

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>Coventry University</p>
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>Coventry and Warwickshire Partnership NHS Trust York Teaching Hospitals NHS Foundation Trust South Warwickshire NHS Foundation Trust NHS Scarborough and Ryedale Clinical Commissioning Group George Eliot Hospital NHS Trust Humber Teaching NHS Foundation Trust University Hospitals Coventry and Warwickshire NHS Trust Guy's and St Thomas' NHS Foundation Trust Bedfordshire Hospitals NHS Foundation Trust Private, voluntary and independent health care providers Education and social care providers</p>
<p>Programmes reviewed:</p>	<p><i>Pre-registration nurse qualification leading to</i> Registered Nurse – Adult <input checked="" type="checkbox"/> Registered Nurse – Children's <input type="checkbox"/> Registered Nurse - Learning Disabilities <input type="checkbox"/> Registered Nurse - Mental Health <input type="checkbox"/> <i>Nursing Degree Apprenticeship (NDA) route</i> NDA Adult <input checked="" type="checkbox"/> NDA Children's <input type="checkbox"/> NDA Learning Disabilities <input type="checkbox"/> NDA Mental Health <input type="checkbox"/> <i>Dual award - pre-registration nursing</i> Dual award - adult/mental health <input type="checkbox"/> Dual award - adult/children's <input type="checkbox"/> Dual award - adult/learning disabilities <input type="checkbox"/> Dual award - mental health/learning disabilities <input type="checkbox"/> Dual award - mental health/children's <input type="checkbox"/> Dual award - learning disabilities/children's <input type="checkbox"/></p>
<p>Title of current programme(s):</p>	<p>Not applicable as the proposed blended learning routes haven't previously been approved</p>

<p>Title of modified programme(s) if changed:</p>	<p>BSc (Hons) Adult Nursing Blended Learning</p> <p>BSc (Hons) Adult Nursing Blended Learning Nursing Degree Apprenticeship</p> <p>MSc Adult Nursing Blended Learning (pre-registration)</p> <p>MSc Adult Nursing Blended Learning (pre-registration) Nursing Degree Apprenticeship</p>
<p>Academic levels of current programme:</p>	
<p>Registered Nurse – Adult</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" 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>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</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>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</p>
<p>Registered Nurse - Mental Health</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</p>
<p>NDA Adult</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" 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>NDA Children’s</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</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</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</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>
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>
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>
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>
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>
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>
Academic levels of modified programme(s) if changed:	

Registered Nurse – Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" 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>
Registered Nurse – 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>
Registered Nurse - 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>
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</p>
NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" 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>
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</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</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</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</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/children's	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
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Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Programme start date:	
RN – Adult	18 January 2021
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	18 January 2021
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
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 approval:	20 October 2020
Type of Modification:	Visit
QA visitor(s):	Registrant Visitor: Dr Elizabeth Ann Mason Lay Visitor: not applicable

Section two

Summary of review and findings

Coventry University (CU) is an established approved education institution (AEI) with the faculty of health and life sciences (the faculty) providing approved pre-registration programmes. The faculty presents documentation to support a major modification to the existing pre-registration nursing programme approved by the Nursing and Midwifery Council (NMC) on 22 July 2019 for the undergraduate adult field direct entry and apprenticeship routes. A subsequent modification was approved on 4 June 2020 to include the two-year, full-time MSc direct entry and apprenticeship routes in the adult field.

Following a successful tendering bid with Health Education England (HEE) in July 2020 to deliver pre-registration nursing using new technologies this major modification presents the delivery of blended learning routes at academic level six (BSc Hons) and seven (MSc). The routes presented for approval are for blended learning delivery in the BSc (Hons) direct entry route, the BSc (Hons) nurse degree apprenticeship (NDA) route, the MSc direct entry route and the MSc nurse degree apprenticeship (NDA) route, all in the adult field of nursing practice.

There's documentary evidence that practice learning partners (PLPs), service users, students and employers have supported the development and co-production of the blended learning route. The programme team and PLPs tell us the blended learning routes will strengthen the regional nursing workforce planning, help meet people's health and social care needs, and support widening participation in higher education through the use of new technologies to allow access to pre-registration nurse education.

CU tell us this modification proposes a new and flexible route through their pre-registration nursing programme, designed against the Future nurse: Standards of proficiency for registered nurses (SPRN) (NMC, 2018). The CU programme and senior teams tell us about the development of online learning and the university's online provision called CU online. This is extensive provision which currently has sixteen degree programmes, seventy-five courses with 45,000 students. The programme team tell us the development of the blended learning route is supported by positive feedback from undergraduate students undertaking other CU online programmes. The programme team tell us the new route will be evaluated by three doctoral students who'll review the impact of blended learning on pre-registration nursing education and practice placement learning.

We're told the delivery of the blended learning routes will be supported by the CU online team through an online learning platform designed by experts in learning technology. These are CU Moodle and Aula. Students will study most of the theory modules asynchronously online without having to attend at specific times for face-to-face teaching. Support is provided through synchronous face-to-face online

tutorial and small group discussions to ensure a student-centred approach to learning. Synchronous seminars and other face-to-face sessions will be timetabled. Clinical skills training and simulation is delivered face-to-face and students will choose their preferred attendance dates and locations at a CU campus close to their home location. These include campuses at Coventry, Scarborough and London.

CU has collaborated with a range of AEIs, PLPs and employers to form the Midlands, Yorkshire and East of England practice learning group (MYEPLG). MYEPLG has developed and implemented the Midlands, Yorkshire and East practice assessment document (MYEPAD) and ongoing achievement record (OAR). The MSc and BSc (Hons) blended learning routes will use an electronic pebble pad version of the MYEPAD and OAR.

There's evidence of robust and effective partnership working between the AEI and key stakeholders including PLPs, students and service users, and this is demonstrated by the evidence presented and discussions with the programme team and PLPs during the modification visit. Any risks to students' practice learning are robustly managed and monitored in partnership between CU and PLPs. The programme team, PLPs and employers confirm they work collaboratively to develop action plans to mitigate risks to the student placement learning environment in the event of adverse Care Quality Commission (CQC) reporting. PLPs report through various existing practice governance routes and through new key account holder meetings. CU report to the NMC in the annual self-assessment report and through exceptional reporting.

CU, in partnership with PLPs and employers, confirm that any issues arising from CQC quality reviews which impact on practice learning environments are managed through a systematic partnership process. Evidence from educational audits are used to determine suitability of practice learning environments.

The programme, including the additional routes, is mapped against the NMC Standards framework for nursing and midwifery education (SFNME) (NMC, 2018); the Standards for pre-registration nursing programmes (SPRNP) (NMC, 2018) and the Future nurse: SPRN (NMC, 2018). The Standards for student supervision and assessment (SSSA) (NMC, 2018) are detailed and mapped in programme documentation.

The major modification visit was undertaken via remote means due to COVID-19.

The programme is recommended to the NMC for approval. The university made one recommendation.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input 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: None identified.</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance: None identified.</p>
Date condition(s) to be met:	Not applicable
Recommendations to enhance the programme delivery:	Recommendation one: The programme team may wish to consider monitoring student experiences as blended learners and consider evaluating how students are accessing existing pastoral and study support. (University recommendation)
Focused areas for future monitoring:	Student experiences of inter-professional learning (IPL) for the BSc (Hons) and MSc blended learning routes.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	Not applicable

AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	The AEI highlighted the following: <ul style="list-style-type: none"> - Some changes to the PLP list - Confirmation that PLPs report through various existing governance routes and key account holder meetings - Replacement of the word 'taster' with the word 'induction' - Confirmation that neither the MSc nor BSc (Hons) students use safeMedicate - Confirmation that MSc students will only have recognition of Prior Learning (RPL) half of part one of the simulated practice learning component Amendments are made to the report to reflect the above.
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:	Not applicable

Section three

NMC Programme standards
<p>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) QA framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook</p>

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

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

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment

[Standards for student supervision and assessment](#) (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

There's evidence of effective partnership working between CU, PLPs, employers, service users and carers (SUCs) and students. Documentary evidence and discussion at the modification visit confirms stakeholder involvement in all aspects of programme development and delivery. These key stakeholders also participate in operational groups for the quality assurance of theory and practice learning, which includes the course quality enhancement and monitoring (CQEM) group, which is responsible for quality assurance.

The senior team tell us CU hasn't had to change its processes for engagement with stakeholders and quality assurance as these are already in place and are suitable for blended learning programmes. CQEM will monitor and review the blended learning routes to ensure quality. The outcomes from CQEM quality review processes are considered at faculty level in board of study meetings and any necessary changes are made by programme teams. Students tell us they can provide feedback on the quality of their programmes through informal and formal mechanisms such as module and programme evaluations. The students tell us they feel their feedback is listened to by the faculty and changes are made if appropriate to improve quality.

The documentary evidence and discussion with the programme team, PLPs, students and SUCs demonstrate engagement in a series of events designed to support stakeholder engagement and course building for the blended learning routes. There's evidence of development events taking place in June and July 2020. Feedback from stakeholders during the modification visit confirms the evidence of co-production in the programme documentation and curriculum planning meeting notes. The PLPs tell us they were able to actively contribute to the development of the blended learning routes, the skills needed for practice and that they support the need for widening participation for future workforce planning. Written agreements and commitment statements between CU, PLPs and employers are in place. CU has processes in place for developing new NHS trust and private sector partnerships who want to support the NDA blended learning routes and provide practice placement learning opportunities.

We found a partnership approach to the delivery, assessment and evaluation of the blended learning routes. There's documentation detailing roles and responsibilities of CU, PLPs, employers, academic assessors, practice assessors, practice supervisors and students. This includes the ways they'll work in partnership to deliver practice placement learning for all students on the blended learning routes. The students we met included student representatives and the programme team tell us students on the blended learning route will have student representation governance meetings and faculty committees.

The students we spoke with tell us they'd have liked the option of a blended learning route and appreciate the adaptations for online learning put in place by CU to comply with COVID-19 restrictions. We're told the availability of resources online supports student centred learning as students can return to lectures which

have been recorded and provided online. Students tell us the greater use of online provision has meant they're able to access support as lecturers and personal tutors are more accessible through online meetings.

We spoke with a group of SUCs who were involved in curriculum development and co-production. The SUC operational group meet four times a year and students are represented at the CU quality in learning and teaching committee (QuILT). QuILT reports to the CU academic board on policy issues affecting the student experience and the enhancement of teaching. Service users tell us they play an active role in the programme's governance structures and feel valued and treated as equal partners by CU. There's a well-established SUC engagement strategy with an identified faculty SUC facilitator. The faculty SUC strategic group meets bi-monthly and oversees all CU service user work within the faculty. Membership comprises of service user course champions, SUC representatives, CU SUC facilitator, a representative from communicate2u (a service user social care enterprise group) and the CU associate dean for student experience. The group is chaired by the faculty associate head for student experience. SUCs have an individualised job description detailing the main aspects of their role and highlighting their key role in developing, delivering and quality assuring the programme. All SUCs undertake equality and diversity and unconscious bias training to support their role.

SUCs tell us they're involved in curriculum development, delivery, assessment and evaluation within the faculty and enjoy their roles. SUCs contribute to classroom teaching sessions, student seminars, role play situations and simulated learning activities. The programme team and SUCs tell us the sessions will be adapted for online asynchronous delivery and SUCs will participate in asynchronous online teaching sessions. SUCs will also participate on the in person teaching for the blended learning routes; this will include mandatory training and clinical skills learning which takes place on campus. CU work with a service user social enterprise group called communicate2u. This group was formed to provide lived experience input to the programme by communication experts. The programme team, the service user course champion and the communicate2u group tell us they'll contribute to online and in person sessions for the blended learning route, this will include sessions on communication and making adjustments for those with different communication needs and clinical skills.

The SUCs we spoke with tell us they provide constructive feedback to learners for taught sessions. The MYEPAD facilitates the involvement of SUCs in providing feedback for students on the blended learning routes. The practice assessor or practice supervisor will act as a conduit between service user and student, and the service user's feedback is relayed to the student who then records it in a service user feedback section in the MYEPAD. Academic assessors and practice assessors facilitate students' use of reflection on service user feedback to inform their learning.

Documentary evidence and confirmation from PLPs and employers at the modification visit confirms sufficient appropriately qualified practice assessors and practice supervisors to provide support for the supervision and assessment of skills and proficiencies in practice settings for all CU nursing students. CU, PLPs and employers work in partnership to deliver a two-day preparation course for practice assessors and practice supervisors including practice supervisors from other registered health and social care professions. We're told the practice supervisor and practice assessor two-day preparation and the annual update has been amended to include details about the MSc and BSc (Hons) blended learning routes for fee paying students and those on the NDA routes. A record of attendance at practice assessor workshops is kept and shared with CU, PLPs and employers. PLPs and employers demonstrate a comprehensive understanding of the practice assessor and practice supervisor roles and how the roles and responsibilities are undertaken. We're told practice assessors and practice supervisors are released from their workplace to attend workshops for updates and training. CU are working with additional NHS trusts to form new partnerships for practice placement learning and this will further increase the capacity of placement learning to meet the planned increase in student numbers.

The programme team tell us there are practice education facilitators (PEFs) employed by PLPs and employers who participate with and provide support to academic assessors. The programme team tell us academic assessors are prepared for their role and visit practice settings, practice assessors, practice supervisors and students in practice placement learning areas as part of the supervisor and assessment arrangements with PLPs. The PEFs we met have been involved in the development of the blended learning routes and in the preparation of practice placements. Documentary evidence confirms this. We're assured from documentary evidence and discussion at the modification visit that there are effective channels of communication between CU, PLPs, employers and students to meet the SSSA (NMC, 2018).

Fitness to practise concerns about a student are effectively managed in partnership between CU and PLPs. There's a joint value-based approach to recruitment and selection to existing programmes which includes all stakeholders, and this is confirmed by SUCs and PLPs. For the NDA route, selection is undertaken jointly by CU and employers. All stakeholders tell us they're prepared for recruitment and selection processes and undertake equality and diversity and unconscious bias training. The same process will be extended for selection to the blended learning routes. The programme team tell us stakeholders will be provided with additional information about the blended learning routes and the specific requirements for selection.

The selection processes for the blended learning route will include several strategies to ensure the selection of appropriate students for blended learning and to ensure applicants make a suitable choice to meet their needs. The programme team tell us that at future CU open days, prospective applicants will be asked to consider which route to nursing will suit them best given their personal

circumstances. Programme information will explain that to undertake the blended learning route, a suitable information technology (IT) device and internet access will be essential. The programme team tell us that at induction, students will be sent a study skills questionnaire which assesses their ability to manage the programme and interventions will be put in place where need is indicated. Students applying for the blended learning route will complete a self-assessment to explore their suitability for online learning and will be offered a meeting with a progress coach to support setting up a suitable IT device and provide additional support and signposting. The programme team tell us that for some students, the traditional face-to-face route will be preferable and they'll be directed to that route. CU also signpost to linked in learning which has online training for various digital packages such as Microsoft Office. The students we spoke with during the modification visit tell us their interview provided a robust values-based recruitment and selection process. We're assured the processes for selection for the blended learning routes provide a suitable process for evaluating the qualities of an applicant and their suitability for online learning.

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:

N/A

MET NOT MET

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

R1.4 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. Unchanged since original approval on 22 July 2019 (BSc Hons) and 4 June 2020 (MSc).

- 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 22 July 2019 (BSc Hons) and 4 June 2020 (MSc).

- 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 mapping numeracy, literacy, digital and technological literacy against the SPRN (NMC, 2018), BSc (Hons) and MSc (blended learning) route programme learning outcomes and programme module descriptors. Students taking the blended learning route will use the MYEPAD and OAR; these include the requirements for students to demonstrate development in numeracy, literacy, digital and technological literacy. Proficiency in numeracy, literacy and digital technology is assessed and recorded in the MYEPAD and OAR. There's a range of online resources for students to engage with including formative and summative digital, numeracy and literacy assessments. Study skills related to numeracy, literacy, digital and technological literacy are integrated throughout the modules which are provided for the blended learning routes.

The evidence demonstrates there are several ways in which capability in digital literacy is ascertained, this includes completion of online universities and colleges admissions services (UCAS) forms and further CU selection processes that provide exposure to digital technology which students must successfully navigate in order to progress and be offered a place.

The selection processes for the blended learning route have been adapted to provide further opportunities to ensure applicants are suitable for a blended learning delivery route. The programme team tell us the value-based interview process has been adapted for the blended learning routes, the processes for

selection is all online which tests the applicants' skills with navigating online platforms. A different set of value-based questions has been developed to explore applicants' suitability for online learning as well as for a professional programme.

The selection process includes providing a self-assessment for IT and digital literacy skills, appropriate working environment and access to the technical equipment needed for learning online to ensure applicants can make an informed choice. The programme team tell us the expectations for studying using a blended learning route are provided during the selection process and the occupational check will be a key part in identifying any additional needs for theory and practice learning. We're told this includes ensuring the applicant has a suitable place for study and a health and safety risk assessment.

The programme team confirm that for students accepted for study on the blended routes they'll attend specifically designed online induction sessions prior to starting the programme. This is to support decision making and to refine their online learning skills and trouble shoot any technical problems. The programme team confirm that at any point in the selection process those who are considered not suited to blended learning are directed to the traditional routes for nurse education.

The programme team tell us all students will undertake a study skills module in the first semester. This module includes a summative numeracy test and support from the mathematics and statistics support service CU maths centre (sigma) who have worked with tutors to provide a wide range of nursing appropriate resources to develop nursing students' numeracy skills across the lifespan and fields of practice. The numeracy thread continues particularly related to nursing practice and pharmacology in year two and three modules. The adult field therapeutic interventions module contains a numeracy examination with a 100 percent pass mark to meet NMC requirements.

The documentation and programme team tell us CU has extensive support services for students who require additional support with numeracy and literacy including using the virtual learning environment (VLE) and communication technologies. These services include sigma and a centre for IT support. There's a faculty tutor who supports students with identified additional learning needs in partnership with the disability and welfare officer. Students tell us they're supported in theory and practice learning environments to develop proficiencies in numeracy, literacy, digital and technological literacy.

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.

The blended learning BSc (Hons) and MSc are new programme routes. No students will transfer to these 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.

The blended learning BSc (Hons) and MSc are new programmes and there isn't a requirement to transfer to the SSSA. The SSSA are in place for existing programmes.

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: 20 October 2020

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. Unchanged since original approval for the BSc (Hons) on 22 July 2019 and MSc on 4 June 2020.

The PLPs we spoke with are aware of the needs of students on the blended learning routes to gain experience across the four fields of practice. The MSc and BSc (Hons) module descriptors detail how the blended learning route supports students in theory and practice across the four fields of nursing practice. We're told students on the blended learning route will have practice experiences across all the fields of nursing practice and the lifespan. Practice supervisors and practice assessors tell us students have extensive opportunities for IPL within in-patient care and community practice learning environments. The students we spoke with confirm they're able to gain experience of care for all fields and across the lifespan through negotiated experiences during spoke placements. The in-person campus-based sessions for clinical skills and mandatory training will include IPL with other fields of nursing as the blended learning route students will be taught with the traditional student groups.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more

specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

MET **NOT MET**

R2.5 is met. Unchanged since original BSc (Hons) approval on 22 July 2019 and MSc approval on 4 June 2020.

The BSc (Hons) and MSc modules for the blended learning route include field specific and generic learning outcomes and the learning and assessment has been adapted to suit online learning and assessment. These allow students to enter the register in one specific field of nursing practice. The programme includes field specific practice learning outcomes and experiences.

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 evidence of mapping to ensure that the MSc and BSc (Hons) blended learning routes provide learning and assessment in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. Documentary evidence sets out the field specific content required for entry to the register as an adult nurse. The programme team tell us how the students are supported in developing a breadth of knowledge and skills for this content is addressed and how this is tailored to the students' field of nursing practice through seminar and clinical skills simulation. The MYEPAD evidences

summative assessment of the application of law, safeguarding, consent, pharmacology and medicine administration in practice placement learning. All MSc students must pass a medication numeracy objective structured clinical examination (OSCE) at 100 percent in year two. For BSc (Hons) students this is in year three. There's evidence these topics are included in the adapted blended learning modules and PLPs tell us they're applied in practice learning settings via the learning outcomes contained in the MYEPAD. Students at the modification visit confirm their learning in these subjects for theory and practice learning.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET **NOT MET**

R2.9 is met. Unchanged since original BSc (Hons) approval on 22 July 2019 and MSc approval on 4 June 2020.

Documentary analysis and the programme team tell us students will study approximately ninety percent of theory modules online and simulation learning will mainly be studied face-to-face at a campus site selected by the student. All CU nursing students have access to a VLE called CU Moodle and Aula. Aula is a new online learning platform CU has implemented as part of capital investment to support blended and face-to-face teaching and learning activities for all students.

The BSc (Hons) and MSc blended learning route programme specification and other programme documentation demonstrate an equal balance of theory and practice learning. The programme team tell us the online learning platform provides a detailed set of data analytics. The programme team tell us engagement in online learning materials, asynchronous and synchronous learning activities will be monitored using these data analytics. The programme team confirm all students will undertake 2300 hours theory and non-engagement and attendance will be co-ordinated by the progress coach, who will liaise with the programme director and academic assessor as needed.

Module specifications outline the range of blended teaching and learning strategies used, with appropriate aims and outcomes stated in programme and module documents. The programme team tell us the online teaching and learning strategies include the use of synchronous and asynchronous activities

which include recorded lectures, podcasts, videos and patient story narratives, discussion boards, seminars and collaborative group activities. The programme team tell us that the curriculum has been developed as a spiral curriculum with assessment and care delivery across the life span and a variety of care settings as the core and teaching and learning activities scaffolds knowledge through meaningful learning which develops in each year of the programme. The programme specifications outline the range of teaching strategies, and the assignment mapping document details the variety of assessments used to support online assessments. Students are required to attend in-person statutory skills sessions in year one and two for the MSc programme and in all three years for the BSc (Hons).

The programme team tell us students on the BSc (Hons) and MSc blended learning programme will achieve 2,300 practice learning hours, the majority of which will be direct placement learning experiences. A proportion of practice placement learning will be undertaken via simulation using synchronous and asynchronous activities through face to face and online learning.

CU has an expectation of 100 percent attendance for theory and clinical practice and this is explained to students as part of the selection processes and is monitored by the progress coach. Attendance for the simulated practice learning session synchronous sessions is recorded by attendance registers and for the asynchronous sessions, the data analytics embedded within the online learning platform will demonstrate any non-attendance. All non-attendance is recorded on the student electronic record.

The programme and placement handbooks explain the sickness and absence policy and how this is monitored. Students are informed those who haven't achieved all the necessary hours in practice by the end of the programme are required to complete these hours, under the supervision of a nominated practice assessor, before they're eligible to apply for registration.

Students tell us they're aware of the hours which must be completed for eligibility for registration, the mechanisms for reporting sickness and absence and the need to make up missed theory and practice hours.

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 isn't 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

<p>the registration requirement for entry to the register in the adult field of practice (R2.11)</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <ul style="list-style-type: none"> 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) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <ul style="list-style-type: none"> 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) <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>
<p>The MSc and BSc (Hons) blended learning routes don't lead to registration in two fields of nursing practice.</p> <ul style="list-style-type: none"> 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) <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>The programme doesn't provide a pathway for registration in another profession.</p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p> <p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 20 October 2020</p>
<p>Post event review</p> <p>Identify how the condition(s) is met: N/A</p> <p>Date condition(s) met: N/A</p> <p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A</p>

Standard 3: Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically: R1.1 – R1.11

Findings against the standard and requirements

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

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

MET **NOT MET**

R3.1 is met. Unchanged since original BSc (Hons) approval on 22 July 2019 and MSc approval on 4 June 2020.

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

MET **NOT MET**

R3.2 is met. Unchanged since original BSc (Hons) approval on 22 July 2019 and MSc approval on 4 June 2020.

- 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 BSc (Hons) approval on 22 July 2019 and MSc approval on 4 June 2020.

The PLPs, practice supervisors and practice assessors are all familiar with the changes to learning through a blended learning route and how communication skills need to be developed in practice learning. Module content for the blended learning routes and the MYEPAD is mapped to annexe A and annexe B of the SPRN (NMC, 2018). Documentary evidence shows practice learning environments provide students with the opportunity to meet communication and relationship management skills and nursing procedures, as set out in the SPRN (NMC, 2018). Students confirm this. Communication, relationship management skills and nursing procedures are assessed through the MYEPAD. The programme team tell us that for the blended learning route communication skills will be developed during online learning activities which will include the use of blogs and discussion boards for written communication. Verbal communication will be developed during seminars and the in-person clinical skills and simulation activities. The in-person clinical skills will be supported by SUC group communicate2u who will focus on communication skills and the student's ability to alter their approach in different circumstances.

- 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. There's documentary evidence indicating technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment for the blended learning routes. The programme team, students and service users tell us about simulation-based learning and simulation facilities available to students. Simulation-based learning is included in the blended learning module teaching and learning strategies and is part of formative learning and summative assessment processes. The programme team tell us of their plans to use simulation to enhance the student learning experience for the additional routes.

The programme team provide a detailed strategy to support simulated practice learning and tell us the students will be undertaking a range of facilitated sessions for the BSc (Hons) and MSc programmes using 'collaborate', an online learning platform that supports active collaboration between groups.

Simulated practice learning is supported through technology assisted learning such as a sim patient which will be used in different scenarios including emergency events and the provision of care at home across the life span, facilitated discussions to explore communication and multi-disciplinary team working, patient actor triggers and SUC case studies across the fields of nursing. The programme team tell us that in addition to the provision of a safe environment in which to practice clinical skills this will provide a combination of synchronous and asynchronous facilitation for the students to develop communication and relationship building, and develop an understanding of how to make reasonable adjustments for those with additional needs. The programme team tell us SUCs will be involved in simulated practice learning and the SUCs tell us about their positive experiences of participating in simulated practice learning and the use of patient actor triggers and case studies to support learning.

For the BSc (Hons), simulated practice learning is provided in six units with two units for each part of the programme: part one includes fundamental skills for nursing and preparation for technology enabled care; part two involves emergency department delivery and community and home nursing; part three comprises learning about co-ordinating complex care and transition to the autonomous practitioner. The MSc students will have completed half of part one through the RPL process and will undertake the simulated practice learning for the remainder of part one, part two and part three; emergency department delivery and community and home nursing and in part three co-ordinating complex care and transition to the autonomous practitioner.

The documentation and programme team provide evidence that the SSSA (NMC, 2018) is incorporated into simulated practice learning. The facilitators for the synchronous content will include practice supervisors and members of the programme team and they'll provide feedback on the simulated learning through MYEPAD. The programme team tell us SUCs will be involved in the simulated learning placement through role play and other activities and will provide feedback in the service user section of the MYEPAD via the facilitator. The practice

assessor and the academic assessor will review the feedback during the last session synchronous simulated learning as part of the clinical assessment processes for the SSSA (NMC, 2018).

The programme team and students tell us there's a range of technologically advanced manikins used to support student learning, and simulation experiences using academic staff and service users in role play. The programme team tell us CU Moodle and Aula will be used to provide an online platform to support students on the blended learning route with learning and preparation for practice learning. The students we spoke with confirm they're able to access technology enhanced learning in practice learning settings and the PLPs and those we spoke with who are supervising and assessing practice learning understood the need for students to be able to use electronic devices appropriately in clinical areas.

- 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 BSc (Hons) approval on 22 July 2019 and MSc approval on 4 June 2020.

The programme team explain how the selection and induction processes for the blended route will be used to establish the reasonable adjustments which can be made to support students on the blended learning route. There're processes in place to support reasonable adjustments for practice placement learning.

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

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

YES **NO**

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

YES **NO**

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

YES **NO**

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

		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>	
Date: 20 October 2020			
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			

Standard 4: Supervision and assessment
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>R4.5 ensure throughout the programme that students meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>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%</p> <p>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</p> <p>R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse</p> <p>R4.9 ensure that there is equal weighting in the assessment of theory and practice</p> <p>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 <i>Standards of proficiency for registered nurses</i>, and</p> <p>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</p>

Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education, specifically:
R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment, 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 met. Unchanged since original BSc (Hons) approval on 22 July 2019 and MSc approval on 4 June 2020.

Current staff have experience with supporting online learning for CU online. The programme team and senior team tell us the change to online learning in response to COVID-19 has meant investment in staff training for online delivery and the development of innovative teaching and learning strategies. The senior team tell us they're in the process of appointing new staff to support the delivery of the blended learning route. The new appointments include five new academic posts, one course administrator, one learning technologist and a person to lead on health simulation.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2)

MET **NOT MET**

R4.2 is met. Unchanged since original BSc (Hons) approval on 22 July 2019 and MSc approval on 4 June 2020.

Documentary evidence and discussion at the modification visit confirm there's extensive consultation and collaboration between CU, PLPs and employers to meet the SSSA for the blended learning route. There's a structured plan in place to implement the SSSA for the additional blended learning routes. Information about

the SSSA is clear in the programme handbooks and practice learning guides to using the MYEPAD. Practice assessors and practice supervisors tell us they understand their role and the role preparation process and are aware of the blended learning routes. Practice assessors and practice supervisors confirm they're prepared for their role in supporting and assessing the blended learning students through recorded attendance at preparation workshops managed jointly by CU, PLPs and employers. The preparation and update sessions for SSSA have been adapted to include information about the blended learning routes and the specific needs for students undertaking online learning.

There's documentary evidence to confirm that practice supervisors will be registered nurses or midwives or registered health or social care professionals. The CU placements co-ordinator, in partnership with PLPs and employers, uses the placement forecasting and allocation model to identify suitable practice assessors for each student at each stage of the programme. Academic assessors are identified and allocated by the programme leader for the different stages of the blended learning routes.

The students on the blended learning route will use an online version of MYEPAD through pebble pad, to electronically record student practice learning, assessment and progress throughout the programme. Practice assessors record their decisions on student assessment, progress and proficiency. The MYEPAD pebble pad includes sections for students to provide reflections on their progress and performance along with action plans that enable them to focus on their further development and ongoing learning needs. The MYEPAD pebble pad provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences.

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)

YES NO

R4.4 is met. There's a range of formative and summative assessment strategies detailed in the module descriptors for the blended learning routes, including

formative and summative assessment in practice learning via the hub and spoke model. Formative and summative digital assessment approaches and technologies are used to continually assess progress, for example interactive quizzes, gamification, active teaching and learning assessment system (ATLAS), tele-health, and digital patients. The programme team tell us digital examination and e-proctoring are being explored as a viable alternative to paper-based examinations for the blended learning route and these provide opportunities for formative and summative assessment and feedback. In practice learning the hub practice learning experiences are summative, and students' spoke experiences are formative and feedback is provided by the practice supervisor and practice assessor. The students we spoke with tell us they receive timely feedback which supports their future learning and development in academic and practice settings and feel supported in asking for feedback.

PLPs and employers tell us they have a good understanding of the practice assessment process and their role in implementing the MYEPAD, and discussion at the modification visit confirms this and that students on the blended learning route will be using an electronic MYEPAD. Students on the blended learning route are required to receive feedback from SUCs during their practice learning placement experiences. The MYEPAD pebble pad contains a patient, SUC feedback element and this is used as one of a range of ways for students to receive feedback from service users whose care they have participated in. Students also receive SUC verbal feedback which is recorded by the student in their written reflections and by the practice assessor on the feedback forms included in the MYEPAD pebble pad. Feedback from all practice supervisors in multi-disciplinary settings is recorded in the MYEPAD pebble pad. All students on a blended learning programme will be provided with a progression coach who'll provide individualised support using the feedback provided to students during practice placement learning.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

MET **NOT MET**

R4.5 is met. Unchanged since original BSc (Hons) approval on 22 July 2019 and MSc approval on 4 June 2020.

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

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

YES **NO**

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

YES NO

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

YES NO

- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

YES NO

- 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

Date: 20 October 2020

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

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 MSc and BSc (Hons) blended learning routes don't provide a fall-back exit award with registration as a nurse.

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> 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: 20 October 2020			
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, including a signed supernumerary agreement.	<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:		
List additional documentation: None identified.		
Additional comments: None identified.		

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: Two x BSc students' children's nursing field – just completed year three One x BSc student children's nursing field – year two Three x BSc students' adult nursing field – two in year three and one just completed year three. One x nursing associate student – 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If yes, state where visited/findings: The programme team presented the virtual learning platform to be used by the students on the blended learning route and demonstrated the functions for teaching and assessment.</p>		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list: Overslade House, CQC report, 25 July 2018 St Andrews Healthcare, CQC report, 7 January 2020 University Hospitals Coventry and Warwickshire NHS Trust, CQC report, 11 February 2020 Cow Lees Care Home, CQC report, 26 February 2020 Hawthorne House, CQC report, 13 May 2020</p>		
<p>If you stated no above, please provide the reason and mitigation: This is an established AEI and visits to facilities weren't required as part of the modification process.</p>		
<p>Additional comments: None identified.</p>		

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Issue record

Final Report

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