Major Modification report

Section one

Programme provider name:	University of Huddersfield
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	AN/PN Ward Leeds General Infirmary NHS Bradford Teaching Hospital NHS Trust Calderdale and Huddersfield NHS Trust Calderstones Partnership NHS Foundation Trust Central Manchester University Hospitals NHS Foundation Leeds and York Partnership NHS Foundation NHS (LPFT) Trust Leeds Community Health Care NHS Trust Leeds Teaching Hospitals NHS Trust Mid Yorkshire Hospitals NHS Trust Newcastle Upon Tune Hospitals NHS Foundation Trust North Manchester General Hospital North Staffordshire Combined Healthcare NHS Trust Nottinghamshire Healthcare NHS Trust Salford Royal NHS Foundation Trust Sheffield Childrens NHS Trust South West Yorkshire Partnership NHS Foundation Trust Private, voluntary and independent health care providers Education and social care providers

Programme(s) reviewed:

Programme: Nursing Degree Apprenticeship route - Adult
Title of programme: MSc Pre-registration Nursing

Modified programme title(s), if changed: MSc Pre-registration Nursing apprenticeship- Adult
Programme start date: 21 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 7

Modified academic level(s), if changed: N/A

Programme: Nursing Degree Apprenticeship route - Mental Health
Title of programme: MSc Pre-registration Nursing

Modified programme title(s), if changed: MSc Pre-registration Nursing apprenticeship- Mental Health

Programme start date: 21 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 7

Modified academic level(s), if changed: N/A

Programme: Nursing Degree Apprenticeship route - Learning Disabilities
Title of programme: MSc Pre-registration Nursing

Modified programme title(s), if changed: MSc Pre-registration Nursing apprenticeship- Learning Disabilities

Programme start date: 21 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 7

Modified academic level(s), if changed: N/A

Programme: Nursing Degree Apprenticeship route - Child
Title of programme: MSc Pre-registration Nursing

Modified programme title(s), if changed: MSc Pre-registration Nursing apprenticeship-Child

Programme start date: 21 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 7

Modified academic level(s), if changed: N/A

Date of approval	19 February 2020
QA visitor(s):	Registrant Visitor: Jennifer Pinfield
	Lay Visitor: Philip Stephenson

Summary of review and findings
The University of Huddersfield (UoH), school of human and health sciences, presented documentation for a major modification for an apprenticeship route (NDA) to the master of science (MSc) pre-registration nursing programme (adult, child, mental health and learning disabilities). This route expands on the programme previously approved on 19 August 2019 against the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and Future nurse: Standards for proficiency for registered nurses (NMC, 2018). This provision included a three-year, full-time BSc (Hons) nursing in adult, child, mental health and learning disabilities nursing and a two-year, full-time MSc nursing for all fields of nursing practice. A part-time BSc (Hons) nurse degree apprenticeship route in adult, child, mental health and learning disabilities nursing was also approved. The proposed major modification for an MSc nursing, all fields of practice as an NDA, will require apprentices to complete a two-year, full-time programme, identical to the direct entry students. The following employers of potential apprentices are in support of the MSc nursing apprenticeship route and were present at the major modification visit: Calderdale Hospital NHS Trust, Mid Yorkshire Hospitals NHS Trust, South West Yorkshire Partnership NHS Trust, Leeds and York Partnership Trust. Apprentices will complete the entire programme through 'off the job' training and will not have a placement in the setting where they are employed. Employers present provided support for the full-time apprenticeship route, highlighting the benefits of the apprentice gaining registration in two years. UoH, through its learning partners has identified a number of unregistered health care staff with a first degree who may want to become a registered nurse and work for an employer who is eligible for the apprenticeship levy and will support them to undertake the programme. The proposed programme reflects a desire by the university and their practice learning partners (PLPs) to increase the range of routes for students, to gain NMC registration. The current pre-registration nursing programme is well evaluated by students. By offering a wide range of programmes to partner organisation employers, UoH aims to be the preferred provider of master's apprenticeship pre-registration nursing in the area. Strategically, the UoH is a member of the Midlands, Yorkshire and East of England practice learning group (MYEPLG). This group involves engagement with approved education institutions (AEIs) across the Midlands, Yorkshire, North East and East of England and their PLPs. The programme team has adopted the MYE practice assessment document (PAD) and are planning to use this electronically

for the MSc apprenticeship. The AEI has adopted the MYEPLG approach to the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018).

MSc NDAs will learn alongside the MSc direct entry pre-registration nursing students. The development of the MSc pre-registration nursing route was initiated by Health Education England (Yorkshire and the Humber) and it has been developed in partnership with service users and carers (SUC) and practice colleagues. SUC tell us that they are engaged and involved in course development and delivery and feel very much part of the university team. UoH has strong positive relationships with PLPs and potential NDA employers, who praised the ease and effectiveness of communication and their involvement in programme development and workforce needs.

The programme documentation and feedback from the major modification confirm MSc NDA only provides five weeks holiday each year. Discussion with employers and the programme team identified concerns regarding the number of holiday weeks compared with the usual holiday entitlements of those employed by the employer organisations. Five weeks holiday each year, also falls below the education and skills funding agency (ESFA) requirement for apprentices to have 28 days holiday per year.

Documentation and feedback at the major modification confirms the programme requires students to complete 40 hours learning per week (except during holiday weeks) to meet the NMC hours requirements. The programme team confirm facilitating breaks in learning is a challenge without extending the length of the programme.

The Standards framework for nursing and midwifery education (SFNME), (NMC, 2018) is not met. The SSSA (NMC, 2018) are met at programme level and the Standards for pre-registration nursing programmes (SPNP) are met.

The major modification to the programme is recommended to the NMC for approval with two NMC conditions and a further three university conditions. Three recommendations are made.

Updated 9 April 2020:

Evidence was provided that the changes required to meet the NMC and AEI conditions have been made. The conditions are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition two: Make explicit the progression requirements within the programme specification document, including how breaks in learning are managed. (Joint NMC and University condition SFNME R3.9) **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition one: The programme needs to be reviewed and re-configured to address the discrepancy between the current provision of 10-week holidays across the programme and education and skills funding agency (ESFA) requirements. (SFNME R2.1) Condition three: Update the documentation in line with the discussions held and the minutes noted, particularly strengthen the apprentice in the programme so that it reflects the learner as an apprentice. (University condition) Condition four: Include an additional annexe in the programme specification document to show the course assessment board (CAB) structure. (University condition) Condition five: Ensure the timing of the end point assessment (EPA) is made clear in the programme specification document and programme plan. (University condition)

Date condition(s) to be met:	31 March 2020
Recommendations to enhance the programme delivery:	Recommendation one: Consider how you may address issues of separate identity and distinct nature of apprentices who are following the same programme as direct entry students and what the differences are. (University recommendation) Recommendation two: Consider developing an 'employer apprenticeship handbook' that sets out university expectations, apprenticeship standards and employer expectations. (University recommendation) Recommendation three: Strengthen the voice of the SUC involvement in a formal document, to reflect the excellent practises that are clearly happening. (University recommendation)
Focused areas for future monitoring:	Monitor the uptake of the master's apprenticeship. Monitor the communication between the clinical skills educator involved in completing the apprenticeship tripartite reviews and the academic assessor for the student.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised programme documentation provides evidence that the changes required to meet the two NMC conditions have been met. The programme specification document confirms how breaks of learning are managed and the updated programme planner provides a revised programme structure, which includes sufficient holidays to meet the ESFA requirements and incorporates the EPA. The AEI has provided documentary evidence confirming the three university conditions have been met.

The SFNME education is now met.
The SPNP are now met.

AEI Observations	Observations have been made by the education institution
	Yes
Summary of observations made, if applicable	AEI has confirmed the report as accurate.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	9 April 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for pre-registration nursing programmes (NMC, 2018)

Future nurse: Standards of proficiency for registered nurses (NMC, 2018)

Standards framework for nursing and midwifery education (NMC, 2018)

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses and midwives

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook

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 appropriateStandard 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

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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

Programme documentation and evidence from the major modification visit confirms effective partnership working between the university and all stakeholders, including potential employers and PLPs for the currently approved provision.

A rationale paper was developed for the MSc NDA route which involved potential apprenticeship employers including; Mid Yorkshire Hospitals, South West Yorkshire Partnership NHS Partnership Trust, Leeds and York Partnership Trust, Local Community Partnerships NHS Trust and Calderdale and Huddersfield NHS Foundation Trust. Employers have been consulted at a number of events about this programme and tell us that they are in favour of this two-year apprenticeship route. They have identified small numbers of students who will potentially join this route in January 2021.

The employer, student and AEI representatives will sign a commitment statement after an initial assessment of prior learning. The statement is a commitment by all three parties to deliver the apprenticeship programme including the employers' commitment to supernumerary status and their full-time employment status, completion of the EPA and commitment to the master's programme.

There are robust governance structures and resources to support all aspects of programme delivery. The university and it's employer PLPs are part of the MYEPLG.

Documentation and evidence from the major modification visit clearly shows that inter-professional learning (IPL) is embedded in the proposed curriculum (there are four specific IPL modules which cover all fields of nursing) and there are a range of further opportunities to learn alongside fellow students from other programmes, including the MPharm programme.

Documentation states student feedback is valued and reporting mechanisms include module, yearly, and end of programme evaluations. Direct entry students tell us that their feedback has been acted upon and have been happy with the formal and informal ways to make their voice heard. They tell us they have been involved in the programme development and there are clear processes for getting support or raising concerns and they feel very well supported by the university.

The involvement of SUCs in the delivery of the MSc NDA programme is referenced in the documentation and confirmed at the approval visit, with recent changes and additional appointments having led to a growth in their involvement. This relates to a condition from the previous visit about the commitment to the growth and sustainability of SUC engagement. Since then a SUC development lead has been appointed, who, together with the SUC coordinator has worked to ensure the SUC voice is heard, valued and used. At the approval event SUC spoke passionately about their involvement and tell us they feel valued, treated as equals and very much a part of the university team. There are clear and ambitious plans for further and future involvement of SUC and this will include additional supervision and training.

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

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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 the original approval.

For this route, students will need to evidence through recognition of prior learning (RPL), 325 hours of practice and 550 hours of theory to meet the NMC (2018) standards using a pre-entry portfolio for consideration by the school accreditation validation panel. The external examiner is also involved in this process.

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. This requirement is unchanged since original approval, with the delivery of the MSc NDA mirroring the direct entry route.

The UoH regulations allow RPL of up to 67 percent of the programme.

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. This requirement is unchanged since original approval, with the delivery of the MSc NDA mirroring the direct entry route.

Students on this route will undertake the same modules as the direct entry MSc pre-registration students and will therefore have the same opportunities for developing numeracy, literacy and technological literacy skills. NMC proficiencies have been mapped to the MYEPAD and include the development of the full range of skills.

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

This requirement is unchanged since original approval, with the delivery of the MSc NDA mirroring the direct entry route.

As there are currently no MSc apprentices, there are no transfer plans.

All evidence previously supplied also applies to the MSc apprenticeship route. The programme standards have been mapped to the standards for pre-registration nursing and included in the programme specification documentation which states all students transferred to the SSSA in September 2019. Students and PLPs confirm this and although they have been through a period of transition and change, they feel the changes have been positive. UoH has provided training and on-going support with this transition.

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

This requirement is unchanged since original approval, with the delivery of the MSc NDA mirroring the direct entry route.

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

Yes

Outcome
Is the standard met? *Met*

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Date: *25 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 outin 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)

No

R2.1 is not met. Documentation and feedback at the major modification visit confirms the programme requires students to complete 40 hours learning per week (except during holiday weeks) to meet the NMC hours requirements. The programme team confirm facilitating breaks in learning is a challenge without extending the length of the programme. (Condition two)

The programme documentation and feedback from the major modification visit confirm MSc NDA route only provides five weeks holiday each year. Discussion with employers and the programme team identified concerns regarding the number of holiday weeks compared with the usual holiday entitlements of those employed by the employer organisations. Five weeks holiday each year, also falls below the ESFA requirement for apprentices to have 28 days holiday per year. (Condition one)

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. Documentary analysis indicates the theory element of the programme will support students to experience across fields of nursing learning. The use of a hub and spoke model is identified as a way of supporting students to achieve cross field of nursing practice experiences.

The documentation indicates the proposed MSc NDA will mirror the full-time, two-year direct entry route. With apprentices completing placement experiences that mirror the direct entry MSc students.

The EPA is not currently included within the two-year programme planner but documentation and evidence from the approval visit confirms that arrangements have been made to ensure that the practice, professional themed and nursing modules help prepare students for the EPA. Apprentices are informed about EPA in each year of the programme and specifically in their final year or stage. Quarterly tripartite meetings will take place. A team of clinical skills educators support apprentices and there is an apprenticeship unit which manages, records and reports on tripartite meetings. The programme team tell us that the experience of supporting the nursing associate apprentices has been invaluable in shaping the support and guidance students on this programme will need.

The programme planner provides details of the hours required each week to meet 2300 theory and 2300 practice hours. These hours can be achieved with a 40-hour week and therefore does not breach the EU working time directive. The programme is entirely off the job.

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. This requirement is unchanged since original approval, with the delivery of the MSc NDA mirroring the direct entry route.

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. This requirement is unchanged since original approval, with the delivery of the MSc NDA mirroring the direct entry route.

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. This requirement is unchanged since original approval, with the delivery of the MSc NDA mirroring the direct entry route.

The MSc NDA delivery mirrors the direct entry MSc programme, with apprentices completing their studies alongside direct entry students. A range of learning, teaching and assessment strategies are used, with the assessment strategy also supporting students with the EPA.

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

Programme not 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

Not applicable, dual registration does not apply.

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)

No

Not applicable, there are no dual awards conferred.

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

No

Documentation and feedback at the approval visit confirms the programme requires students to complete 40 hours learning per week (except during holiday weeks) to meet the NMC hours requirements. The programme team confirm facilitating breaks in learning is a challenge without extending the length of the programme. (Condition two)

The programme documentation and feedback from the approval visit confirm MSc nursing apprenticeship route only provides five weeks holiday each year. Discussion with employers and the programme team identified concerns regarding this limited number of holiday weeks compared with the usual holiday entitlements of those employed by the employer organisations. Five weeks holiday each year, also falls below the ESFA requirement for apprentices to have 28 days holiday per year. (Condition one)

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Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met

Yes

Outcome

Is the standard met?

Not Met

Documentation and feedback at the approval visit confirms the programme requires students to complete 40 hours learning per week (except during holiday weeks) to meet the NMC hours requirements. The programme team confirm facilitating breaks in learning is a challenge without extending the length of the programme. (Condition two: Make explicit the progression requirements within the programme specification document, including how breaks in learning are managed) (SFNME R3.9)

Further consideration will need to be given in order to meet the ESFA requirements, particularly in relation the number of allocated holiday weeks across the programme.

Condition one: The programme needs to be reviewed and re-configured to address the discrepancy between the current provision of 10-week holidays across the programme and ESFA requirements. (SFNME R2.1)

Date: *25 February 2020*

Post Event Review

Identify how the condition is met:

The programme specification document confirms how breaks of learning are managed. Condition one is now met.

Evidence:
MSc pre-registration nursing apprenticeship programme specification (NMC document two), undated

The updated programme planner provides a revised programme structure, which includes sufficient holidays to meet the ESFA requirements. Condition two is now met.

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Evidence:
MSc pre-registration nursing apprenticeship planner (NMC document two), undated

Date condition(s) met: 9 April 2020

Revised outcome after condition(s) met:

Met

Condition one and two are now met.
The SFNME R2.1 and R3.9 are 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-registrationnursing 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 studentswith 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. This requirement is unchanged since original approval, with the delivery of the MSc NDA mirroring the direct entry route.

Documentary analysis indicates the use of a hub and spoke model to support students to achieve cross field of nursing practice experiences.

The programme documentation indicates that apprentices will not complete any placements in their employed area of work.

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. This requirement is unchanged since original approval, with the delivery of the MSc NDA mirroring the direct entry route.

Examples of how each field may gain experience in the range of settings, physical, cognitive and mental health care needs across the lifespan will apply to MSc pre-registration nursing apprenticeship students.

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. This requirement is unchanged since original approval, with the delivery of the MSc NDA mirroring the direct entry route.

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. This requirement is unchanged since original approval.

Due to the shorter two-year MSc course (three stages) 82.5 practice hours are replaced by simulation over the two years to maximise student opportunities to practise a wider range of skills in a more focused way. Since the pre-registration nursing approval visit on 15 May 2019, UoH has recruited five full-time clinical skills educators to enhance the provision of simulation across all fields.

A range of simulation scenarios are offered to engage students to communicate with service users and each other in relation to gaining consent, providing information and demonstrating communication skills. For example role play with an actor of a suicide risk assessment and medication management in a skills workshop.

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. This requirement is unchanged since original approval.

All evidence applies to the MSc NDA route and students will be assessed and supported in university in the same way as direct entry students. MSc NDA students will also be supported by their employer occupational health teams.

Programme documentation indicates that the apprenticeship mirrors the direct entry programme, with apprentices being supernumerary. The commitment statement clarifies how all three parties will approach the apprenticeship programme including the employers' commitment to supernumerary status.

Students at the event tell us that the university is very receptive to their individual needs and personal circumstances for example the care, support and reasonable adjustments offered to one student with a long-term health condition.

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: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

 Yes

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

 Yes

Outcome	
Is the standard met? *Met* Date: *25 February 2020*	
Post Event Review	
Identify how the condition is met:	
Date condition(s) met: *N/A*	

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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

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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 inArticle 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. This requirement is unchanged since original approval.

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. This requirement is unchanged since original approval, with the delivery of the MSc NDA mirroring the direct entry route. UoH is adopting the MYEPLG approach to the implementation of the SSSA (NMC, 2018).

Quarterly tripartite meetings will take place at UoH independently of the NMC SSSA MYEPAD requirements. A team of clinical skills educators will support apprentices and there is an apprenticeship unit which will manage, record and report on tripartite meetings.

The gateway mapping indicates that personal academic tutors are acting as academic assessors for all first-year students.

UoH has now moved to a new system for recording quality placement provision, the online practice assessment record and evaluation (PARE) tool. Documentation highlights the new practice supervisor and practice assessor roles and how they will effectively support student supervision and assessment of students, including those on the MSc NDA route.

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. This requirement is unchanged since original approval, the programme documentation indicates that the apprenticeship mirrors the direct entry programme.

There is an assessment and feedback strategy and programme specifications, course handbooks, and module specifications include details of formative and summative assessments.

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. This requirement is unchanged since original approval, the programme documentation indicates that the apprenticeship mirrors the direct

entry programme. The documentation indicates placements are allocated and recorded by UoH.

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: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

Yes

Outcome

Is the standard met?

Met

Date: *25 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

No

There is no fall back award, with NMC registration.

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met

 Yes

Outcome

Is the standard met?   *Met*   **Date:** *25 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):

Key documentation	Yes/No
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	No
If you stated no above, please provide the reason and mitigation PLP employers attended the event and confirmed MSc apprentices would be supernumerary.	

For each apprentice a signed commitment statement from the employer, student and AEI will confirm supernumerary status prior to the start of the programme.
List additional documentation: Clinical Skills Educator role descriptor, undated   SSSA, update February 2020   MSc Nursing - RPL document/portfolio, undated   Degree Nurse Apprenticeship mapping, undated   Apprentice course handbook, December 2019   Flow chart detailing NMC personal identification number registration, December 2019   Nursing and Midwifery role descriptors, undated   Rationale for MSc apprenticeship programme, undated   Student raising concerns in practice flow chart, 2019   Practice raising concerns about a student in placement, 2019   Practice learning facilitator for private independent and voluntary organisations job descriptor, undated   Course management and staffing structure, undated   Practice assessor preparation module, undated   PARE website screen shot, undated   Revision of link tutor roles, 2019   Response to interim draft programme approval report, February 2020   Degree apprenticeship application form, undated   Admission process paperwork, undated   Service user case studies, undated   Stakeholder engagement documents, September 2019   Tripartite form, February 2020   Post approval visit documentary evidence to meet conditions: MSc pre-registration nursing apprenticeship programme specification (NMC document two), undated   MSc pre-registration nursing apprenticeship planner (NMC document two), undated
Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
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: Four final year MSc students One recently qualified graduate from the MSc programme	
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	Yes
System Regulator Reports List Calderdale and Huddersfield NHS Foundation Trust, 20 June 2018 Cygnet Hospital Wyke, 9 August 2019 Leeds Teaching Hospitals NHS Trust, 15 February 2019 South West Yorkshire Partnership NHS Foundation Trust, 23 August 2019 The Mid Yorkshire Hospitals NHS Trust, 7 December 2019 The Rotherham NHS Foundation Trust, 18 March 2019	
If you stated no above, please provide the reason and mitigation	
Additional comments: Resource visits not completed - an established provider of NMC programmes	

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Issue record			
Final Report			
Author	Jennifer Pinfield Philip Stephenson	Date	19 February 2020
Checked by	Pamela Page	Date	23 April 2020
Submitted by	Lucy Percival	Date	6 May 2020
Approved by	Leeann Greer	Date	7 May 2020