

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>University of Staffordshire</p>
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>North Staffordshire Combined Healthcare NHS Trust</p> <p>The Shrewsbury and Telford Hospital NHS Trust</p> <p>University Hospitals of North Midlands NHS Trust</p> <p>Shropshire Community Health NHS Trust</p> <p>Midlands Partnership NHS Foundation Trust</p> <p>Mid Cheshire Hospitals NHS Foundation Trust</p> <p>Private, voluntary and independent health care providers</p>
<p>Programmes reviewed: <i>This is the NMC programme title(s)</i></p>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input type="checkbox"/></p> <p>Registered Nurse – Children’s <input type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input type="checkbox"/></p> <p>Registered Nurse - Mental Health <input type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input checked="" type="checkbox"/></p> <p>NDA Children’s <input checked="" type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input checked="" type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input type="checkbox"/></p> <p>Dual award - adult/children’s <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/children’s <input type="checkbox"/></p> <p>Dual award - learning disabilities/children’s <input type="checkbox"/></p>
<p>Current AEI programme title(s): <i>Please include the title of the programme(s) affected</i></p>	<p>N/A</p>

<p><i>by this modification or add N/A if the modification doesn't apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)</i></p>	
<p>Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i></p>	<p>N/A</p>
<p>Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i></p>	<p>BSc (Hons) Nursing Practice (Adult) BSc (Hons) Nursing Practice (Mental Health) BSc (Hons) Nursing Practice (Child)</p>
<p>Academic levels of current programme:</p>	
<p>Registered Nurse – Adult</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
<p>Registered Nurse – Children's</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
<p>Registered Nurse - Learning Disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>

	<p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
NDA Children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
NDA Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>

Dual award - adult/mental health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>

Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Registered Nurse – Children’s	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
NDA Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A
NDA Children’s	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7

	<p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
NDA Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A</p>
Dual award - adult/mental health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Dual award - adult/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>

	<p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Programme start date:	
RN – Adult	
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	20 September 2021
NDA Children's	20 September 2021
NDA Learning Disabilities	
NDA Mental Health	20 September 2021
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of modification:	22 June 2021
Type of modification:	Visit

QA visitor(s):	Registrant Visitor: Ronnie Meechan

Section two

Summary of review and findings

Staffordshire University (SU), an approved education institution (AEI), currently deliver a pre-registration nursing programme with three direct entry Bachelor of science with Honours (BSc (Hons)) routes in adult, mental health and children's nursing. The original programme was approved by the Nursing and Midwifery Council (NMC) on 24 April 2020. The programme was subsequently modified to include two direct entry Master of science (MSc) routes in adult nursing and mental health nursing. The modified programme was approved on 6 July 2021.

SU present a modification to the approved programme to include a three-year nurse degree apprenticeship (NDA) programme with routes in adult, mental health and children's fields of nursing practice. The routes are titled BSc (Hons) nursing practice (adult), BSc (Hons) nursing practice (mental health) and BSc (Hons) nursing practice (child). The NDA routes are offered on the Stafford and Stoke campuses. The school of health and social care (the school) propose to deliver the NDA routes once a year. The NDA is delivered separately to the currently approved direct entry routes.

The programme aims to prepare graduates for entry to the NMC register as a registered nurse. The programme documentation confirms evidence of effective partnership working between the school and key stakeholders, including service users and carers (SUCs), practice learning partners (PLPs), employer partners (EPs) and students.

The visit is undertaken remotely due to the COVID-19 pandemic.

The BSc (Hons) nursing practice (adult, mental health or child) routes have been negotiated, and developed with lead managers of participating healthcare organisations and representatives from the locality. The following organisations are supporting the NDA routes, North Staffordshire Combined Healthcare NHS Trust, The Shrewsbury and Telford Hospital NHS Trust, University Hospitals of North Midlands NHS Trust, Shropshire Community Health NHS Trust, Midlands Partnership NHS Foundation Trust, Mid Cheshire Hospitals NHS Foundation Trust, the Practice Plus Group and East Cheshire Hospice. There's documentary evidence of signed collaborative arrangements for each of the PLPs/EPs. These agreements confirm the supernumerary status of students undertaking the apprenticeship route. All the PLPs/EPs are represented at the modification visit. PLPs/EPs tell us that they confirm their commitment to the partnership with SU to ensure effective delivery and continuing development of the NDA route.

There's a process in place to ensure system regulator reports are shared between PLPs/EPs and SU. Where a system regulator report, such as from the Care Quality Commission (CQC), identifies a required improvement or an inadequate

outcome SU and their PLPs/EPs create clear action plans and review the on-going suitability of practice learning environments for all learners on the programme. SU tell us that when they become aware of any inadequate CQC inspection reports, for one of their PLPs/EPs they report this through the NMC exceptional reporting process, as well as reporting in the NMC annual self-assessment process. Two of SU's PLPs/EPs have received inadequate CQC ratings. John Munroe Hospital isn't being used by SU to place students for practice learning opportunities. The Shrewsbury and Telford Hospital NHS Trust have completed an action plan. The panel are assured there are robust processes in place between SU and the trust and that student learning is protected through implementation of the action plan.

The proposed NDA routes will adopt the approved Midlands, Yorkshire and East of England practice assessment document (MYEPAD).

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as a condition applies.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval subject to two conditions. The university made one condition.

Updated 14 July 2021:

SU has provided revised documentation to meet the conditions. The two NMC conditions are met. The AEI have confirmed the university condition is met.

The programme is recommended to the NMC for approval.

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> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources: None identified.</p> <p>Selection, admission and progression: None identified.</p>

	<p>Practice learning: Condition one: The programme team must verify that they're using the most up to date versions of the MYEPAD documentation. (SPNP R4.1)</p> <p>Assessment, fitness for practice and award: Condition two: The programme documentation must articulate clearly that there are nine theory and practice blocks throughout the programme, rather than nine practice blocks. (SFNME R3.2; SPNP R2.9)</p> <p>Education governance: management and quality assurance: Condition three: The team must review the documentation to ensure that information is clear and consistent. (University condition)</p>
Date condition(s) to be met:	14 July 2021
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	
<p>Commentary post review of evidence against conditions:</p> <p>Condition one: The programme team have provided the correct versions of the MYEPAD documentation.</p> <p>Condition one is now met.</p> <p>Condition two: The student facing documentation has been amended and now articulates theory and practice learning across the apprenticeship route, rather than nine practice blocks.</p> <p>Condition two is now met.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

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:	14 July 2021

Section three

NMC Programme standards
Please refer to NMC standards reference points: Standards for pre-registration nursing programmes (NMC, 2018) Future nurse: Standards of proficiency for registered nurses (NMC, 2018) Standards framework for nursing and midwifery education (NMC, 2018) Standards for student supervision and assessment (NMC, 2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020) QA Handbook (NMC, 2020)

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>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</p> <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</p>

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's documentary evidence that demonstrates SU have effective partnership working with PLPs and EPs. Stakeholders including students, SUCs and PLPs/EPs tell us that they're involved in co-production and design of the pre-registration nursing BSc (Hons) nursing practice (adult, mental health or child) apprenticeship routes.

There's documentary evidence of partnership working through curriculum development workshops and the inclusion of collaborative arrangements. These agreements are developed in conjunction with PLPs/EPs and are signed by a university representative and representatives of all PLPs/EPs. The agreements

commit the university and PLPs/EPs to the provision of safe and supportive learning environments for pre-registration nursing apprentices.

Senior nurses and practice education leads tell us, there are effective processes in place to respond to the needs of apprentices, practice supervisors and practice assessors. The programme team tells us there are systems and processes in place, to ensure academic assessors are supported within their role to support apprentices undertaking practice learning opportunities. The programme team and representatives from PLPs/EPs confirm there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments. These include the quality workforce education development (QWED) meetings, apprenticeship steering group committee and employer partnership meetings. Documentary evidence indicates that there's a process in place to work in partnership, when there are adverse regulatory body reports. The school also has a dedicated team to support apprentices undertaking the NDA routes.

There's documentary evidence to support the school's commitment to SUC involvement in healthcare education. SUCs tell us they attend curriculum development group meetings. SUCs confirm that they're involved with the delivery and assessment of SU learners in theory and practice learning across all fields of nursing practice and all routes within the pre-registration nursing programme. This includes a SUC group, representation at strategic leadership meetings, lived experience sessions and attending the quality education committee. SU has a designated SUC co-ordinator who oversees the service user involvement in the programme.

SUCs tell us that they're involved with the selection, delivery and assessment of students and that they receive training and education to undertake these roles. This includes equality and diversity training, prevent training and all have access to SU email addresses. They'll be involved with the selection, delivery and assessment of apprentices undertaking the proposed NDA routes.

SUCs also tell us that they were consulted about and contributed towards the design and development of the modification to include NDA routes through the pre-registration nursing programme. SUCs tell us that their contribution is valued.

There's documentary evidence and confirmation at the visit from nursing students and trainee nursing associates, that they've been consulted and have contributed to the design and development of the new routes. Students tell us that processes are in place for them to give feedback on their theory and practice learning and that there's a student rep system. Students confirm that staff are responsive to their feedback. Students also tell us they have opportunities to learn from a range of people in practice learning environments, including SUCs and opportunities for inter-professional learning. Nursing students and trainee nursing associates are represented on programme boards including the staff student liaison committee

and student forums where senior staff from the programme meet with the students on a monthly basis.

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

MET **NOT MET**

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

MET **NOT MET**

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

- R1.1 Confirm on entry to the programme that students:
 - R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing
 - R1.1.2 demonstrate values in accordance with the Code
 - R1.1.3 have capability to learn behaviours in accordance with the Code
 - R1.1.4 have capability to develop numeracy skills required to meet programme outcomes
 - R1.1.5 can demonstrate proficiency in English language
 - R1.1.6 have capability in literacy to meet programme outcomes

- R1.1.7 have capability for digital and technological literacy to meet programme outcomes.
- R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks
- R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully
- R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme
- R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)
- R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme
- R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and
- R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

[Standards framework for nursing and midwifery education](#) specifically R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for pre-registration nursing programmes](#) (NMC, 2018).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC, 2018).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC, 2018).

Findings against the standard and requirements

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

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

YES **NO**
- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).

YES **NO**
- 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. There's documentary evidence within the programme specification of a process for recognition of prior learning (RPL) for a maximum of 50 percent onto the pre-registration nursing programme. The process outlines successful

applications are submitted for scrutiny by the external examiner and that the RPL claim is presented to the assessment board prior to entry to the programme.

Applicants for the NDA routes are initially screened to ensure they've the required academic qualifications and if so, are given information on how to make an RPL claim. RPL candidates include those progressing from relevant foundation degree and other relevant degree apprenticeships, as well as nursing associates and assistant practitioners. RPL processes include recognition for clinical practice as well as academic achievement.

The RPL process includes a robust mapping to the programme outcomes and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

- 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 24 April 2020 and modification on 6 July 2021.

- 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. There's documentary evidence that the MYEPAD and the ongoing achievement record (OAR) are clearly linked to proficiency outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

The programme mapping documents provided for level four, five and six demonstrate where NMC proficiencies, platforms and skills annexes are taught and assessed. The NDA route handbook as well as the programme specification identifies a numeracy exam in the level five physical and mental health assessment, pathophysiology and prescribing preparation module which is a pass/fail assessment. The module descriptor template states this must be passed at 100 percent.

Documentary evidence and discussion at the modification visit confirms apprentices can access study support from the library services in welcome week. There are further opportunities throughout the programme to access multi-media guides and library support for literacy and numeracy. The SU virtual learning environment is blackboard. Other digital platforms include safeMedicate, e-learning for health, Microsoft Teams, the online British national formulary, national health service (NHS) evidence, clinical knowledge summaries, the virtual simulation platform 'summon' and the library search engine system.

The programme specification evidences that apprentices must have literacy and numeracy at level two prior to applying to the programme. Applicants who aren't originally from the United Kingdom (UK) are required to have an English qualification, international English language test system (IELTs) score of seven or above. All apprentices must successfully complete a values-based interview process, which also confirms their capability for digital literacy and their capability to learn behaviours in accordance with the NMC Code and institute for apprenticeships and technical education (IfATE) requirements.

Nursing students and trainee nursing associates tell us they're encouraged to use the interactive learning resources and are able to access a range of online tools relating to referencing and use of information technology.

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.

Documentary evidence confirms that the university won't be transferring any existing students onto the proposed NDA routes.

Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

Documentary evidence confirms that there will be no students transferring in from existing provision.

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: 22 June 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 2: Curriculum

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

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

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

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

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

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

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

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

- R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice
- R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies
- R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)
- R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)
- R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and
- R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)
YES NO
- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)
YES NO
- Mapping to show how the 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. There's documentary evidence demonstrating the design and delivery of the programme supports apprentices' learning in all four fields of nursing practice. The documentary evidence confirms the NDA routes are designed to facilitate apprentices' exposure in theory and practice learning to their chosen field of practice. The apprenticeship handbook, programme specification and module descriptor templates identify where field and cross field teaching, learning and assessment takes place, including simulation.

We're told that the programme uses a hub and spoke model of practice experience allocations. Apprentices undertake practice learning experience in alternative fields as 'spoke' learning opportunities. There's documentary evidence within the programme planner that apprentices undertake simulation in addition to practice learning opportunities. Simulated scenarios are related to all fields of nursing practice and involve SUCs. There are designated simulated practice learning weeks after each practice learning experience that doesn't count towards the total practice hours within the programme. SU has a process for recording practice learning in relation to the general care components for clinical instruction for nurses responsible for general care as specified in the European Union (EU) directive. This information is monitored by the academic assessor as well as the apprentice's personal tutor. All apprentices have a three-monthly progress review meeting during their practice learning experiences.

Nursing students tell us they've direct care experience of all the fields of nursing practice during their pre-registration programme. Trainee nursing associates tell us they experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages. There are signed agreements between the school and PLPs/EPs identifying joint responsibility for apprentices on the nursing programme.

- 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. There's documentary evidence that the proposed NDA routes address the outcomes required for registration in one field of practice. Documentary evidence within the module descriptors, the MYEPAD and programme specification indicate that there's explicit module content for each field of practice in the NDA routes of the nursing programme.

The programme team, senior nurses and practice education leads confirm that programme structure, design and delivery offers both theoretical and practice learning opportunities that allows apprentices to gain the proficiencies and competencies in one specific field of nursing practice.

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

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. There's documentary evidence within the module descriptor templates, the apprenticeship handbook and the programme specification that confirms the inclusion of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in one field of nursing practice.

The MYEPAD, programme specification and module descriptor templates outline the academic and practice proficiency outcomes in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation.

The school provides mapping documents relating to both the theoretical and practice component of the proposed NDA routes.

The apprenticeship handbook as well as the programme specification identifies a numeracy exam in level five physical and mental health assessment, pathophysiology and prescribing preparation module which is a pass/fail assessment. The module descriptor template states this must be passed at 100 percent.

- 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 not met. The programme planners demonstrate for the proposed NDA routes, that there's an equal balance of theory and practice learning weeks throughout the pre-registration nursing programme. Documentary evidence demonstrates programme hours are mapped against the NMC minimum hours required for each route.

Documentary evidence and discussion at the visit confirm that there's a practice allocation model for the delivery of the programme, that demonstrates the achievement of designated hours for the programme. Apprentices have exposure to a range of practice learning opportunities and gain further experience using a hub and spoke model. There's a system for monitoring programme hours and retrieval of any deficit hours in both theory and practice learning.

The documentary evidence contained within the apprenticeship programme handbooks and module descriptor templates identifies a comprehensive range of learning and teaching strategies. The strategy is diverse and includes reflection with peers, clinicians and carers, lecture, small group, technology facilitated, on-line learning via blackboard and simulated practice/clinical skills approaches to learning and teaching.

The programme specification and apprenticeship handbook details appropriate aims and outcomes. The outcomes are sufficient to assess the field of practice requirements in one field of practice. The indicative content provided within the module descriptors is aligned with the seven platforms within the FN:SPRN.

The programme team and PLPs/EPs tell us that the programme and practice learning opportunities prepare apprentices for entry to the NMC register as a registered nurse.

Within the practice learning handbook and other apprenticeship student facing documentation the programme team describe the structure of the programme being designed around nine practice blocks, when in fact these contain theory and practice. The description for apprenticeship students isn't clear and in the current format won't meet the requirement for an equal balance of theory and practice learning. The programme team are required to ensure in all apprenticeship student facing documentation that the nine blocks are clearly defined as theory and practice blocks to ensure this standard is met. (Condition two)

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** **N/A**

The programme leads to registration in a single field of nursing practice.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)
YES **NO** **N/A**

The programme only leads to nursing registration.

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

YES **NO**

The student facing documentation doesn't clearly identify the nature of the nine learning blocks. Therefore, the information provided to apprentices isn't accurate and needs to be amended. (Condition two)

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

The student facing documentation refers to nine practice learning blocks, when these contain significant proportions of both theory and practice. This is potentially misleading information for apprentices registered to the programme and must therefore be amended.

Condition two: The programme documentation must articulate clearly that there are nine theory and practice blocks throughout the programme, rather than nine practice blocks. (SFNME R3.2; SPNP R2.9)

Date: 22 June 2021

Post event review

Identify how the condition(s) is met:

Condition two: The student facing documentation has been amended and now articulates theory and practice learning across the apprenticeship route, rather than nine practice blocks.

Condition two is now met.

Evidence:

SU, revised programme specification, July 2021

SU, practice learning handbook, undated

SU, module descriptor template, mental health nursing in practice five, (amended), undated

SU, module descriptor template, mental health nursing in practice six, (amended), undated

SU, module descriptor template, mental health nursing in practice eight, (amended), undated

SU, module descriptor template, mental health nursing in practice nine, (amended), undated

SU, module descriptor template, children's nursing in practice five, (amended), undated

SU, module descriptor template, children's nursing in practice six, (amended), undated

SU, module descriptor template, children's nursing in practice eight, (amended), undated

SU, module descriptor template, children’s nursing in practice nine, (amended), undated
 SU, module descriptor template, adult nursing in practice five, (amended), undated
 SU, module descriptor template, adult nursing in practice six, (amended), undated
 SU, module descriptor template, adult nursing in practice eight, (amended), undated
 SU, module descriptor template, adult nursing in practice nine, (amended), undated

Date condition(s) met: 14 July 2021

Revised outcome after condition(s) met: MET NOT 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. Documentary evidence and findings from the modification visit provides, assurance that apprentices will develop the skills to deliver safe and effective care to a diverse range of people across the four fields of nursing practice.

The proposed NDA routes provide a diverse range of practice learning experiences for apprentices. The NDA route handbook, programme planners and the practice learning handbook detail how apprenticeship students undertaking the programme have a range of practice experience appropriate to each of the fields of nursing practice.

There’s documentary evidence of how hub and spoke placement plans enable delivery of practice learning experience across the four fields of nursing. The programme team, senior nurses and practice education staff tell us that there’s sufficient capacity across the geographical location to ensure the practice learning experiences available allow apprentices to meet the FN:SPRN and deliver safe and effective care across the four fields of nursing practice.

SU nursing students and trainee nursing associates tell us they’re supported in practice learning environments. They confirm there’s sufficient opportunity to get experience in their fields of nursing throughout their programme, or in the case of trainee nursing associates, that they experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages. SU nursing students also tell us that they get exposure to all the fields of nursing during their pre-registration programme.

SU nursing students tell us their supernumerary status is protected. Nursing associate students tell us that they receive their protected learning time. The supernumerary status of apprentices undertaking the proposed NDA routes is clearly articulated within programme documentation, practice learning handbooks and the collaborative agreements with PLPs/EPs. EPs at the modification visit confirm that there’s protected time for apprentices and that this is part of the agreements with the university.

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

MET **NOT MET**

R3.2 is met. The school has a clear system in place to monitor the quality of the practice learning environments through education audit and apprentice's evaluation of their practice experiences.

There's a process in place to ensure system regulator reports are shared between the PLPs/EPs and SU. Where a system regulator report, such as from the CQC, identifies a required improvement or an inadequate outcome. SU and their PLPs/EPs create clear action plans and review the on-going suitability of practice learning environments for all learners on the programme. We're told by one PLP who has been rated as inadequate that action plans have been completed, and that there's regular dialogue with SU at strategic placement quality meetings. SU also reports this information through NMC exceptional reporting and at annual self-assessment reporting. SU hold regular QWED meetings that include all PLPs/EPs and operate at a strategic level between the school and the employers. There are memorandums of understanding in place that identify that information can be shared between the partners involved. At a strategic level in the school the QWED meetings discuss any causes for concern or practice feedback. The practice learning manager collates data regarding intelligence and feedback from practice in an annual report. The school also has a practice learning area team in place to act as the link between the PLPs/EPs and the school on operational issues.

We're told by the programme team and PLPs/EPs that the suitability of placements to meet programme outcomes are reviewed collaboratively, by practice education leads and academic staff at SU and these are reviewed at the QWED. Practice learning opportunities are designed in relation to the experience required for apprentices to deliver safe and effective care to a diverse range of people of all ages.

Apprentice's learning and achievement are supported and monitored in the practice setting by practice supervisors, practice assessors and academic assessors. Practice learning outcomes and the FN:SPRN are assessed using the MYEPAD and progress and achievement is monitored through the OAR.

Practice education leads within all PLP and EPs tell us they meet regularly with relevant academic staff to feedback, contribute to the monitoring of all programmes and resolve any escalated concerns.

The programme team, senior nurses, practice education staff, practice supervisors and practice assessors tell us there are appropriate processes for assessing, monitoring and evaluating apprentice practice experiences. This includes processes for withdrawing apprenticeship students from a practice learning area

and supportive measures when reintroducing apprenticeship students back into practice learning areas. Nursing students and trainee nursing associates confirm they complete an evaluation after each practice learning environment experience.

The collaborative agreements provide evidence, that there's an agreement that all apprentices undertaking the programme are supernumerary throughout their journey. Specific training and education materials are provided to all PLPs/EPs, to indicate the differences in requirements between direct entry and apprenticeship routes. This includes apprenticeship students having a clearly distinguished uniform that identifies when they're undertaking practice learning in the capacity as a NDA student.

Senior nurses, practice education staff, practice supervisors and practice assessors tell us that apprentices undertaking the programme have a variety of practice learning experiences to meet the holistic needs of people in all ages.

Nursing students, trainee nursing associates and practice education staff confirm that they're aware of the processes for raising and escalating concerns. Students tell us that they're given the opportunity to undertake a practice learning feedback survey and that the programme team respond quickly and effectively when issues are raised.

- 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 24 April 2020 and modification on 6 July 2021.

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

MET **NOT MET**

R3.4 is met. Unchanged since original approval on 24 April 2020 and modification on 6 July 2021.

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

MET **NOT MET**

R3.5 is met. Unchanged since original approval on 24 April 2020 and modification on 6 July 2021.

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: 22 June 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 4: Supervision and assessment

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*

- R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme
- R4.4 provide students with feedback throughout the programme to support their development
- R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%
- R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse
- R4.9 ensure that there is equal weighting in the assessment of theory and practice
- R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*, and
- R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education, specifically:

R2.11; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment, specifically R4.1 – R4.11

Findings against the standards and requirements

Provide an 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 not met. Collaborative agreements outline the partnership approach between SU and apprenticeship employers with shared responsibility for theory and practice supervision, learning and assessment. The agreements include

accountability for the development, delivery, quality assurance and evaluation of the programme.

There's documentary evidence of how practice supervisors have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the apprentices they're supervising.

The school has a fitness to practice policy (FTP) in place and any concerns of an apprentice's performance is shared with PLPs/EPs. The agreements ensure that any FTP issues are managed jointly between the school and PLPs/EPs. Academic assessors monitor the apprentice's performance and have a process in place, for ensuring communication regarding an apprentice is undertaken at key points with practice assessors throughout the programme.

There's documentary evidence, and we're told at the visit, that students are supervised according to their individual learning needs, proficiency and confidence. SU has student support services and academic assessors support apprentices and signpost students to welfare services that are available to them. The school has policies and processes in place to ensure that reasonable adjustments are implemented as required, and PLPs/EPs tell us that they support all learners who require reasonable adjustments within the clinical area.

There's documentary evidence that apprentices are provided with information and support, which encourages them to take responsibility for their own mental health and physical health and well-being. Academic assessors as well as PLPs/EPs tell us that they signpost apprentices to well-being services both within the university and practice learning environments.

Nursing students and trainee nursing associates tell us that they receive feedback on their performance within the university and practice learning environment. There's documentary evidence within module descriptors as well as the MYEPAD that apprentices are encouraged to promote and encourage a reflective approach to their practice. Learners tell us that they receive feedback on both theory and practice learning and that the school is responsive to their feedback.

The MYEPAD provides opportunities for practice supervisors to provide written feedback in a variety of formats. The document contains a communication log which serves as a record of any communication that occurs between practice supervisors, practice assessors and/or academic assessors. Such communication can be formal or informal and may be a face-to-face meeting, a telephone call or e-mail correspondence. The versions of the MYEPAD provided appear to be a different version from the regional MYEPAD web site. The programme team are required to verify that they're using the most up to date versions of the MYEPAD documentation. (Condition one)

- 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. Senior nurses, practice education staff, practice assessors and practice supervisors confirm that all apprentices have protected supernumerary practice learning time. EPs supporting the NDA route tell us practice assessors and practice supervisors are experienced in supporting students undertaking the degree apprenticeship and staff are aware of the requirement for protected learning time.

The programme team, senior nurses and practice education staff tell us that should any issues or complaints regarding an apprentice arise, there are clear lines of communication to ensure SU programme staff are aware and where necessary can provide support. SU has a system in place to support apprentices including work based educational officers, as well as link tutors who liaise with apprenticeship practice supervisors and practice assessors on a bimonthly basis.

Nursing students and nursing associates tell us they're aware of complaints processes and procedures and know how to access practice and academic staff to escalate issues. Nursing students confirm their supernumerary status and trainee nursing associates confirm, that they've protected learning time during their practice learning experiences. The NDA route programme and practice learning handbooks identify that apprentices learning within the practice environment is protected and as such they're supernumerary.

Documentary evidence and discussion at the modification visit evidence that governance structures are in place to ensure effective coordination of learning and robust quality assurance processes. These include the educational audit of practice learning environments, internal education quality assurance processes and apprentice placement evaluation mechanisms.

The school has involved students, PLPs/EPs in a 12 month steering group and this has included preparation of practice assessors, practice supervisors as well as academic assessors to ensure all stakeholders are aware of the distinctive components and structure of the proposed NDA routes.

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 24 April 2020 and modification on 6 July 2021.

- 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. There's documentary evidence of programme mapping and practice learning experiences to meet the FN:SPRN and programme outcomes through the NDA routes.

The programme team, senior nurses and practice education staff tell us there's a sufficient range of practice learning environments to ensure that apprentices gain experience of the four fields of nursing throughout the programme. They confirm that they're working in partnership to ensure practice learning organisations are ready to support apprentices in achieving the proficiencies required.

PLPs/EPs tell us that policies and procedures are being adapted to ensure apprenticeship students can demonstrate proficiency in all the annex A and annex B procedures of the FN:SPRN.

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

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

YES **NO**

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

YES **NO**

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)
YES NO
- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)
YES NO
- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)
YES NO
- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)
YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met? MET NOT MET

The MYEPAD provided appears to differ from the most up to date version on the regional MYEPAD website.

Condition one: The programme team must verify that they're using the most up to date versions of the MYEPAD documentation. (SPNP R4.1)

Date: 22 June 2021

Post event review

Identify how the condition(s) is met:

Condition one: The programme team have provided the correct versions of the MYEPAD documentation.

Condition one is now met.

Evidence:

Registered NDA MYEPAD, part one, 2021
Registered NDA MYEPAD, part two, 2021
Registered NDA MYEPAD, part three, 2021

Date condition(s) met: 14 July 2021

Standard 5: Qualification to be awarded

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

- R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and
- R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

Findings against the standards and requirements

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

- The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)
YES **NO**
- 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

YES **NO** **N/A**

The programme specification stipulates that there's no fall back award with registration.

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

YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 22 June 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<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 <i>Standards of proficiency for registered nurses</i>	<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) (Gateway 1)	<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) (Gateway 2)	<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) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) 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 placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
<p>List additional documentation:</p> <p>Post visit conditions evidence:</p> <p>SU, revised programme specification, July 2021 SU, practice learning handbook, undated SU, module descriptor template, mental health nursing in practice five, (amended), undated SU, module descriptor template, mental health nursing in practice six, (amended), undated SU, module descriptor template, mental health nursing in practice eight, (amended), undated SU, module descriptor template, mental health nursing in practice nine, (amended), undated SU, module descriptor template, children's nursing in practice five, (amended), undated SU, module descriptor template, children's nursing in practice six, (amended), undated SU, module descriptor template, children's nursing in practice eight, (amended), undated SU, module descriptor template, children's nursing in practice nine, (amended), undated SU, module descriptor template, adult nursing in practice five, (amended), undated SU, module descriptor template, adult nursing in practice six, (amended), undated SU, module descriptor template, adult nursing in practice eight, (amended), undated SU, module descriptor template, adult nursing in practice nine, (amended), undated Registered NDA MYEPAD, part one, 2021 Registered NDA MYEPAD, part two, 2021 Registered NDA MYEPAD, part three, 2021</p>		
<p>Additional comments:</p> <p>None identified.</p>		

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"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<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 (Hons) adult nursing x two (year three) BSc (Hons) adult nursing x one (year two) BSc (Hons) adult nursing x one (year one) BSc (Hons) mental health nursing x one (year one) Trainee nursing associate x two (year two)		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: CQC, Shrewsbury and Telford Hospital NHS Trust, inspection report, 8 April 2020 CQC, University Hospitals of North Midlands NHS Trust, inspection report, 14 February 2020 CQC, John Munroe Hospital - Rudyard, inspection report, 27 April 2021		
If you stated no above, please provide the reason and mitigation:		

SU is an established AEI and visits to resources aren't required as part of this modification.

Additional comments:
None identified.

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s):	Ronnie Meechan	Date:	1 July 2021
Checked by:	Ian Felstead-Watts	Date:	6 July 2021
Submitted by:	Shahzaib Ghafoor	Date:	26 July 2021
Approved by:	Leeann Greer	Date:	27 July 2021