the NMC register.	
R9.2 AEs must ensure that teachers have appropriate qualifications and experience for their roles.	

<p>R9.3 Programme providers must ensure that sufficient staff are allocated to deliver the programme effectively.</p> <p>R9.4 Students must have access to appropriate learning approaches in a variety of formats on all sites.</p>	
<b>What we found:</b>	
R9.1-R9.4 are unchanged since the original approval in February 2012.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 10: Quality assurance – Programme providers must use effective quality assurance processes in which findings lead to quality enhancement</b>	
<p>R10.1 Programme providers’ quality assurance processes must be aligned with the programme specification, programme evaluation and enhancement.</p> <p>R10.2 AElS must demonstrate that they use effective quality assurance processes including conjoint programme approval, approval of minor or major modifications, endorsement and annual monitoring.</p> <p>R10.3 Programme providers must allow the NMC and its agents access to monitor programmes.</p>	
<b>What we found:</b>	
R10.1-R10.3 are unchanged since the original approval in February 2012.	
<b>Outcome:</b>	Standard met

<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b><u><a href="#">NMC Circular 03/2011</a></u> - Resources to support programme intentions</b>	
Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.	
<b>What we found:</b>	
The AEI has partnership agreements with the PLPs, which clearly outline the commitment of the PLPs to provide resources and practice learning experiences for students. This commitment includes the allocation of suitably prepared practice supervisors and practice assessors. The AEI provided a sample register of academic assessors, which demonstrate that they have the capacity to provide academic assessors for each year of the programme for all fields of nursing. Assurance is provided that resources are in place to support the implementation of the SSSA and the delivery of the pre-registration nursing programme.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

### Evidence and references list

DMU validation document, curriculum overview, September 2011

DMU interruptions policy, undated

School placement strategy for pre-registration nursing and midwifery programmes, undated

BSc (Hons) nursing induction schedule 2019, undated

DMU BSc (Hons) nursing PAD year one, version three, July 2019

DMU BSc (Hons) nursing (adult, child, mental health, learning disabilities) PAD year two, version 11, July 2019

DMU BSc (Hons) nursing (adult, child, mental health, learning disabilities) PAD year three, version 11, July 2019

DMU BSc (Hons) nursing second meeting of programme management board, academic year 2018/19, 9 April 2019

DMU compliance report, April 2019

Placement profile and education audit, 14 June 2019

DMU BSc (Hons) nursing programme handbook, 2018/19

DMU academic assessor process, 3 July 2019

Educational audit version nine, SSSA version, 22 July 2019

Example of practice supervisor and practice assessor register, undated

External examiner feedback from the SSSA consultation, June 2019

MYEPLG transition for mentor to practice assessor, May 2019

MYEPLG transition for mentor to practice supervisor, May 2019

DMU pre-registration nursing student feedback from SSSA consultation, June 2019.

### Personnel supporting programme approval

#### Members of Approval Panel

Desktop review

#### Programme Presenters

Teleconference call on 30 July 2019, QA Visitor with:

Two x DMU co-programme leaders Director of practice learning					
<b>Were any service providers visited?</b>					
<i>Not applicable as a desktop review.</i>					
<b>Meetings with others</b>					
Mentors / sign-off mentors					
Practice teachers					
Service users / Carers					
Practice Education Facilitator					
Director / manager nursing					
Director / manager midwifery					
Education commissioners or equivalent					
Designated Medical Practitioners					
Other (please specify)					
<p>If there were no representatives present during the approval event please state why:</p> <p>Not applicable as a desktop review.</p>					
<b>Meetings with students</b>					
<b>Nursing</b>					
<b>Adult</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>

<b>Mental Health</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Children's</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Learning Disabilities</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Midwifery (3 year)</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	
<b>Midwifery (18 month)</b>		<b>Year 1</b>	<b>Year 2</b>		
<b>SCPHN</b>		<b>HV</b>	<b>SN</b>	<b>OH</b>	<b>FHN</b>
					<b>RPHN</b>
<b>Learning and Assessment in Practice</b>		<b>Mentor</b>		<b>Practice Teacher</b>	<b>Teacher</b>
<b>Nurse Prescribing</b>		<b>V100</b>		<b>V150</b>	<b>V300</b>
<b>Specialist Practice</b>		<b>Adult</b>		<b>Mental Health</b>	<b>Children's</b>
		<b>Learning Disability</b>		<b>General Practice Nursing</b>	<b>Community Mental Health Nursing</b>



		<b>Community Learning Disabilities Nursing</b>	<b>Community Children's Nursing</b>	<b>District Nursing</b>
<b>Additional evidence viewed</b>				
No additional evidence				

**Mott MacDonald Group Disclaimer**

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**Issue record**

Author:	Kudzai Mafuba	Date:	17 Aug 2019
Checked by:	Judith Porch	Date:	19 Aug 2019
Approved by:	Andrea Bacon	Date:	22 Aug 2019