

Programme Major Modification report

Section one

Programme provider name:	University of Cumbria
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	Blackpool Teaching Hospitals NHS Foundation Trust Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust East Lancashire Hospitals NHS Trust Greater Manchester Mental Health NHS Foundation Trust Lancashire and South Cumbria NHS Foundation Trust Mersey Care NHS Foundation Trust Morecambe Bay CCG North Cumbria Integrated Care NHS Foundation Trust North Cumbria CCG University Hospitals of Morecambe Bay NHS Foundation Trust Private, voluntary and independent health care providers Education and social care providers
Programmes reviewed:	<i>Pre-registration nurse qualification leading to</i> Registered Nurse – Adult <input checked="" type="checkbox"/> Registered Nurse - Mental Health <input checked="" type="checkbox"/>
Title of current programme(s):	Not applicable as the proposed MSc routes haven't previously been approved.
Title of modified programme(s) if changed:	MSc Pre-Registration Nursing/Registered Nurse: Adult Nursing MSc Pre-Registration Nursing/Registered Nurse: Mental Health Nursing
Academic levels of current programme:	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7

	SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Academic levels of modified programme(s) if changed:	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Programme start date:	
RN – Adult	12 April 2021
RN - Mental Health	12 April 2021
Date of approval:	3 September 2020
Type of Modification:	Visit
QA visitor(s):	Registrant Visitor: Dr Elizabeth Ann Mason

Section two

Summary of review and findings
<p>The department of nursing, health and professional practice (the department) within the institute for health at the University of Cumbria (the university) is seeking approval for a major modification to their pre-registration nursing programme. The programme was approved on 11 February 2020. The proposed modification is to provide two-year pre-registration MSc adult and MSc mental health nursing routes. The MSc routes extend the nursing portfolio and opens an alternative route for graduates into the profession of nursing. The routes will be delivered in addition to the BSc (Hons) adult and BSc (Hons) mental health pre-registration routes and the pre-registration nurse degree apprenticeship. The Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (SPRNP) (NMC, 2018)</p>

and Future nurse: Standards of proficiency for registered nurses (SPRN) (NMC, 2018) are clearly detailed and mapped within the programme.

The proposed award titles are MSc Pre-Registration Nursing/Registered Nurse: Adult Nursing and MSc Pre-Registration Nursing/Registered Nurse: Mental Health Nursing. On successful completion of the two-year programme students will be eligible to register with the NMC as either registered nurse adult or registered nurse mental health. The proposed start date for the programme is January 2021 with the programme offered at the Carlisle and Lancaster campus on alternate years. Documentary evidence and discussion during the major modification visit confirm effective partnership working between the department and practice learning partners (PLPs) at an operational and strategic level. We're assured service users, PLPs, employers and students have contributed to the development and co-production of the MSc routes.

The documentation demonstrates strategic and operational meeting structures are in place to ensure PLPs are collaboratively engaged in the design, development and ongoing delivery of the MSc provision. The PLPs spoke about their contribution to the development and how graduating students would contribute to workforce development. The programme has clear processes in place to ensure public protection, the fitness to practise of students is assured through robust processes. Equality and diversity are addressed through a range of policies and processes from application through to registration.

The university is part of the north west practice education group (NWPEG) and shares collaborative resources and approaches to meet the Standards for student supervision and assessment (SSSA) (NMC, 2018). The SSSA has been implemented for approved pre-registration programmes. Learning in practice is assessed using the north west practice assessment document (NWPAD) and ongoing achievement record (OAR) developed by NWPEG. Documentary evidence demonstrates there's a diverse range of practice learning experiences enabling students to meet programme learning outcomes and the SPRN across the lifespan including the specific European Union (EU) directive 2005/36/EC for adult field of practice students.

The university works collaboratively with PLPs to address any concerns raised by individuals or from Care Quality Commission (CQC) inspections. Action plans are in place to address areas of concern and where necessary students are removed from practice learning areas.

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

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

The programme is recommended to the NMC for approval subject to two conditions, one of which is a joint condition with the university. One joint NMC and university recommendation and five university recommendations are made.

Updated 19 October 2020:

The university has provided documentary evidence which demonstrates NMC condition one is met.

Evidence is provided to meet condition two which is a joint NMC and university condition. The university confirm condition two is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: The university must provide an implementation plan for service user involvement the delivery, assessment and evaluation of the MSc routes for each field. (SFNME R1.12, R5.14; SPRNP R2.1)</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p>

	<p>Condition two: The programme team must amend the sequencing of the academic year to enable integration of theory between practice placements one, two and three to provide students with time for reflection, theory development, and consolidation of learning. (SFNME R5.7) (Joint NMC and university condition)</p>
<p>Date condition(s) to be met:</p>	<p>9 October 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Provide a diagram in the student documentation of the amended theory and placement planner for year one and two. (SFNME R5.7) (Joint NMC and university recommendation)</p> <p>Recommendation two: Provide a diagram within the documentation on the pathways available, by semester and by year, for students to view. (University recommendation)</p> <p>Recommendation three: Provide further detail in the student documentation on the support and wellbeing mechanisms in place to enable student achievement on such a fast-paced programme. (University recommendation)</p> <p>Recommendation four: Provide further clarity in the documentation on the start date of the programme at each campus and how students will be supported if they intercalate for a period of time. (University recommendation)</p> <p>Recommendation five: Provide further detail about the specialist spaces/facilities students have access to on campus. (University recommendation)</p> <p>Recommendation six: Make further reference to the employment opportunities available as the list currently leans more towards the undergraduate students. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>The involvement of service users in the delivery, evaluation and assessment of students on the MSc programme.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	19 October 2020

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.

Documentary review and discussion with PLPs and the programme team confirm a robust and effective approach to partnership working. Documentary evidence and discussion at the modification visit confirm effective partnership working with PLPs at all levels. Partnership working includes students, PLP representatives and service user representation. There are effective partnerships at both strategic and operational levels with PLPs. The university has clear and comprehensive systems, processes and supporting infrastructures for programme development

and delivery. These include the practice placement management group (PPM), the professional practice group (PPG) and the NWPEG. Robust mechanisms and practice education facilitators are in place for oversight and support for practice supervision and assessment, to ensure safe and effective practice learning environments (PLE). There are processes to collaboratively monitor and ensure a range of practice learning opportunities to enable students to provide care to meet people's diverse needs.

The selection processes used in the department for NMC approved programmes are based on values-based activities to ensure the appropriate values and qualities to meet NMC and Health Education England (HEE) requirements. Selection for approved programmes is conducted in conjunction with practice learning representatives, employers and service users and the programme team tell us this approach will be used for the MSc programme. Documentary evidence and discussions with the programme team and PLPs assure us service users and PLPs will be included in the recruitment and selection processes for the MSc programme. The interview and selection handbook for the MSc routes specify group and individual activities where applicants are asked to evidence values and behaviours in accordance with the Code through scenarios from their own experience. The questions used for the selection events have been generated with input from practice colleagues, service users and students and include an exploration of the motivation for the choice of field. Service users will contribute to the interview and selection process either as panel members and if appropriate will be involved in scoring the group activity.

There's a commitment from the university PLPs and service users to work together to support delivery of the current pre-registration nursing programme and the MSc routes for the adult and mental health field. There's a range of processes in place to ensure that feedback from all stakeholders is considered and, if appropriate, implemented. Documentary analysis evidences that mechanisms are in place to respond to stakeholders. Student evaluations and feedback from service users, along with regular meetings with PLPs ensures stakeholder views are sought for all pre-registration education routes provided by the university. Documentation and discussion at the modification visit demonstrates monthly pathway lead meetings are in place which provide the opportunity to discuss key issues and stakeholder feedback regarding all programmes within the department. Strategic issues are reported to the executive team, and we're told programme specific issues are discussed within team meetings where best practice is shared with programme team members. This forum will be used for the MSc route and information will be circulated to the PLPs and students through existing groups and meetings which are in place for the pre-registration programmes.

The students we spoke with tell us they have effective partnership working with the programme team. They spoke positively about the support received from the team and they have multiple and effective mechanisms of support for theory and practice learning. Students tell us their feedback is listened to and acted on as they can see the changes implemented by the programme teams. We found year

three students were consulted and contributed to the development of the MSc route through a questionnaire and meeting with the programme team. The students tell us they feel their comments have influenced the development and content of the MSc route.

There's a clear commitment from the university and its stakeholders to work together to support the implementation, delivery, evaluation and enhancement of the current programmes. Documentary evidence from the placement partnership meetings with PLPs and employers, evidence of public surveys, along with transparent systems for collecting student feedback, demonstrate that all stakeholder groups have been given the opportunity to feedback on the development of the programme. Service users tell us they were involved in co-designing the programme and were able to contribute through completion of a survey and meetings with the programme development team. The service users tell us of their experience of participating in the delivery and assessment of the current pre-registration programmes but were unaware of how they'd be able to contribute to sessions in the same way for the proposed pre-registration MSc routes. The service users we spoke with tell us they'd like to be involved in the ongoing delivery of the MSc routes. We aren't assured how service users would be included in the delivery and evaluation of the MSc routes and student assessment. (Condition one)

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

The documentation and discussion with the programme team and service users assures us that service users have contributed specifically to the design of the MSc routes. However, the service users we spoke with weren't able to tell us how they'd be involved in the future delivery, assessment and evaluation of parts of the new routes.

Condition one: The university must provide an implementation plan for service user involvement the delivery, assessment and evaluation of the MSc routes for each field. (SFNME R1.12, R5.14; SPRNP R2.1)

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:

The programme team has provided an implementation plan to ensure service user involvement in the delivery, assessment and evaluation of the MSc route for each field. Condition one is now met.

Evidence:

University of Cumbria, service user and carer involvement development action plan for MSc nursing, 6 October 2020

Date condition(s) met: 19 October 2020

Revised outcome after condition(s) met: 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. With regard to overarching recognition of prior learning (RPL) policy and process, there's no change since original approval on 11 February 2020. A bespoke RPL process has been developed for the MSc route. Documentary evidence and discussion with the programme team demonstrate there's a mandatory requirement that applicants must have a minimum of 500 hours of experience of healthcare/care, attained in the previous two years. The experience must be verifiable by an appropriate person who can be a manager or employer. The verifier must confirm the number of hours of care experience as well as the activities carried out by the applicant as part of their normal duties.

We're assured entry to the programme is subject to satisfactory verification of hours. The verified practice hours will contribute to the 2300 practice hours required for completion by the end of the programme, in order to meet the requirements of the NMC to make the student eligible to register as an adult nurse or mental health nurse. Applicants must also have at least a second-class degree in health and social care or social science. Other degrees are considered by the programme lead on an individual basis.

Documentary evidence and discussion with the programme team assures us there's a robust RPL process to support entry to the MSc programme. All students must complete a pre-entry pebble pad portfolio, this includes a personal statement

and a mapping exercise to records their experience, skills and knowledge to the NMC platforms for year one of the BSc pre-registration programme. Applicants are also required to map skills previously acquired for the Future Nurse: SPRN annexes A and B (NMC, 2018).

Applicants to the MSc programme who've successfully completed the pre-entry pebble pad portfolio and the pre-entry practice hours will be entitled to receive the partial RPL for the practice assessment document (PAD) part one. Documentary evidence demonstrates the pre-entry pebble pad portfolio is designed for the applicants to demonstrate how their experience in a health or social care role, and prior learning from their undergraduate degree, maps to year one of the BSc (Hons) programme and the seven SPRN platforms (NMC, 2018). The completion of placement one and the part one practice assessment module NURP9001 provides students with the opportunity to fully complete part one. Students will then progress to part two during the remainder of practice placement learning for year one of the MSc programme. These entry requirements and RPL processes provide assurance applicants will be assessed for their suitability, capability and capacity to meet programme and NMC entry requirements for the MSc programme.

- 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**

The MSc route isn't available for NMC registered nurses. Bespoke provision for existing NMC registrants is provided through the BSc (Hons) pre-registration route.

- 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. Learning in practice for the MSc will be assessed using the NWPAD and OAR developed by NWPEG for pre-registration programmes. The outcomes in NWPAD are mapped to the SPRN (NMC, 2018), including mapping of development of relevant skills. The programme assessment strategy includes a range of methods to assure assessment of students' academic ability related to

numeracy, literacy, digital and technological literacy skills. The use of an online numeracy assessment tool supports development of numeracy skills and there's a mandatory numeracy assessment in the MSc programme which must be passed at 100 percent in year two. Documentary analysis and discussion with the programme team indicates the requirement for students to access online learning resources through the virtual learning environment, complete a PAD and submit assessed work electronically. This supports development of digital literacy skills.

Students on the MSc route are expected to have attained graduate skills which include numeracy, literacy, digital and technological literacy and they're expected to demonstrate the graduate skills as part of the RPL process. The programme team has developed a skills assessment tool for the MSc students. When commencing the programme students will be provided with a level seven skills assessment tool to complete an analysis of their skills and learning needs, this is completed as part of the RPL and induction process. The skills assessment is used to plan any study skills support required by a student and we're assured support is provided by the library and academic adviser, and information technology support teams. Personal tutors (PT) monitor individual student progress in the development of these skills, and this provides the opportunity for bespoke feedback and signposting of students to further support as required for level seven study.

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.

No existing students will transfer to the proposed MSc route.

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.

No change since original approval on 11 February 2020.	
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression 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: 3 September 2020	
Post event review	
Identify how the condition(s) is met:	
Date condition(s) met:	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>

Standard 2: Curriculum
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R2.1 ensure that programmes comply with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the NMC <i>Standards for student supervision and assessment</i></p> <p>R2.3 ensure that programme learning outcomes reflect the <i>Standards of proficiency for registered nurses</i> and each of the four fields of nursing practice: adult, mental health, learning disabilities and children’s nursing</p> <p>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</p> <p>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</p> <p>R2.6 set out the general and professional content necessary to meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes</p> <p>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</p> <p>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</p> <p>R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies</p>

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

R2.1 is not met. The service users tell us of their experience of participating in the delivery and assessment of the current pre-registration programme but were unaware of how they'd be able to contribute to sessions in the same way for the proposed pre-registration MSc routes. The service users we spoke with tell us they'd like to be involved in the ongoing delivery of the MSc routes. We weren't assured how service users would be included in the delivery and evaluation of the MSc routes and student assessment. (Condition one)

- 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)

YES NO

R2.4 is met. Documentary evidence confirms the MSc programme supports students to experience all four fields of nursing practice in theory and practice. PLE allocations are supported by the in place practice placement learning system to allocate students to a hub and spoke model. This enables students to achieve learning experiences across field proficiencies which are recorded in the PAD. The programme team and PLP representatives told us about how this is assured through the allocation of hub and spoke placements and discussions with the practice supervisor during placements to enable students to gain experiences in the four fields of practice. Students tell us this system works well and they have been able experience learning in all four fields.

Inter-professional learning (IPL) is detailed in the MSc programme specification and the programme handbook. Students will engage in IPL during the clinical skills and simulated learning sessions. Programme documentation confirms field specific and shared modules for adult and mental health are facilitated across the two-year programme, and IPL is integrated into the clinical skills and simulated learning sessions. Documentary evidence confirms field specific academic staff are allocated to the field modules, with theory sessions provided by learning disabilities and child field lecturers within the programme.

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

YES NO

R2.5 is met. Documentary analysis and discussion with the programme team confirm the programme structure, delivery and design clearly evidence that students are appropriately prepared to enter the register in their chosen field of nursing practice. The MSc programme documentation confirms field specific and

shared modules. Module descriptors provide evidence that learning outcomes are supported by indicative content which are applicable to the adult and mental health fields of practice.

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

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

YES NO

- There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

YES NO

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

- There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice (R2.8)

MET NOT MET

R2.8 is met. Documentary evidence sets out the field specific content required for entry to the register as an adult or mental health nurse. The programme documentation illustrates the content addressing the law, safeguarding, consent, pharmacology and medicines administration and optimisation is evident through the programme and this is delivered in generic and field specific sessions. 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 NWPAD evidences summative assessment of the application of law, safeguarding, consent, pharmacology and medicine administration in practice placement learning. All students must pass a safeMedicate summative assessment at 100 percent in year two.

- 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. The MSc programme specification and other programme documentation demonstrate an equal balance of theory and practice learning. Module specifications outline the range of teaching and learning strategies used, with appropriate aims and outcomes stated. The MSc programme achieves 4600 hours in 24 months through the combination of RPL with a two-year programme to provide the required number of theory and practice learning hours. This ensures the 2300 theory and 2300 practice hours are achieved. Students undertake three practice placements in each year aligned to each part of the NMC standards. The number of theory and practice hours are specified for each part of the programme providing full assurance that the NMC and EU Directive 2005/36/EC Article 31 (5) requirements will be achieved by the end of the programme.

Students are required to attend six hours of timetabled statutory skills sessions in year one and four hours in year two. This is in addition to other timetabled skills and simulation sessions each academic year. The documentation and programme team tell us that skills assessment takes place during these sessions; failure to attend may result in the instigation of a progress review by the programme lead and PT. Students are told they may not normally attend practice placements unless all statutory skills sessions have been attended and the PT has signed off permission to attend placement.

The university expectation of 100 percent attendance for theory and clinical practice is explained to students. The university monitors attendance and all sickness and absence to ensure students have undertaken the required number of hours for pre-registration programmes. The programme and placement handbooks explain the sickness and absence policy and how this 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. There's a period available towards the end of each academic year in the summer term for retrieval of some practice hours as directed by the placement unit and programme leader. Students are required to retrieve any unmet programme theory hours through a stand-alone piece of written work, a viva voce or similar. 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 the registration requirement for entry to the register in the adult field of practice (R2.11)

YES NO

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

YES NO

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

YES NO N/A

The MSc route doesn't lead to registration in two fields of nursing practice.

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

YES NO N/A

The programme doesn't provide a pathway for registration in another profession.

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

YES NO

The service users tell us of their experience of participating in the delivery and assessment of the current pre-registration programme but were unaware of how they'd be able to contribute to sessions in the same way for the new pre-registration MSc routes. The service users we spoke with tell us they'd like to be

involved in the ongoing delivery of the MSc routes. We weren't assured how service users would be included in the delivery and evaluation of the MSc routes and student assessment. (Condition one)

The MSc curriculum structure isn't sequenced in a way which would enable students to manage theory and practice learning experience effectively. Practice placements one, two and three run sequentially and theory time isn't provided between placement blocks. (Condition two)

It's recommended that students are provided with a diagram to clearly illustrate the sequencing of theory and practice through the MSc programme. (Recommendation one)

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

YES NO

Outcome

Is the standard met?

MET NOT MET

The documentation and discussion with the programme team and service users assures us service users have contributed specifically to the design of the MSc routes. However, the service users we spoke with weren't able to tell us how they'd be involved in the future delivery, evaluation and assessment of students for the MSc routes.

Condition one: The university must provide an implementation plan for service user involvement the delivery, assessment and evaluation of the MSc routes for each field. (SFNME R1.12, R5.14; SPRNP R2.1)

The curriculum has long periods of sequential placements which don't provide the opportunity for theory development and consolidation and the linking of theory to practice through reflection.

Condition two: The programme team must amend the sequencing of the academic year to enable integration of theory between practice placements one, two and three to provide students with time for reflection, theory development, and consolidation of learning. (SFNME R5.7) (NMC and university condition)

Date: 3 September 2020

Post event review

Identify how the condition(s) is met:

The programme team has provided an implementation plan to ensure service user involvement in the delivery, assessment and evaluation of the MSc route for each field. Condition one is now met.

Evidence:

University of Cumbria, service user and carer involvement development action plan for MSc nursing, 6 October 2020

The programme team has amended the sequencing of the academic year to enable integration of theory between practice placements one, two and three. Condition two is now met.

Evidence:

MSc cohort planner 2021 and MSc (pre-reg) programme adult exemplar, undated University of Cumbria postgraduate (taught) programme handbook MSc (pre-registration) nursing/registered nurse with pathways in adult and mental health nursing, 12 October 2020

Date condition(s) met: 19 October 2020

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

Standard 3: Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. There's documentary evidence demonstrating students experience a range of practice learning opportunities enabling them to develop and meet the Future nurse: SPRN(NMC, 2018) to deliver safe and effective care to a diverse range of people. This includes evidence of field specific experiences across the four fields of nursing practice. The programme team told us how the hub and spoke allocation model promotes using a diverse range of learning opportunities for students. The programme team tell us hub and spoke allocation will be monitored to ensure placement experience includes a diverse range of people across the lifespan for the MSc students. The students we spoke with confirm the hub and spoke model works well and allows them to arrange a range of experiences to support the provision of care to diverse people including child, mental health and learning disability service users. Students tell us practice learning is well supported by practice educator facilitators, practice supervisors and assessors, and provides the opportunity to experience a diverse range of learning opportunities. The PAD is comprehensively mapped to the SPRN (NMC, 2018) further ensuring the standards will be met.

Individual practice placement profiles and educational audits detail the learning opportunities in each PLE and practice placements are planned through *in place*, the practice placement allocation system, to ensure students are able to experience alternative fields of practice. Students are expected to work with their practice supervisor to arrange additional learning experiences and document additional opportunistic learning and spoke experiences. We're told this process will be used by the MSc students to develop their learning in providing care for people with diverse needs.

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

MET **NOT MET**

R3.2 is met. The documents and discussion during the visit confirm the university has access to PLEs across all four fields of nursing. PLPs and those undertaking supervision and assessment roles are experienced in the hub and spoke model. The programme documentation evidences the university is committed to ensuring a breadth of practice learning experience for the MSc students. The use of *in place* practice allocation will ensure students have access to a wide variety of practice learning experiences. We're told students will have a range of placements in hospital and community settings where they can experience care of people across the lifespan, and with a range of mental health and physical care needs. There's a robust process coordinated by the placement unit to allocate and monitor practice learning experiences in collaboration with PLPs. This ensures placement allocation is appropriate to enable the student to experience the range of practice to meet NMC requirements. There's also scope to adjust placement allocations should the variety of experiences not be met during the programme. The MSc programme lead is responsible for monitoring the provision of learning opportunities to ensure all students can meet relevant programme learning outcomes.

There're appropriate processes for assessing, monitoring and evaluating practice learning experiences at operational and strategic level, with evidence of individual student experience recorded within the NWPAD. Documentary analysis confirms that audit documentation ensures all checks have been made on PLEs to deliver safe and effective care. Educational audits are in place for existing pre-registration programmes to ensure there are sufficient practice supervisors and practice assessors in each organisation. There's no change to existing processes for ensuring the quality and provision of practice learning and supervision and assessment.

- 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. Programme mapping documents provide evidence to support the provision of practice learning opportunities allowing students to develop and meet communication and relationship management skills and nursing procedures for all four fields of practice. We're told the department has high fidelity clinical simulation

suites which are used for teaching, practice and assessment of the statutory skills such as basic life support, aseptic technique and moving and handling. Communication and relationship skills will be embedded in all skills teaching. There's a high-fidelity clinical simulation suite at both campuses that have a variety of simulation equipment. We're assured from the information provided by the programme team, students and service users this promotes excellent learning opportunities for students and integrates theory and practice in a meaningful and constructive way. The programme team and students tell us individual feedback can be provided and the physical consequences of decision-making can be seen. Specific nursing staff and technicians have received training to develop and manage scenarios which are relevant to the student's stage of training and will be supporting the MSc students during clinical skills and simulation training.

- 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. Simulation-based learning is provided as an opportunity to apply clinical skills and support students' learning experience to promote safe and effective care. Simulation-based learning isn't counted as practice hours, it's utilised to support the achievement of module learning outcomes and develop student clinical skills. Formative assessment of clinical skills will take place during the skills sessions to support student learning. Students are required to attend six hours of timetabled mandatory skills sessions in year one, and four hours in year two. The programme documents and programme team confirm this is in addition to other timetabled skills and simulation sessions for each academic year.

The documentation and programme team confirm simulation is also used to engage students in IPL with occupational health, physiotherapy and social work students taking part in scenario based simulated learning. We're told the MSc students will access the clinical skills online learning platform for additional support. The students we spoke with tell us how simulation, IPL and online resources supports their learning and ability to communicate with other health professionals and service users.

- 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. Documentation and discussion with the programme team demonstrates the university is committed to ensuring reasonable adjustments are

made wherever possible and all students are individually supported in their studies. The university has robust support structures for students who require additional support and/or reasonable adjustments. There's a reasonable adjustment policy and processes in place for theory and practice learning and we're assured these meet students' individual needs and circumstances for practice learning. There's evidence processes are in place to ensure students' individual needs and circumstances are accounted for in practice placement allocations. The programme team tell us that if reasonable adjustments are required for practice placement learning a student discusses their individual needs with the programme leader and PT in the first instance. Students are then signposted to additional support as appropriate. For placements, there's a 'dyslexia in the workplace' assessment and support document that can be used by the student to discuss their needs with practice supervisors and assessors. Where appropriate, students are referred to occupational health for additional support that can be implemented for practice learning.

There's evidence of appropriate sharing of information related to individual needs with the PLPs to ensure a collaborative process should any students on the MSc programme require reasonable adjustments in the PLE. Information about reasonable adjustments and special circumstances is used when arranging placement allocations and personal action plans and placement learning support plans are provided for students requiring reasonable adjustment. The need for the student to communicate specific requirements to their practice supervisors and assessors is made clear in student facing documents and students tell us they're aware of this and feel able to do so.

There's signposting in the MSc programme handbook for advice about the range of supportive services available for students who require additional support for theoretical learning. The students we spoke with tell us that they're aware of the processes for asking for reasonable adjustments and have been supported if special circumstances were required. We're assured students additional learning needs are comprehensively addressed with reasonable adjustments in the university and practice learning settings.

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: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met	
YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> 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: 3 September 2020	
Post event review	
Identify how the condition(s) is met:	
Date condition(s) met:	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>

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>

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*, and
 R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

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

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

Findings against the standards and requirements

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

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)

MET **NOT MET**

R4.1 is met. There's a robust partnership infrastructure for existing programmes that provides support, supervision, learning and assessment in university and PLEs. Governance and quality assurance structures and processes are in place to support programme learning and student achievement and the documentary evidence and discussion at the modification visit confirms this will be extended to the MSc route. Managing risks and concern processes are provided.

We're assured the self-appraisal checklist the PLPs in the north west have been asked to complete is an effective monitoring process to ensure appropriate supervision is in place for students. The programme handbook details learning and pastoral support available for students, providing links to university information as necessary. The 'help is at hand' information online hub is particularly effective as a single source of information related to student support.

Documentary analysis and discussion at the modification visit provides assurance that the programme team in collaboration with PLPs and employers will ensure that student support, supervision, learning and assessment complies with the

SFNME (NMC, 2018). There's evidence the university induction, training, ongoing development and support for academic staff ensures compliance.

- 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. The implementation of the SSSA and the roles supporting student learning has been undertaken collaboratively with PLPs for the existing pre-registration programme. Documentary evidence provided at gateway two evidences that support, supervision, learning and assessment complies with the NMC Standards for support, supervision and assessment at programme level in relation to the proposed routes. The roles of the practice supervisor, practice assessor and academic assessor are clearly explained within the documentation, and the evidence indicates processes are in place to identify assessors and supervisors and prepare them for their role. We're told the preparation for supervisors and practice assessors has been updated to include the MSc programme and this is being implemented in all future SSSA preparation and update sessions.

The university is a member of the NWPEG who've coordinated stakeholder involvement in decisions about implementation of the SSSA. Discussion at the modification visit confirms the provision of the SSSA and practice learning for the MSc route is the same as provided for other students and will meet academic requirements for level seven study. The supervisors and assessors we spoke with understood the role requirements and the current pre-registration curricula provided by the university. They weren't however familiar with the MSc route but told us they're to attend a SSSA scheduled update. We're assured the update will include information about the MSc programme.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)

YES **NO**

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

- There are processes in place to provide students with feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

MET **NOT MET**

R4.4 is met. There's detailed mapping of formative and summative assessments throughout the programme providing opportunities for feedback on student's performance and achievement at level seven. The assessment is described in each module specification. Ongoing verbal and written feedback in practice learning and assessment incorporates feedback from service users and carers, peers and other health and social care professionals. Service users are supported in offering feedback by practice supervisors and practice assessors and the NWPAD. The practice assessor has a key role in assessing students' progress, including proficiency for safe and effective care. Feedback is provided through the NWPAD by both the practice supervisor and assessor and is reviewed by the academic assessor.

- 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. Mapping documents for the adult and mental health fields covered by the MSc route provide assurance that the content of the programme and practice learning experiences will enable students to meet the SPRN in their relevant field.

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: 3 September 2020

Post event review

Identify how the condition(s) is met:

Date condition(s) met:

Revised outcome after condition(s) met:

MET NOT MET

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 route doesn't provide a fall-back exit award with registration as a nurse.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 3 September 2020

Post event review

Identify how the condition(s) is met:

Date condition(s) met:

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

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

support the programme intentions, including a signed supernumerary agreement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The programme doesn't provide for apprenticeship routes.		
List additional documentation: Post visit conditions evidence: University of Cumbria email communication with chair of approval panel confirming the joint university condition is met, 19 October 2020 University of Cumbria, service user and carer involvement development action plan for MSc nursing, 6 October 2020 MSc cohort planner 2021 and MSc (pre-reg) programme adult exemplar, 12 October 2020 University of Cumbria postgraduate (taught) programme handbook MSc (pre-registration) nursing/registered nurse with pathways in adult and mental health nursing, 12 October 2020		
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 type="checkbox"/>	<input checked="" 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 (Hons) student mental health field – just completed year three. One x BSc (Hons) student adult field – currently in year two.		

Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The programme doesn't provide for apprenticeship routes.		
Additional comments: None identified		

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

		NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, system regulator reports list		
If you stated no above, please provide the reason and mitigation: This is an established AEI and visits to facilities weren't required.		
Additional comments: None identified		

Mott MacDonald Group Disclaimer

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

Issue record

Final Report

Author(s):	Elizabeth Mason	Date:	11 September 2020
Checked by:	Ian Felstead-Watts	Date:	17 September 2020
Submitted by	Lucy Percival	Date	29 October 2020
Approved by:	Leeann Greer	Date:	02 November 2020

