

**Major Modification report**

**Section one**

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| <b>Programme provider name:</b>  | Middlesex University  |
| <b>In partnership with:</b><br><i>(Associated practice learning partners involved in the delivery of the programme)</i>  | <p>Barnet, Enfield and Haringey Mental Health NHS Trust<br/>         Camden and Islington NHS Foundation Trust<br/>         Central and North West London NHS Foundation Trust<br/>         Imperial College Healthcare NHS Trust<br/>         Moorfields Eye Hospital NHS Foundation Trust<br/>         Royal Free London NHS Foundation Trust<br/>         Whittington Health NHS Trust<br/>         Hounslow and Richmond Community Health NHS Trust<br/>         University College Hospital London<br/>         Chelsea and Westminster NHS Foundation Trust</p> |
| <p><b>Programme(s) reviewed:</b></p> <p>Programme: Nursing Degree Apprenticeship route - Adult<br/>         Title of programme: Nurse Degree Apprenticeship Adult. Nurse Degree 4 year part time employed route and direct entry route<br/>         Modified programme title(s), if changed: N/A<br/>         Programme start date: 18 May 2020</p> <p>Academic level(s):<br/>         England, Wales, Northern Ireland:<br/>         Level 6<br/>         Modified academic level(s), if changed: N/A</p> <p>Programme: Nursing Degree Apprenticeship route - Mental Health<br/>         Title of programme: Nurse Degree Apprenticeship Mental Health. 4 year part time employed pathway and direct entry route.<br/>         Modified programme title(s), if changed: N/A<br/>         Programme start date: 18 May 2020</p> <p>Academic level(s):<br/>         England, Wales, Northern Ireland:<br/>         Level 6<br/>         Modified academic level(s), if changed: N/A</p> |   |

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| <b>Date of approval</b>     | 5 February 2020   |
| <b>Type of Modification</b> | Visit   |
| <b>QA visitor(s):</b>       | Registrant Visitor: Peter Thompson<br>Lay Visitor: Adrian Mason |

**Section two**

**Summary of review and findings**

Middlesex University (MU) is an established approved education institution (AEI). The school of health and education (the school) delivers a range of programmes in nursing, midwifery, social work, integrative medicine and education. The pre-registration nursing programme BSc (Hons) nursing with fields in adult, children and mental health, is in approval with the Nursing and Midwifery Council (NMC) against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and Standards of proficiency for registered nurses (NMC, 2018) since 16 September 2019.

The school has presented documentation to support an application for a major modification of the approved BSc (Hons) nursing programme to deliver four year part-time BSc (Hons) nursing degree apprenticeship (NDA) route at academic level six in adult nursing and in mental health nursing and four-year part-time BSc (Hons) nursing employer seconded route in adult and in mental health nursing. The school intends to seek approval, subject to NMC endorsement, to offer the four-year part-time employer seconded route leading to a BSc (Hons) adult nursing at the Institute of Guernsey which is an existing collaborative partner.

The modifications are supported by the following employer practice learning partners (PLPs) at the major modification visit: Whittington Health NHS Trust, Camden and Islington NHS Foundation Trust, The Royal Free NHS Trust, Barnet Enfield and Haringey NHS Trust, Central London Community Healthcare Trust, Moorfields Eye Hospital NHS Trust and Hounslow and Richmond Community Health NHS Trust. Guernsey health services participated in the visit by telephone conferencing and supported the modifications. All employers have signed practice learning agreements with the university which confirm resources and support for the proposed modifications.

Employer PLPs are committed to delivering a range of pre-registration programme routes to develop their workforce and the decision to offer a part-time seconded pathway in addition to the part-time apprenticeship route will provide flexibility and will be financially viable. They confirm target numbers for recruitment to the seconded route will be dependent on locating finances. Employer PLP assurance is provided with respect to student supernumerary status while undertaking programme hours.

There is evidence of robust and effective partnership working between the AEI and key stakeholders, PLPs, employers, service users and carers (SUC), and students.

Arrangements at programme meet the Standards framework for nursing and midwifery education (SFNME) and the Standards for student supervision and

assessment (SSSA).

Modification to the pre-registration nursing programme is recommended to the NMC for approval. There are three AEI conditions. Visitors made two recommendations. The AEI made one recommendation.

Updated 4 March 2020

Evidence is provided supporting changes required to meet the three university conditions. Changes are made. The three conditions are now met.

The major modification for the part-time BSc (Hons) NDA route at academic level six in adult nursing and in mental health nursing and the four-year part-time BSc (Hons) nursing employer seconded route in adult and in mental health nursing is recommended to the NMC for approval.

| Recommended outcome of the approval panel   |   |
|---|---|
| <b>Recommended outcome to the NMC:</b>  | Programme is recommended for approval subject to specific conditions being met  |
| <p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p> | <p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>None identified</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition one: The programme team to produce the apprenticeship mapping document, which must be approved by the nominated external assessor. (University condition)</p> <p>Condition two: The programme team to demonstrate</p> |

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|  | <p>how university and employers will prepare and support the apprentice learner to undertake the end point assessment. (University condition)</p> <p>Condition three: The programme team to revise the programme specification in light of the panel discussions. (University condition)</p>   |
| <p><b>Date condition(s) to be met:</b></p>                       | <p>21 February 2020</p>  |
| <p><b>Recommendations to enhance the programme delivery:</b></p> | <p>Recommendation one: The university is to monitor the staff resource as they upscale their provision of the part-time pathways. (University recommendation)</p> <p>Recommendation two: Employers may consider the use of the learner uniform when working as either a healthcare assistant or nursing associate, in order to clarify working roles and facilitate communication between healthcare practitioners, service users and the learner. (SFNME R2.2)</p> <p>Recommendation three: Employers and the programme team may consider alternatives to placing students within the home working environments when undergoing the assessed component of the part-time/seconded learning routes. (SFNME R2.4; SSSA R1.3; Standards for pre-registration nursing programmes (SPRNP) R2.4)</p> |
| <p><b>Focused areas for future monitoring:</b></p>               | <p>To monitor the uptake on both the NDA apprentice and the part-time seconded routes.</p> <p>To monitor the impact on student experience of hub placement to home employer base.</p>  |

| Programme is recommended for approval subject to specific conditions being met  |   |
|---|---|
| <p><b>Commentary post review of evidence against conditions:</b><br/>Revised programme documentation and additional evidence provide assurance changes required to meet the three AEI conditions are made. The major modification is recommended to the NMC for approval.</p> |   |
| <b>AEI Observations</b>   | <p><b>Observations have been made by the education institution</b><br/>No</p> |
| <b>Summary of observations made, if applicable</b>  |   |
| <b>Final recommendation made to NMC:</b>  | Programme is recommended to the NMC for approval                              |
| <b>Date condition(s) met:</b>   | 4 March 2020  |

### Section three

| NMC Programme standards   |
|---|
| <p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing programmes (NMC, 2018)</i></u></p> <p><u><i>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses and midwives</i></u></p> <p><u>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</u></p> <p><u>QA Handbook</u></p> |

## 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 evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders*

Documentary evidence and the approval process continue to demonstrate effective partnership working between the school and all stakeholders permitting development of the NDA and the part time BSc (Hons) employer seconded routes in adult and mental health fields of nursing.

The university collaborates with pan London practice assessment document (PLPAD) stakeholders including other AEIs in developing its model for practice learning, student supervision and assessment.

Discussions at the visit confirm the nature of stakeholder involvement in developing the proposed programme modifications. Employers and PLPs confirm partnership working with the university is constructive and there's a joint vision for providing opportunities to develop the healthcare workforce. Documentary evidence and findings from the visit confirm established and effective communication processes between employers and the AEI to manage recruitment and selection, fitness to practice, raising and escalating concerns, maintaining and monitoring practice placement quality.

A guide for apprenticeship/seconded students, managers, practice assessors and practice supervisors is developed with all stakeholders to support the major modification to the programme. This is comprehensive and will provide guidance to teaching, learning and assessment in practice learning environments (PLEs). In particular we find it provides information and guidance for providing supernumerary status for students undertaking part-time routes.

There is a well-established SUC group at the AEI. SUC are involved with the NDA route and their voice is valued by the AEI. SUC participate in programme planning, design, recruitment, teaching and assessment and are represented on programme boards. They tell us they provide authentic SUC input into the pre-registration programme and associated routes and reflect a diverse range of SUCs.

Current students confirm they receive support from the AEI and PLPs. They are aware of the mechanisms to raise concerns and provide feedback on their current programme.

Nursing associate students have some misgivings about wearing the university student uniform when fulfilling duties as health care assistants and tell us service

users and clinical staff are sometimes confused about their role within the clinical setting. Employers and the programme team confirm students on the proposed apprenticeship and seconded routes will be expected to wear student nurse uniforms for the duration of their programme. They'll be supernumerary as students while undertaking programme hours. To clarify working roles and facilitate communication between healthcare practitioners, service users and students, NMC visitors ask the programme team and employers to consider a use of the learner uniform when working as either a healthcare assistant or nursing associate. (Recommendation two) (SFNME R2.2)

Stakeholders represented at the visit each demonstrate understanding and commitment to the NDA and part-time BSc (Hons) employer seconded routes.

**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**

**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**

**If not met, state reason**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

## Student journey through the programme

### Standard 1. Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

R1.3 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).

*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**

**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

**There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)**

Yes

**Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)**

Yes

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

Yes

*Provide an evaluative summary 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**

R1.5 is met. Unchanged since original approval on 16 September 2019. Documentation and findings from the visit show planning which sets out the route to be taken by students entering with up to 50 percent recognition of prior learning (RPL). The programme team are sure theory and practice elements are mapped and students will achieve the required hours of 2300 hours theory and 2300 hours of practice upon programme completion.

It is likely some applicants to the part-time NDA/seconded routes will already have achieved registered nursing associate status and will be eligible for RPL of up to 50 percent. There's a progression framework using RPL, which is recognised by

employers to support students progressing from registered nursing associate to NDA either as apprenticeship students or as seconded staff. This is confirmed by one student who has gained RPL to enter the full time BSc (Hons) nursing programme.

The programme team are aware RPL processes are demanding and time consuming but are confident they're able to support all applications.

**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***

R1.6 is met. Unchanged since original approval on 16 September 2019.

Documentary evidence and findings from the visit confirm proposed routes are mapped to the Standards of proficiency for registered nurses 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***

R1.7 is met. Unchanged since original approval on 16 September 2019.

Documentary evidence and findings from the visit confirm numeracy, literacy and digital technology skills are mapped to meet NMC Standards and there's information confirming students will be required to develop these throughout the programme. The selections process requires students to demonstrate English literacy and numeracy which are then assessed in each stage of the programme.

The PLPAD shows mapping to the Standards of proficiencies in relation to numeracy, literacy, and digital and technological literacy to meet programme outcomes.

*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**

*Proposed transfer of current students to the programme under review*

**There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place**

**N/A**

There are no students transferring.

**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**

**Met**

Unchanged since original approval on 16 September 2019. Documentary evidence confirms NMC registered nurses may be considered for entry to the proposed routes and RPL is mapped to the Standards of proficiency for registered nurses and programme outcomes. The programme team and employers agree registered nurses may use the part-time seconded work-based learning route to obtain registration in a second field of nursing. Employers confirm this can be supported subject to funding and service needs. The programme team confirm RPL for these applicants will be considered on an individual basis and likely to be for more than 50 percent of the programme.

**Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met**

**Yes**

**Outcome**

**Is the standard met?**

*Met*

**Date: 5 February 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**Revised outcome after condition(s) 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 all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

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

**There is evidence that the programme complies with the NMC Standards for**

**nursing and midwifery education (R2.1)**

**Yes**

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

**Yes**

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

**Yes**

*Provide an evaluative summary 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**

R2.4 is met. Unchanged since original approval on 16 September 2019. Documentary evidence and findings at the visit provide assurance that cross field shared learning is an integral part of the undergraduate programme design in theory and practice.

Documentary evidence and findings from the visit confirm students using the apprenticeship/seconded routes will be employed within local trusts and healthcare organisations as nurse degree apprenticeship students or as nurse degree seconded students. Students will complete planned practice placements within their place of work (hub placements) and within different areas of healthcare practice (spoke placements), in order to develop depth and breadth of practice and meet NMC programme requirements, which include the EU Directives for adult nurses. We are assured students experience field specific and cross field learning using this model.

A written contract of commitment between student, employer and university sets out the responsibilities of all parties and provides assurances of funding, support in

practice, release to attend theory and release to engage fully in all aspects of the programme including full recognition of supernumerary status.

Employers tell us of their commitment to gain four field experiences for the NDA and seconded routes and the AEI confirms mechanisms are in place to monitor compliance in both theory and practice learning. These replicate those mechanisms taken within the direct entry route for pre-registration nursing.

The four-year part-time undergraduate route is delivered in three parts, each part will be over four semesters. The NDA and seconded routes are delivered in three parts over four years. The proposed routes will use the same modules as the full time BSc (Hons) pre-registration programme and students will attend study blocks with each part of the programme being delivered over four semesters.

For each route, programme planners identify theory days (including induction), and supernumerary practice days. Interprofessional learning opportunities are embedded within the generic and field specific modules and students are encouraged to attend a range of interprofessional symposia over the duration of their programme. Contact with healthcare professionals is documented within the PLPAD. Details of the working week in hours, provide assurance the EU working time directive is not exceeded.

Scheduled spoke placements will be between two to six weeks long, with the final 12 week hub placement outside the normal place of work. During both hub and spoke placement periods, students are supernumerary in practice and will be working alongside practice supervisors and practice assessors who will support and assess their learning.

Discussions with PLPs and the programme team identify some potential conflicts in providing objective supervision and assessment for students placed within their substantive work environment for hub placements. We are told employers are reviewing this and considering the logistics of placing students in environments away from their usual employment working area as health care assistants or nursing associates. NMC visitors ask employers and the programme team to consider alternatives to placing students within home working environments when undergoing any assessed component of the part time apprenticeship and employer seconded routes. (Recommendation three) (SFNME R2.4; SSSA R1.3; SPRNP R2.4)

**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**

R2.5 is met. Unchanged since original approval on 16 September 2019. Programme delivery will ensure module content and assessments are applied to the student's chosen field of nursing. The programme team confirm this.

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

**There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the Standards of proficiency for registered nurses (R2.6)**

**Yes**

**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**

*Provide an evaluative summary 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**

R2.8 is met. Unchanged since original approval on 16 September 2019.

**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**

R2.9 is met. Documentary evidence and findings from the visit provide assurance the programme structure is 50 percent theory and 50 percent practice delivered over four years.

Programme specifications for the NDA and seconded part-time routes, module specifications and programme handbooks show aims and outcomes and a range of learning and teaching strategies. These strategies include supervised and assessed practice experiences, simulated practice sessions, reflection, portfolio development, seminar and care pathway presentations, individual and small group academic tutorials, discussion groups, interactive lectures, coursework, learning packages and e-technology approaches to learning and teaching and simulation.

Programme documents, including timetables for study blocks and schedules for placement learning confirm theory and practice are integrated throughout the programme and there is equal weighting in the assessment of practice and theory in contributing to the final award. The minimum requirement of 2300 hours theory and 2300 hours practice are embedded within the programme design. The NDA and seconded routes are delivered by a block release pattern of attendance at university of nine weeks per year and a range of planned placement experiences. Students will complete planned practice placements equating to 2320 hours over four years within different areas of healthcare practice. A hub and spoke model of practice allocation issued. Students' placements are managed by the university's placement team using an online allocation system. All hubs and spokes are monitored to ensure students experience the required range of placements to meet programme outcomes and proficiencies.

*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)**

**N/A**

The programme will not be delivered in Wales.

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

**Yes**

**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**

**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)**

**No**

The programme only provides registration in one field of nursing practice

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

**Yes**

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

**Yes**

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

**Yes**

**Outcome**

**Is the standard met?**

***Met***

**Date: 5 February 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) 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

*Provide an evaluative summary 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**

R3.1 is met. Documentary evidence and findings from the visit provide assurance the AEI, in partnership with employers, has robust processes in place to ensure apprentices will be able to develop and meet the Standards of proficiency for registered nurses (NMC, 2018) to a diverse range of people across the four fields of nursing practice.

Employers and PLPs confirm practice placements are shared between providers via reciprocal agreements among PLPs supporting pre-registration nursing students. There's a range of scheduled spoke placements of between two and six weeks which provide students with opportunities to work within other fields of practice and with specialities in their chosen field of practice. Programme design and agreement with employers requires students to remain in their own employment location for all hub placements except for the final placement when they will experience a hub placement away from their employment site. There are designated periods of assessed learning where hubs and spokes are identified to facilitate support and assessment of NMC proficiencies. Supernumerary status of apprentices' learning within their substantive work base is assured by employers. The AEI and employers say all practice assessors and practice supervisors will receive training and will be aware of the student's employee status and in meeting their needs as students on the hub and spoke experiences. Periods of service contribution as health care assistants or nursing associates are arranged in block periods of time.

Employers, PLPs and the programme team tell us apprenticeship and seconded students are subject to the same policies and procedures for fitness to practice agreed and approved for all pre-registration nursing students. They tell us there's effective communications between employers and the AEI to manage any conduct issues relating to apprenticeship and seconded students. These arrangements are stated within the employer contract with students and in the practice learning



agreements between employers and the university.

**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***

R3.2 is met. Unchanged since original approval on 16 September 2019. Documentary evidence and findings from the visit confirm students will be allocated to a variety of external PLEs in addition to their primary work hub placement to meet the holistic needs of people across the lifespan. Students are required to record these experiences in the PLPAD. Planned spoke placements will enable exposure to adult nursing, learning disabilities, mental health and children's nursing. Practice supervisors and practice assessors are guided in identifying, organising and ensuring spoke placements by a comprehensive and user-friendly route-specific PLPAD supplement. Employers and the programme team confirm route specific training is provided to ensure trust-based staff understand the specific needs of work-based learning students. This is confirmed by students and PLPs. PLP staff are confident they'll be able to ensure a wide range of spoke placements. The PLPAD and associated guide enables students to be assessed according to learning outcomes and proficiencies. Students, practice educators and service users confirm feedback from service users about the care they receive from students is captured and recorded in the PLPAD.

Students are supported in practice by practice assessors, practice supervisors and link tutors who work together to monitor and support students in practice. PLPs tell us processes are in place to relocate students if they require additional support or have problems causing lack of progression. Students tell us there's opportunity to evaluate and provide feedback about their studies and these include module evaluations, evaluations of practice and student representation on staff student liaison committees. The programme team confirm students from the part time routes will be given equal representation as full time students.

Processes for assessing, monitoring and evaluating practice experiences are unchanged since original approval on 16 September 2019.

**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***

R3.3 is met. Unchanged since original approval on 16 September 2019.

Documentary evidence and findings from the visit confirm established and effective communication processes between employers and the AEI to manage fitness to practice, raising and escalating concerns, maintaining and monitoring practice placement quality.

Documentary review and evidence from the visit confirms the university works closely with employers and PLPs to identify and plan placement opportunities to enable students to meet communications and relationship management skills. Students will use the PLPAD which is mapped against these skills and related proficiencies. Communication and relationship management skills are prevalent throughout the programme modules and assessed in a number of modules including specific objective structured clinical examination (OSCE) assessments.

**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***

R3.4 is met. Unchanged since original approval on 16 September 2019. Documentary evidence and findings from the visit identify a range of opportunities using technology enhanced and simulation-based learning.

Within practice apprentices and seconded students are issued with a student username and password as well as having a username and password to support their substantive roles. They have full access to online learning resources within placement areas. Students will have access to the same full programme of simulation-based learning opportunities as full-time students. There's mapping of how the adult nursing field meets the requirements of 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***

R3.5 is met. Unchanged since original approval on 16 September 2019. PLPs confirm they work closely with the university in recognising and responding to student's individual needs and personal circumstances when organising practice learning. PLPs and the programme team assure us students will have full access

to dedicated trust based services which assess special needs and disability and will make reasonable adjustments as required. This is confirmed by students at the visit.

*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**

**Processes are in place to ensure that students are supernumerary (R3.7)**

**Yes**

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

**Yes**

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

**Yes**

**Outcome**

**Is the standard met?**

***Met***

**Date: 5 February 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

Revised outcome after condition(s) 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

R4.1 – R4.11

*Provide an evaluative summary 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***

R4.1 is met. Unchanged since original approval on 16 September 2019.

**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 assessors along with how they will be prepared for their roles. (R4.2)**

***Met***

R4.2 is met. Unchanged since original approval on 16 September 2019. Documentary evidence and findings from the visit provide assurance that employees undertaking the NDA and seconded routes will be objectively supervised and supported. With the exception of the final 12 week placement at the end of the final part of the programme, students home hub placements are within their employment base. The programme team tell us all practice assessors and practice supervisors will be identified, receive training and be made aware of the NDA and employee route. The specific PLPAD supplementary guide identifies the roles of the practice supervisor and practice assessor and in relation to students on these routes. Employers and PLPs are confident practice supervisors

and practice assessors will act objectively in their role, in line with the NMC Code and the requirements of the NMC (2018) Standards.

*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**

*Provide an evaluative summary 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**

R4.4 is met. Unchanged since original approval on 16 September 2019.

**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**

R4.5 is met. Unchanged since original approval on 16 September 2019.

*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**

**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

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

Yes

**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

**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

**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

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

Yes

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

Yes

**Outcome**

**Is the standard met?**

*Met*

**Date: 5 February 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**Revised outcome after condition(s) 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.

*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**



**Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)**

**Yes**

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

**N/A**

There is no fall back exit award with eligibility to register as a nurse with the NMC.

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

**Yes**

**Outcome**

**Is the standard met?**

***Met***

**Date: 5 February 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

***N/A***

**Revised outcome after condition(s) met:**

N/A

## Section four

### Source of evidence

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

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

|  |     |
|--|-----|
| Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning   | Yes |
| If you stated no above, please provide the reason and mitigation   |     |
| <p>List additional documentation:</p> <p>Confirmation of employer PLPs supporting the part-time BSc (Hons) part-time apprentice nursing routes and the part-time BSc (Hons) employer seconded routes, 27 January 2020</p> <p>Placement agreement between Middlesex university and Royal free Hospital NHS Foundation Trust (including Royal free Hospital, Chase Farm Hospital and Barnet General Hospital), 28 September 2018</p> <p>Placement agreement between Middlesex university and Moorfields Eye Hospital NHS Foundation Trust, 28 September 2018</p> <p>Placement agreement between Middlesex university and Hounslow and Richmond Community Healthcare NHS Trust, 28 September 2018</p> <p>Placement agreement between Middlesex university and Imperial College NHS Trust, 28 September 2018</p> <p>Post visit documentation:</p> <p>Confirmation of a validation or review: verification by chair of panel, 2 March 2020</p> <p>Faculty of professional and social sciences – school of health and education panel conditions and recommendations (summary changes), undated</p> <p>BSc (Hons) nurse degree pathway handbook supplement for apprenticeship students 2020-2021, undated</p> <p>BSc (Hons) nursing programme specification, undated</p> |     |
| Additional comments:   |     |

| <b>During the visit the visitor(s) met the following groups</b>  | <b>Yes/No</b> |
|--|---------------|
| Senior managers of the AEI/education institution with responsibility for resources for the programme           | Yes           |
| Senior managers from associated practice learning partners with responsibility for resources for the programme | Yes           |
| Programme team/academic assessors  | Yes           |
| Practice leads/practice supervisors/ practice assessors  | Yes           |
| Students   | Yes           |

|   |     |
|---|-----|
| If yes, please identify cohort year/programme of study:<br>BSc (Hons) nursing adult (year three) x one<br>BSc (Hons) nursing adult (year two) x five<br>BSc (Hons) nursing adult (year three) x one<br>Pre-registration nursing associate student (Health Education England programme)<br>apprenticeship students (year two) x four |     |
| Service users and carers  | Yes |
| If you stated no above, please provide the reason and mitigation  |     |
| Additional comments:  |     |

| The visitor(s) viewed the following areas/facilities during the visit:  | Yes/No |
|---|--------|
| Specialist teaching accommodation (e.g. clinical skills/simulation suites)  | No     |
| Library facilities  | No     |
| Technology enhanced learning / virtual learning environment   | No     |
| Educational audit tools/documentation   | No     |
| Practice learning environments  | No     |
| If yes, state where visited/findings:   |        |
| System regulator reports reviewed for practice learning partners  | No     |
| System Regulator Reports List   |        |
| If you stated no above, please provide the reason and mitigation<br>This is an established AEI. Placement and resource visits not required. |        |
| Additional comments:  |        |

|   |                                |      |                 |
|---|--------------------------------|------|-----------------|
| <b>Mott MacDonald Group Disclaimer</b>  |                                |      |                 |
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| <b>Issue record</b>   |                                |      |                 |
| <b>Final Report</b>   |                                |      |                 |
| Author  | Peter Thompson<br>Adrian Mason | Date | 7 February 2020 |

|              |               |      |               |
|--------------|---------------|------|---------------|
| Checked by   | Monica Murphy | Date | 26 March 2020 |
| Submitted by | Lucy Percival | Date | 31 March 2020 |
| Approved by  | Leeann Greer  | Date | 15 April 2020 |