

Major modification report

Section one

Programme provider name:	University of Derby
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Derbyshire Healthcare NHS Foundation Trust Nottinghamshire Healthcare NHS Foundation Trust Derbyshire Community Health Services Foundation Trust University Hospitals of Derby and Burton NHS Foundation Trust
Programmes reviewed: <i>(Tick all that apply)</i>	<i>Nursing Degree Apprenticeship (NDA) route</i> NDA Adult <input checked="" type="checkbox"/> NDA Child <input checked="" type="checkbox"/> NDA Learning Disabilities <input checked="" type="checkbox"/> NDA Mental Health <input checked="" type="checkbox"/>
Title of current programme(s):	Bachelor of Science (Honours) in Nursing (adult), Master of Science in Nursing (adult) Bachelor of Science (Honours) in Nursing (mental health), Master of Science in Nursing (mental health) Master of Science in Nursing (learning disabilities) Bachelor of Science (Honours) in Nursing (child), Master of Science in Nursing (child)
Title of modified programme(s) if changed:	Bachelor of Science (Honours) in Nursing (adult) (apprenticeship) Master of Science in Nursing (adult) (apprenticeship) Bachelor of Science (Honours) in Nursing (mental health) (apprenticeship) Master of Science in Nursing (mental health) (apprenticeship) Master of Science in Nursing (learning disabilities) (apprenticeship)

	<p>Bachelor of Science (Honours) in Nursing (child) (apprenticeship)</p> <p>Master of Science in Nursing (child) (apprenticeship)</p>
Academic level of current programme:	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Registered Nurse – Child	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Academic level of modified programme if changed:	
NDA Adult	<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 <input type="checkbox"/> Level 11</p>
NDA Child	<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 <input type="checkbox"/> Level 11</p>
NDA Learning Disabilities	<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 <input type="checkbox"/> Level 11</p>								
NDA Mental Health	<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 <input type="checkbox"/> Level 11</p>								
Date of modification:	12 August 2019								
Type of modification:	Visit								
Programme start date:	<table border="1"> <tr> <td>NDA Adult</td> <td>9 September 2019</td> </tr> <tr> <td>NDA Child</td> <td>9 September 2019</td> </tr> <tr> <td>NDA Learning Disabilities</td> <td>9 September 2019</td> </tr> <tr> <td>NDA Mental Health</td> <td>9 September 2019</td> </tr> </table>	NDA Adult	9 September 2019	NDA Child	9 September 2019	NDA Learning Disabilities	9 September 2019	NDA Mental Health	9 September 2019
NDA Adult	9 September 2019								
NDA Child	9 September 2019								
NDA Learning Disabilities	9 September 2019								
NDA Mental Health	9 September 2019								
QA visitor(s):	<p>Registrant Visitor: Maureen Harrison</p> <p>Lay Visitor: Sandra Stephenson</p>								

Section two

Summary of review and findings	
<p>The University of Derby (UoD), college of health and social care is seeking a major modification to the three-year BSc (Hons) nursing (adult, mental health and child fields) and two-year MSc nursing (adult, mental health, child and learning disabilities fields) approved on 16 July 2019 under the 2018 Standards for pre-registration nursing programmes. The modification is to introduce a two-year full-time MSc apprenticeship route and three-year full-time and four-year part-time BSc (Hons) apprenticeship route.</p> <p>A key feature of the full-time apprenticeship route is employer practice learning partners agree to release their employees to follow the same programme calendar as the direct entry BSc (Hons) and MSc nursing route. There is no expectation for apprenticeship students to work as an employee during their programme. The part-time BSc (Hons) route is composed of employment and off-the-job learning. Most practice learning experiences for the apprenticeship students will be in their sponsoring employer organisation.</p> <p>The programme documentation and approval process confirm evidence of effective partnership working between the programme team, service users, practice learning partners (PLPs) and students. The PLPs are Chesterfield Royal Hospitals, Derbyshire Healthcare NHS Foundation Trust, University Hospitals of Derby and Burton NHS Foundation Trust, Derbyshire Community Health Services Foundation Trust and Nottinghamshire Healthcare NHS Foundation Trust.</p> <p>Arrangements at programme level between the approved education institution (AEI) and PLPs meet the Standards for student supervision and assessment (NMC 2018, SSSA).</p> <p>The programme is recommended to the NMC for approval subject to one condition.</p> <p>Updated 17 August 2019:</p> <p>Evidence is provided to meet the condition. The condition and related standard are now met.</p>	

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p>

	Recommended to refuse approval of the programme <input type="checkbox"/>
<p>Conditions:</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>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: In the programme specification and in student facing documentation make the requirements for the part-time pathway more explicit. (Standards framework for nursing and midwifery education (SFNME) R2.2; Standards for pre-registration nursing programmes (SPRNP) R2.6)</p>
Date condition(s) to be met:	16 August 2019
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
The programme team have provided additional narrative and programme journey diagrams in student facing documentation clarifying the part-time pathway. The condition is now met.	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	17 August 2019

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><i>Standards framework for nursing and midwifery education</i> (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p>

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.

There are consultation logs which detail collaboration and co-production between UoD, employer PLPs, service users and students in the development of the apprenticeship route.

The programme team and employers confirm extensive consultation and give examples of strategic and operational meetings which inform the design and development of the apprenticeship route. PLPs tell us including an apprenticeship

route was discussed from the beginning of the development of the pre-registration nursing programme.

There are contracts between UoD, employers and students which detail the obligations and commitments of all parties in the apprenticeship route. PLPs say how organisation training departments have evolved to support apprenticeships. Employer PLPs report developing an apprentice route is based on strategic future workforce projections. They tell us an apprenticeship is an expansion of the employer-led approach to attracting new staff and helping current staff to progress in their careers and access high quality education. Through documentary evidence and discussion at the visit, we are assured of the UoD commitment to higher and degree apprenticeships. The university has an ‘apprenticeship hub’ and an inter-professional apprenticeship forum which informs cross-university support for apprenticeships.

Documentary evidence and discussion during the visit confirms UoD and PLPs have rigorous processes in place to select candidates who meet the entry requirements. PLPs work with local further education colleges to support employees undertaking studies, to help them meet literacy and numeracy requirements for entry to the programme. The programme team and PLPs conduct joint interviews to make the final selection of students for each field of practice. Employer PLPs tell us of the benefits of this joint approach which has led to the selection of strong candidates.

Students give us examples of how they are supported by employers to undertake the programme. Students identify how their personal circumstances can be accommodated through an apprenticeship route. Documentary evidence and the approval process confirms cohesive partnerships in monitoring individual student journeys. UoD have established a relationship co-ordinator role which will be a central point of contact and deal with all queries from PLPs. Students confirm PLPs and UoD support them and have consulted on programme development. Students say there’s an apprentice student representative.

Service users and carers, called experts by experience (ExEs) confirm their involvement in the design, development and delivery of the programme. ExEs are very supportive of the strategies taken by PLPs to expand the workforce. Some ExEs say they work with local PLPs to represent the person’s voice and tell us of their involvement in activities to promote recruitment of nurses to employer organisations. The ExE group confirm how they are engaged with a number of programme activities, including selection, teaching, simulation, curriculum development and quality assurance events.

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

MET **NOT MET**

Please provide any narrative for any exceptions

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

MET **NOT MET**

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice:

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by

other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

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

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

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

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

1.8 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).

Findings against the standard and requirements

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

YES NO

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

YES NO

- 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 **NO**
- 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 **NO**
- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)
YES **NO**

Provide an 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 **NOT MET**

R1.5 is met. Unchanged since original approval on 16 July 2019.

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)
MET **NOT MET**

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

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

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

MET **NOT MET**

R1.7 is met. As part of the selection process, for each student an individual learning record is completed with identification of literacy and numeracy functional

skills. PLPs give examples of how they are supporting their employees through the assessment of functional skills. They tell us processes are in place to monitor the development of these skills. Students say assessment of their learning needs occur prior to entering the programme. They comment on how they are supported to develop their functional skills. Their development is monitored through tripartite interviews. Students say they're increasing confidence in numeracy skills through undertaking medicine calculations with practice supervisors.

Students on the apprenticeship route will have a personal academic tutor (PAT) allocated who will make contact with the student in the first week of starting at university. Students say they're regularly offered support or signposted to services by their PAT. All students are allocated a 'buddy student' and confirm they're in contact with their buddies.

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

- Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

YES NO

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

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

MET NOT MET

Transition arrangements for the transfer of current students has already been approved on 16 July 2019.

The programme team confirm existing current nurse apprentice students on the 2010 NMC Standards will transfer to the new programme Standards for pre-registration nursing programmes (NMC, 2018). Students studying the current year one (degree nurse apprentices) and year two of the pre-registration nursing education programme (NMC, 2010) say they have attended briefing sessions on the new programme Standards and SSSA. They confirm consultations and agreement to transfer to the new programme. Students will use the pan Midlands, Yorkshire and East practice assessment document (MYEPAD). PLPs confirm they are part of the decision to transfer students. PLPs confirm training and development of practice supervisors and practice supervisors is ongoing and ready to support all students under the SSSA from 1 September 2019.

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 **NOT MET**

Mapping documents illustrate that RPL is capable of being mapped against the Standards of proficiency for registered nurses and the programme learning outcomes.

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

YES **NO**

Outcome

Is the standard met? **MET** **NOT MET**

Date: 12 August 2019

Standard 2: Curriculum

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

R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*

R2.2 comply with the NMC *Standards for student supervision and assessment*

R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing

R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes

R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1)
YES NO
- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R2.2)
YES NO
- Mapping to show how the 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 NO

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 **NOT MET**

R2.4 is met. Unchanged since original approval on 16 July 2019. The apprenticeship route will have theory and practice experience across all four fields of practice. The nursing programme handbook is amended to include reference to the apprenticeship route. The nursing degree apprenticeship operational guide sets out what students can expect from this route from pre-enrolment, application, enrolment, induction, academic study and practice placement learning.

PLPs confirm systems are in place to work with their students and UoD to ensure students have practice learning experiences across all fields of practice. PLPs tell us through collaborative arrangements with UoD and neighbouring trusts, they have developed memorandums of understanding to allow their employees to have practice learning experiences as students which are not available in their own organisation. Documentation from tripartite interviews will include evidence of practice learning experience across all four fields of nursing practice.

Students confirm they experience differing contexts of care and caring for people across the age span.

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

MET **NOT MET**

R2.5 is met. Unchanged since original approval on 16 July 2019. The allocation of practice learning environments for students on the apprenticeship route is through the student's employer. All apprentice student practice placements are recorded on the UoD ARC placement management system and in the MYEPAD. Employer PLPs say students can gain experience of specific fields of practice within the trust where they are employed. PLPs say most of the students they are recruiting are for adult and mental health fields. Some employer PLPs have plans and preparations to recruit students for child and learning disabilities fields.

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 **NO**

R2.6 is not met. The part-time BSc apprenticeship route is 48 months. Each stage of the programme route is 16 months. Students have three days a week off-the-job to undertake both theory and practice learning. Two days a week students will be an employee in a healthcare role determined by their employer. The part-time student's calendar is modified to accommodate meeting NMC programme hours. Theory-based modules will be delivered at the same time as full-time students but assessment calendars differ.

In the programme specification and programme handbook for the BSc nursing (adult, child and mental health fields) apprenticeship, the general and professional content necessary for part-time students to meet the programme outcomes is unclear. This must be addressed. (Condition one) (SFNME R2.2; SPRNP R2.6)

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7) **YES** **NO**

Provide an 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 **NOT MET**

R2.8 is met. Unchanged since original approval on 16 July 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** **NOT MET**

R2.9 is met. Unchanged since original approval on 16 July 2019.

The full-time route structure is 12 months for each part. The part-time route is 16 months for each part. Both demonstrate an equal balance of theory and practice. The part-time BSc normally takes 48 months to complete. Students have three days a week as a student nurse and two days a week as an employee. Adjustments are made to the part-time route to the timing of theory-based assessments and reflect practice learning experiences over a longer period. PLPs arrange practice learning experiences and take into consideration previous

experience. Practice learning placements are planned to meet Standards for pre-registration nursing requirements.

The practice learning handbook states the breakdown of practice hours which must be achieved in each part and by the end of the programme. Practice learning hours are detailed in the practice learning handbook, logged in the PAD and monitored by UoD and PLP practice learning teams. PLPs and UoD monitor students' theory hours. Sickness and absence reporting mechanisms are explicit. PLPs confirm they are supportive of arrangements for retrieval of unmet programme hours owing to absence and sickness.

UoD say students find the individual learning plan (ILP) useful as it records all relevant information regarding theory and practice on one page and is set out on a week by week basis. Students confirm they know exactly what they will be doing and when.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

YES NO N/A

The programme is only delivered in England.

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

YES NO

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

YES NO

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

YES NO

Not applicable as the programme is approved for single fields of practice only.

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

YES NO

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

YES NO

In programme documentation for the BSc nursing (adult, child and mental health fields) apprenticeship, the general and professional content necessary for part-

time students to meet the programme outcomes is unclear. This must be addressed. (Condition one) (SFNME R2.2; SPRNP R2.6)

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to curricula and assessment are met **YES** **NO**

Outcome

Is the standard met? **MET** **NOT MET**

In programme documentation for the BSc nursing (adult, child and mental health fields) apprenticeship, the general and professional content necessary for part-time students to meet the programme outcomes is unclear.

Condition one: In the programme specification and in student facing documentation make the requirements for the part-time pathway more explicit. (SFNME R2.2; SPRNP R2.6)

Date: 12 August 2019

Post event review

Identify how the condition(s) is met:

Condition one: The programme team have provided additional narrative and programme journey diagrams in student-facing documentation, clarifying the part-time pathway.

Evidence:

- University of Derby MSc programme handbook 2019, 17 August 2019
- University of Derby BSc programme handbook 2019, 17 August 2019
- University of Derby MSc programme specification, 17 August 2019
- University of Derby BSc programme specification, 17 August 2019
- University of Derby Meeting conditions BSc MSc nursing apprenticeship, 17 August 2019

The condition is now met.

Date condition(s) met: 17 August 2019

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

Condition one is met.

Standard 3: Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

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

Findings against the standard and requirements

Provide an 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 **NOT MET**

R3.1 is met. Unchanged since original approval on 16 July 2019. In every practice placement full-time and part-time students on the apprenticeship route will be supernumerary. PLPs confirm opportunities to care for a diverse range of people and different contexts of care are available within their organisation. To meet requirements to care for people across all fields of practice, there are

memorandums of understanding between organisations allowing students to have practice learning experience in different organisations, with different client groups. PLPs tell us employees never have practice placement learning in their base unit/ward, the place where they are employed. Students confirm their practice placement learning is not at their work base.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences (R3.2)

MET **NOT MET**

R3.2 is met. Unchanged since original approval on 16 July 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 **NOT MET**

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

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

MET **NOT MET**

R3.4 Unchanged since original approval on 16 July 2019.

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

MET **NOT MET**

R3.5 is met. There's documentary evidence of processes in place which take account of students' individual needs and personal circumstances. For students on the apprenticeship route, there is a formal communication process led by the employer contract. This supports sharing students' individual needs and personal circumstances. The programme team, PLPs and students give examples of collaborative working to take into account students' individual needs and personal circumstances. Employers take account of students' cultural needs, and out-of-hours safety, and plan practice placement allocation accordingly. PLPs confirm allocation of learning experiences for each student is undertaken on an individual basis by negotiation with the student. PLPs assure us students on the part-time route are compliant with the European working directive. This is confirmed by apprenticeship employer contracts.

Practice learning plans are shared and monitored by UoD through the ARC system. This is additional to joint meetings which govern practice learning.

Note: *If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.*

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

- Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)

YES NO

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

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 12 August 2019

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

Findings against the standards and requirements

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 **NOT MET**

R4.1 is met. Unchanged since original approval on 16 July 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 assessor along with how they will be prepared for their roles. (R4.2).

MET **NOT MET**

R4.2 is met. Unchanged since original approval on 16 July 2019.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3) **YES** **NO**

Provide an 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 **NOT MET**

R4.4 is met. Unchanged since original approval on 16 July 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 **NOT MET**

R4.5 is met. Unchanged since original approval on 16 July 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 associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6) **YES** **NO**
- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7) **YES** **NO**
- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8) **YES** **NO**
- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9) **YES** **NO**

<ul style="list-style-type: none"> 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 <i>Standards of proficiency for registered nurses</i> (R4.10) 	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> 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) 	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p>	
<p>Is the standard met?</p>	<p>MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>Date: 12 August 2019</p>	

<p>Standard 5: Qualification to be awarded</p>
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and</p> <p>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.</p>
<p>Findings against the standards and requirements</p>
<p>Evidence provides assurance that the following QA approval criteria are met:</p> <ul style="list-style-type: none"> 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)
<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

- 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 NO

Fall Back Award

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

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

YES NO N/A

The fall back awards with eligibility to register as a nurse following successful completion of mandatory modules within the two-year full-time MSc programme are:

PgDip nursing (adult) with NMC registration (apprenticeship)

PgDip nursing (mental health) with NMC registration (apprenticeship)

PgDip nursing (learning disabilities) with NMC registration (apprenticeship)

PgDip nursing (child) with NMC registration (apprenticeship)

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 12 August 2019

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List additional documentation: Post visit evidence: University of Derby MSc programme handbook 2019, 17 August 2019 University of Derby BSc programme handbook 2019, 17 August 2019 University of Derby MSc programme specification, 17 August 2019 University of Derby BSc programme specification, 17 August 2019 University of Derby Meeting conditions BSc MSc nursing apprenticeship, 17 August 2019		
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: BSc nursing adult year two x one student BSc nursing apprentice adult year one x two students BSc nursing apprentice mental health year one x two students		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If yes, system regulator reports list

If you stated no above, please provide the reason and mitigation:

This is a major modification, visits not required.

Additional comments:

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Issue record

Final Report

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