Major Modification report

Section one

Programme provider name:	University of Hertfordshire
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	1 Ashley Close, Walsingham Community Home 2 Ashley Close, Walsingham Community Home 41 Flower Lane Autism Service, HCC 45 Manor View, Hightown Praetorian and Churches Housing 49 Ware Road, Bideford House, Mencap 86 Baker Street, Walsingham Community Home Abingdon Daytime Support, Allenby Road Respite Care, Maidenhead; Arbour Vale School, Slough Area 51 Education Aspray House, Twinglobe Care Homes Ltd Bacon Lane Surgery, Baldock Manor Hospital, Nouvita Ltd Baldock Surgery Barking, Havering and Redbridge University Hospital NHS Trust Barking, Havering and Redbridge University Hospitals NHS Trust Barnardos Barnardos, Sycamore Resources Centre Barnardos, Viking House Barnet Early Years Alliance, Hampden Way Barnet, Enfield and Haringey MH NHS Trust Bedford Hospital NHS Trust Bell Lane Children's Centre, Barnet Council Berkeley Close, St Andrews Healthcare, Northampton Berkshire Healthcare NHS Foundation Trust Berkshire Healthcare NHS Foundation Trust; Berkshire Adolescent Unit Bishops Wood Hospital, BMI Healthcare Bridge Cottage Surgery Bridges Resource Centre, Reading Brunswick Park Medical Centre, New Southgate Buckets and Spades Buckinghamshire Healthcare NHS Trust BUTTERFLY/DRAGONFLY WARD, Carroll Assessment Unit Carterton Daytime Support Cassiobury Court, Watford

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

	Castle School, Newbury
	Central and Northwest London NHS Foundation Trust;
	Central and Northwest London NHS Foundation Trust; CAMHS, Harrow
	Central and Northwest London NHS Foundation Trust; Kingswood Centre
	Central Bedfordshire CLDT
	Central London Community Healthcare NHS Trust;
	Central London Community Healthcare NHS Trust; Community Services, Adult; various postcodes in North and West London
	Central London Community Healthcare NHS Trust; Community Services, Child various postcodes in North and West London
	Central London Community Healthcare NHS Trust; Community Services, Learning Disabilities; various postcodes in North and West London
	Central Surgery, Sawbridgeworth
	CHC Team, Southampton
	Choices Advocacy
	Church Street Surgery, Ware
	CLDT Camden, Camden and Islington NHS Foundation Trust
	CLDT Dacorum, Adult Care Services, HCC, Hemel Hempstead
	CLDT East Herts, Adult Care Services, HCC, Stevenage
	CLDT Luton, Adult Learning LD Team, Luton Borough Council
	CLDT North Herts and Stevenage, Adult Care Services, HCC, Stevenage
	CLDT St Albans, Adult Care Services, HCC, Hemel Hempstead
	CLDT Watford and 3 Rivers, Adult Care Services, HCC, Hemel Hempstead
	CLDT Welwyn Hatfield, Adult Care Services, HCC Adult Care Services
	Cornerstone House, Elstree
	CRI Hatfield
	CRI Hertford
	CRI Stevenage
	CRI Watford
	Cromwell Hospital
	Cygnet Hospital, Stevenage
	Cygnet Hospital, Woking

	Davenport House Surgery, Harpenden; Herts Valley CCG
	Dimensions, Denbury
	Dimensions, Marrsham House
	Dimensions, Nutley
	Dimensions, Spring Meadow`
	Dimensions, Woodmere
	Dolphin House Surgery, Ware
	Dorset Healthcare University Foundation Trust; various Community and Inpatient services in Dorset with BH- and DT- postcodes;
	Dorset Healthcare University NHS Foundation Trust
	Douglas House
	Earthworks, St Albans
	East and North Hertfordshire NHS Trust
	East and North Hertfordshire NHS Trust; Amwell View School
	East and North Hertfordshire NHS Trust; Greenside School
	East and North Hertfordshire NHS Trust; Haemodialysis Unit
	East and North Hertfordshire NHS Trust; Lakeside School
	East London NHS Trust
	East London NHS Trust; Court Liaison and Diversion team
	Ellern Mede, Mill Hill
	Enfield Integrated LD Service
	Epilepsy Nursing Service, Apsley Two, Hemel Hempstead
	Erskine Hall Care Centre, BUPA Care Homes
	Fairbrook Medical Centre, Borehamwood;
	Fairway Children's Centre, Mill Hill
	Fernville Surgery, Hemel Hempstead;
	Field House Care home, Harpenden
	Font Hill Nursing Home, St Albans
	Garden City Practice, WGC
	Garden House Hospice
	Garth Daytime Support, Oxfordshire County Council
	Grangewood School
	Great Ormond Street Hospital NHS Trust
	Greenfield Medical Centre, Cricklewood
	Hailey View Surgery, Hoddesdon
	Hampshire Hospitals NHS Foundation Trust; Firvale

	Haringey Assessment and Intervention Team, Haringey LD Partnership
	Health Liaison Team, Adult Care Services, HCC
	Helen House, Cowley
	Henry Hill House, Edgware
	Hertfordshire Community NHS Trust
	Hertfordshire Community NHS Trust; Apsley One, Hemel Hempstead
	Hertfordshire Community NHS Trust; East and South
	Hertfordshire Community NHS Trust; Hertsmere, St Albans and Harpenden
	Hertfordshire Community NHS Trust; Hitchin
	Hertfordshire Community NHS Trust; Langley House, Watford
	Hertfordshire Community NHS Trust; School Health Service, South and East
	Hertfordshire Community NHS Trust; School Health Service, Watford and Dacorum
	Hertfordshire Community NHS Trust; St Albans and Harpenden Adult Community Services, St Albans
	Hertfordshire Community NHS Trust; Upper Lea Valley Adult Community Services, Hoddesdon
	Hertfordshire Community NHS Trust; Watling View, St Albans
	Hertfordshire Community NHS Trust; Woodfield and Breakspeare Schools, Hemel Hempstead
	Hertfordshire Community NHS Trust;Cheshunt
	Hertfordshire Community Trust (West)
	Hertfordshire Partnership NHS Foundation Trust
	Hertfordshire Partnership University NHS Foudnation Trust
	Hertfordshire Partnership University NHS Foundation Trust
	Hertfordshire Partnership University NHS Foundation Trust; Albany Lodge
	Hertfordshire Partnership University NHS Foundation Trust; Bennetts End, Hemel Hempstead
	Hertfordshire Partnership University NHS Foundation Trust; Colne House, Watford
	Hertfordshire Partnership University NHS Foundation Trust; Cygnet House, Ware
	Hertfordshire Partnership University NHS Foundation Trust; Elizabeth Court

	Hertfordshire Partnership University NHS Foundation Trust; EMDASS St Albans
	Hertfordshire Partnership University NHS Foundation Trust; Gainsford House, Hitchin
	Hertfordshire Partnership University NHS Foundation Trust; Hampden House Rehab
	Hertfordshire Partnership University NHS Foundation Trust; HMP The Mount Prison, Bovingdon
	Hertfordshire Partnership University NHS Foundation Trust; Lambourne Grove, St Albans
	Hertfordshire Partnership University NHS Foundation Trust; North West STT, St Albans
	Hertfordshire Partnership University NHS Foundation Trust; Prospect House, Watford
	Hertfordshire Partnership University NHS Foundation Trust; Rosanne House, Welwyn Garden City
	Hertfordshire Partnership University NHS Foundation Trust; Saffron Ground, Stevenage
	Hertfordshire Partnership University NHS Foundation Trust; Seward Lodge, Hertford
	Hertfordshire Partnership University NHS Foundation Trust; South West STT and TTT, Borehamwood
	Hertfordshire Partnership University NHS Foundation Trust; Sovereign House, St Albans
	Hertfordshire Partnership University NHS Foundation Trust; St Pauls, Slippers Hill, Hemel Hempstead
	Hertfordshire Partnership University NHS Foundation Trust; The Orchards, Hemel Hempstead
	Hertfordshire Partnership University NHS Foundation Trust; The Ridgeway Centre, High Wycombe
	Hertfordshire Partnership University NHS Foundation Trust; TTT and STT, Letchworth
	Hertfordshire Partnership University NHS Foundation Trust; Victoria Court, Stevenage
	Hertfordshire Partnership University NHS Foundation Trust; Warren Court, Abbots Langley
	Herts Mind Network
	Hospice of St Francis
	Howe Dell manor, Hatfield, Nouvita Ltd;
	Imperial College Hospital NHS Trust
	Isabel Hospice, Hatfield

	Isle of Wight NHS Trust
	Ivel Medical Centre, Biggleswade; Bedfordshire CCG
	Ivy Cottage, Reach Ltd
	Jacob Gardens, Ramsay Neurological Rehab Services
	Jubilee House Care Trust
	Karmel, Basingstoke; Care Opportunities Ltd;
	Keech Hospice, Pasque Charity
	Kitnocks, Southampton; Specialist Care Ltd;
	Knebworth and Marymead Medical Practice
	Kneesworth House Hospital
	Lady Sarah Cohen House
	Lane End Medical Group, Edgware
	Lodge Surgery, St Albans; Herts Valley CCG
	London Bridge Hospital
	London North West Healthcare NHS Trust
	Longgrove Surgery, Barnet
	Luton and Dunstable Hospital NHS Foundation Trust
	Macintyre Day Service
	Maltings Surgery, St Albans
	Manor House Surgery, Stevenage
	Maples Health Centre, Broxbourne
	Mencap Children's Centre
	Mencap Enfield
	Millway Medical Practice, Mill Hill
	Milton Park Hospital, Brookdale Care
	Moorfields Hospitals NHS Foundation Trust
	Moorland Daytime Support, Witney; Oxfordshire CC
	Naomi House and Jacks Place
	Noah's Ark Children's Hospice
	Non-NHS Barnet CCG, London
	Normandy House, Caretech Community Services
	North East London NHS Foundation Trust
	North East London NHS Foundation Trust; Ilford
	North East London NHS Foundation Trust; Leytonstone
	North East London NHS Foundation Trust; London
	North East London NHS Foundation Trust; Waltham Forest
	North East London NHS Foundation Trust;Chingford
	North East Lonodn NHS Trust
	North London Hospice

	North London Hospice, Finchley
	North Middlesex University Teaching Hospital NHS Trust
	Oak House, Camberley; Care Opportunities Ltd
	Oak Lodge Medical Centre, Edgware
	Oak Lodge School
	Oakleaf Care, Hartwell, Northants
	Oakmere Day Centre, Caretech Community Services
	Old Court House Surgery, Barnet
	Ordnance Unity Centre for Health, Enfield
	Oxford Health NHS Foundation Trust
	Oxleas NHS Foundation Trust
	Pamela Barnett at Ravenswood; Norwood
	Parkbury House Surgery, St Albans
	Parkwood Drive Surgery, Hemel Hempstead;
	PBS4, Southampton
	Pinehill Hospital, Ramsay Healthcare
	Portsmouth Hospital NHS Trust
	Potters Bar Clinic; Elysium Healthcare
	Princess Alexandra Home, Stanmore; Jewish Care
	Priory Secure Service; Elysium Healthcare
	Purple Star Project, Stevenage
	Redway School, Milton Keynes
	Rennie Grove Hospice Care
	Rhodes Wood Hospital; Elysium Healthcare
	Rosa Morrison Centre
	Royal Free London NHS Foundation Trust
	Royal National Orthopaedic Hospital NHS Trust
	Rural Care, Ardeley
	Rural Care, Watford
	Sheepcot Medical Centre, Watford; Herts Valley CCG
	Solent NHS Trust;
	Solent NHS Trust; Cedar School, Southampton
	Solent NHS Trust; Jigsaw, Southampton
	South Essex Partnership Trust
	South Essex Partnership Trust; Byron Court and LD IST/ HFT South Essex, Heath Close
	South Essex Partnership Trust; Woodlea Clinic, Bromham
	Southern Health NHS Foundation Trust
	Southern Health NHS Foundation Trust; Ashford Unit
	Southern Health NHS Foundation Trust; Hollybank Havant

	Southern Health NHS Foundation Trust; Tatchbury Mount
	Speedwell Practice, Finchley, Barnet
	Spencer North, St Andrews Healthcare, Northampton
	Spire Bushey Hospital
	Spire Harpenden Hospital
	Spring Hill House, St Andrews Healthcare, Northampton
	Spring House Surgery; Ephedera Healthcare Ltd;
	St Andrews Medical Practice, Whetstone
	St Elizabeth's Centre, Much Hadham
	St Luke's Hospice, Harrow
	Sue Ryder Home
	Sure Start Coppetts Wood
	Sussex Partnership NHS Foundation Trust; various postcodes in North, South East and West
	Sweet Tree Farming for All, Mill Hill
	Sycamores, Blackwater; Care Opportunities Ltd
	Temple Fortune Medical Group, Golders Green
	Tenterfield Nursery and Children's Centre
	Thames Hospice, Windsor;
	The Green at Ravenswood; Norwood
	The Limes, Bliss Residential Care Ltd
	The Peace Hospice Charitable Trust
	The Pines, Action for Children
	The Priory Grange
	The Priory Hospital, Southgate
	Transition Team, HCC Hemel Hempstead
	Tring Park School
	UH Nursery
	Underhill Children's Centre
	University College London Hospitals NHS Foundation Trust
	Verulum House
	Wallace House Surgery, Hertford
	Walnuts School
	Wantage Daytime Support
	Warden Lodge Medical Practice, Stevenage
	Waterside Centre
	Watling Medical Centre, Edgware
	Welwyn and Hatfield LD Day Service, HCC
	West Herts Hospital NHS Trust
	West London NHS Trust
	Westgate House Care Centre, Ware
	Wheatfield Surgery, Luton (Partnership)
	White Lodge Medical Practice, Enfield

	Winchmore Hill Practice, Winchmore Hill Wrafton House Surgery, Hatfield

Provision(s) reviewed:

Provision: Nursing Degree Apprenticeship route - Learning Disabilities
Title of current programme: BSc(Hons) Nursing - Nursing Degree Apprenticeship
Title of modified programme if changed: BSc(Hons) Nursing - Nursing Degree Apprenticeship (Learning Disabilities Work Based Route)
Programme start date: 14 September 2020

Current academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Modified academic level(s) if changed:
England, Wales, Northern Ireland:
Level 6

Date of review	21 January 2020
Type of Modification	Major Modification (Visit)
QA visitor(s):	Registrant Visitor: Elizabeth Mason Lay Visitor: Jennifer Dye

Summary of review and findings
The University of Hertfordshire (the university, UoH) is an approved education institution (AEI). The university school of health and social work (the school) delivers a range of programmes in nursing, midwifery, allied health professions and social work. The pre-registration nursing programme is in approval since 23 April 2019. Programme routes in approval are a two-year full-time MSc nursing and BSc (Hons) nursing for adult, child, learning disabilities and mental health fields of practice. On 22 August 2019 a major modification to the programme introduced the nurse degree apprenticeship (NDA) route at academic level six and level seven in all four fields of nursing. These NDA routes are a three-year full-time and four-year part-time BSc (Hons) nursing - NDA and a two-year full-time and three-year part-time MSc nursing - NDA. To increase the recruitment into learning disabilities nursing required by Health Education England (HEE) and the CapitalNurse project, the school now seeks approval for a further major modification to the BSc (Hons) nursing NDA route to provide a five-year part-time route. The award is BSc (Hons) nursing – NDA (learning disabilities work-based route) and is intended to facilitate access to HEE funding provided by the CapitalNurse project. The proposed five-year route will only be provided in partnership with NHS practice learning partners (PLPs) and is intended to meet the need for an employer-led flexible route into learning disabilities nursing with multiple step on points. The programme is work-based in design, delivery and support with students undertaking a two-day practice placement, one day theory and two-day work cycle. The following employers are supporting the five-year part-time NDA route, Barnet, Enfield and Haringey Mental Health NHS Foundation Trust, Central and Northwest London NHS Foundation Trust, East London NHS Foundation Trust, Hertfordshire Partnership University NHS Foundation Trust, North East London NHS Foundation Trust, London North West Healthcare NHS Trust, Oxleas NHS Foundation Trust, South London and Maudsley NHS Trust, University College London Hospitals NHS Foundations Trust, West London NHS Trust. Documentary analysis and findings during the approval process evidence the school's effective partnership working with PLPs over the pan London geographical area. The programme team and PLPs explain the rationale for the major modification. UoH is a member of the pan London practice working group and uses the pan London practice assessment document (PAD) and ongoing record of achievement (ORA). These documents will be used for the NDA part-time five-year programme. Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME). The arrangements at programme level

meet the Standards for student supervision and assessment (SSSA).

The major modification is recommended to the NMC for approval subject to two specific NMC conditions and three AEI conditions. Visitors made two recommendations and the AEI made two recommendations.

Updated 20 February 2020

UoH has provided evidence for all conditions. The conditions are met. The major modification to the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition one: The programme development team must revise and correct the disclosure and barring service (DBS) and occupational health (OH) flow chart and documentation to confirm the selection process for future nurse apprentices to ensure the processes for ensuring health and character are appropriate for all entry points on the part-time NDA route. (SFNME R1.1, R2.1; Standards for pre-registration nursing programme (SPNP) R1.2, R1.3) Condition two: To identify how the knowledge, skills and behaviours of the apprenticeship standard version three are evidenced for those entering with recognition of prior learning. (University condition) **Practice learning:** Condition three: The programme team are required to provide a role descriptor for the apprenticeship tutor and identify how the role will work with the theory hours being delivery in practice, the other roles required to support the apprentice and the sustainability of this role. (University condition)

	Assessment, fitness for practice and award:
	None identified
	Education governance: management and quality assurance:
	Condition four: To develop a staff development plan to support the move to the more flexible model of delivery with a particular focus on technology. (University condition)
	Condition five: The programme team must provide an implementation plan for inter-professional learning opportunities in the taught curriculum. (SFNME R1.13; SPNP R2.1)
Date condition(s) to be met:	14 February 2020
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are advised to reflect on how the curriculum is structured and sequenced to enable students to manage their theory and practice effectively in year five. (SFNME R5.7; SPNP R2.9)
	Recommendation two: The programme team are advised to work with service providers to further develop and enhance inter-professional learning and working opportunities to ensure parity of experience. (SFNME R1.13)
	Recommendation three: The programme team are advised to revise the assessment strategy to align more to a work-based learning particularly group work and preparation for end point assessment. (University recommendation)
	Recommendation four: The programme team are recommended to establish an end point assessment working group. (University recommendation)
Focused areas for future monitoring:	Monitor service user and carer (SUC) involvement in the admissions process for the NDA part-time route.
	Monitor the development of inter-professional

	learning within the theoretical aspect of the programme.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: Revised documentation provides evidence changes required to meet condition one are made. The programme development team has provided revised DBS and OH flow charts ensuring processes for checking health and character are appropriate for all entry points on the part-time NDA route. Revised documentation provides evidence changes required to meet condition five are made. The programme team has provided an implementation plan, demonstrating intentions to develop inter-professional learning opportunities within in the taught curriculum. Documentation which meets the university conditions is provided.	
AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	20 February 2020

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for pre-registration nursing programmes (NMC, 2018)* *Future nurse: Standards of proficiency for registered nurses (NMC, 2018)* *Standards framework for nursing and midwifery education (NMC, 2018)* *Standards for student supervision and assessment (NMC, 2018)*

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

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

QA Handbook

Partnerships

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

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Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC Standards for student supervision and assessment
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

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

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

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

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

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriateStandard 2: Expectations of practice supervisors:
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic 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

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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 is established and effective partnership working between the school and all stakeholders which continues and has permitted the development of the NDA route in all four fields of nursing practice. We find the programme is developed by a curriculum co-ordination group, the learning disability academic team and a co-production group which includes service users and PLPs. The documentation provided and discussion with the senior team, programme team, PLPs and students confirms evidence of governance structures for the programme.

Commitment to developing and supporting a five-year part-time work-based learning route for learning disabilities nursing is evident through meetings' minutes between UoH, HEE and PLPs. Previous documentary evidence and evidence from service user meetings is used in lieu of service users attending this event because attending a third approval visit is burdensome for learning disabilities service users. It is agreed minutes of meetings are acceptable as evidence of service user involvement in the development of the five-year part-time route.

The programme team tell us SUC involvement in the delivery of this route will be comparable to other routes and student experiences will be equitable. SUC will be involved in face to face sessions for route. The programme team explain there's a large pool of SUC and resourcing additional sessions will not be problematic.

Student feedback reports SUC sessions are valued. SUC are actively involved in student assessments, are supported by lecturers and can access UoH training such as equality and diversity. They are involved with interview and selection processes. The programme team and PLPs identify interviews will involve SUC. Students on apprenticeship routes tell us a SUC is not always part of the interview panel. The programme team explain this is unusual and the result of late interviews recruiting to the four-year NDA route.

Students on this route will be an identifiable cohort and there are no plans for students to share theory sessions with other students. Theory will be taught through a blended learning approach with face to face sessions at UoH, virtual taught sessions, e-learning, and via an apprentice tutor in the workplace. Two hours per week are allocated for workplace delivery via the apprentice tutor, and PLPs confirm this is agreed.

There's evidence of partnership working with students and no additional consultation with students for this major modification. Inter-professional learning and working opportunities occur as part of the work-based learning approach. There are no scheduled inter-professional theory opportunities although the programme team suggest this may be possible with other fields of nursing on other routes. (Condition five) (SFNME R1.13; SPNP R2.1). PLPs describe inter-professional learning and working opportunities within the workplace involving a range of other professionals, both registered practitioners and students.

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

Not Met

There are no scheduled inter-professional theory opportunities although the programme team suggest this may be possible with other fields of nursing on other routes.

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

Met

If not met, state reason

There are no scheduled inter-professional theory opportunities although the programme team suggest this may be possible with other fields of nursing on other routes.

Condition five: The programme team must provide an implementation plan for inter-professional learning opportunities in the taught curriculum. (SFNME R1.13; SPNP R2.1)

Post Event Review
Identify how the condition is met: Condition five: The programme team has provided an implementation plan demonstrating intentions to develop inter-professional learning opportunities within in the taught curriculum. Evidence: Implementation plan for inter-professional theoretical learning, 20 February 2020 Condition five is met.
Date condition(s) met: 20 February 2020 **Revised outcome after condition(s) met:** *Met* The condition is 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.

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

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

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

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

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

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

No

R1.2 is not met. The flow chart provided evidencing process for DBS does not reflect the range of entry points relevant to this route. The process for DBS checking for employees applying to join this route is stated by the programme team and PLPs. The programme team and PLPs tell us there is an annual DBS self-declaration requirement and programme documents evidence this. This is not evident in all student facing documentation for all entry points to the programme. (Condition one) (SFNME R1.1, R2.1; SPNP R1.2, R1.3)

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)

No

R1.3 is not met. The flow chart provided evidencing the process for DBS and OH does not reflect processes for all entry points for this route. The process for DBS and OH checking for employees applying to join this pathway is articulated by the programme team and PLPs. The programme team and PLPs identify an annual DBS self-declaration requirement and the documents evidence this but this is not evident in all the student facing documentation for all entry points to the programme. (Condition one) (SFNME R1.1, R2.1; SPNP R1.2, R1.3)

There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record

checks and fitness for practice processes detailed (R1.2)

Yes

Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

Yes

Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

Yes

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

Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

Met

R1.5 is met. Unchanged since original approval on 23 April 2019 and major modification approval on 22 August 2019. The programme team explain entry to year two of the route will be for applicants with level three work-based qualification and 12 months experience of working in learning disabilities services. Applications for entry to year four is intended for applicants with a foundation degree in health and social care or who have completed the assistant practitioner programme. There's evidence of capability of mapping to the existing curriculum for the field of learning disabilities. The programme team explain there's a designated member of the team responsible for the management of RPL and all claims will be reviewed by PLPs and the external examiner for the 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

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R1.6 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019.

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

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

Met

R1.7 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019.

Students are advised of the support available for developing numeracy, literacy, digital and technological literacy through UoH academic skills advice resource. UoH uses study-net and canvas, the university's virtual learning environment (VLE), to support module delivery and completion of summative assessments. Students can access support in developing their digital literacy, study skills and numeracy through the VLE. Students take a digital literacy diagnostic test on admission. Library data bases and study support are accessible remotely for all students. Digital literacy is supported through 'linked in learning', a study skills package which students use to access study resources. Students can undertake a study skills module which is viewed as a supportive tool for those who may benefit from early study skills support.

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

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

Yes

Proposed transfer of current students to the programme under review

There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place

N/A

Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019.

Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes

N/A

Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019.

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

No

Processes for DBS, health and character are not evident in all student facing documentation and for all entry points to the programme.

Outcome

Is the standard met?

Not Met

Processes for DBS, health and character are not evident in all student facing documentation and for all entry points to the programme.

Condition one: The programme development team must revise and correct the DBS and OH flow chart and documentation to confirm the selection process for future nurse apprentices to ensure the processes for ensuring health and character are appropriate for all entry points on the part-time NDA route. (SFNME R1.1, R2.1 and SPNP R1.2, R1.3)

Date: *21 January 2020*

Post Event Review

Identify how the condition is met:

Condition one:

The programme development team has provided revised DBS and OH flow charts ensuring processes for checking health and character are appropriate for all entry points on the part-time NDA route.

Evidence:
Disclosure and barring flow chart for all admission entry points, 20 February 2020
BSc Hons Nursing learning disabilities work-based route self disclosure form, 20 February 2020

Condition one is met.

Date condition(s) met: 20 February 2020

Revised outcome after condition(s) met:

Met

The condition is met.

Standard 2. Curriculum

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

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

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

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

R2.5 state routes within their pre-registration nursing programme that allows

students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

There is evidence that the programme complies with the NMC Standards for nursing and midwifery education (R2.1)

No

R2.1 is not met. There are no scheduled inter-professional theory opportunities although the programme team suggest this may be possible with other fields of nursing on other routes. (Condition five) (SFNME R1.13; SPNP R2.1)

There is evidence that the programme complies with the NMC Standards for student supervision and assessment (R2.2)

Yes

Mapping to show how the curriculum and practice learning content reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)

Yes

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

There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

Met

R2.4 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019. The programme team and PLPs tell us the programme supports all students to achieve experience all four fields of nursing practice. PLPs have agreements to share practice placement areas across the London geographical area to facilitate this for all students. This is achieved through a 'hub and spoke' model. Students will spend two days per week as work-based learning away from their normal area of work. Within these two days opportunities through the 'spoke' are identified to cover the cross-field range required. This is overseen and monitored by the programme team and PLPs. NDA students will use the Pan London PAD and OAR to record practice learning

experiences and proficiencies.

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

Met

R2.5 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019. Students completing this route will be eligible to register with the NMC in the field of learning disabilities.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

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

Met

R2.8 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module

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

Met

R2.9 is met. The programme structure demonstrates an equal balance of theory and practice learning for the five-year part-time route. The programme meets the minimum 4600 hours requirement for nursing programmes. Practice learning accounts for 50 percent of the programme. Programme outcomes are unchanged and programme design differs in that delivery is over five years with theoretical learning delivered through a blended approach with emphasis on work-based delivery. (Recommendation one) (SFNME R5.7; SPNP R2.9)

Documentation provided for the part-time route indicates a range of teaching and learning strategies. This includes supervised and assessed practice experiences, simulation-based practice sessions, reflection, and portfolio development, seminar and care pathway presentations. Students are provided with individual and small group academic tutorials, discussion groups, problem solving and inquiry-led learning approaches. Students use e-technology learning resources including interactive lectures, learning packages, podcasts, video and digital story boards. We find evidence of resources and support available to students and there's funding for students to be provided with a laptop to support their studies. Students have one day a week for academic study and two hours per week (within the two days when students are in their usual employment) are used for theoretical learning in the workplace through the apprentice tutor. Additional pages in the PAD will evidence this learning. Examples of how the work-based learning model will be supported is through use of workbooks and access to 'expert' teaching through the apprentice tutor. Theory hours relating to virtual/blended learning counting towards the 2300 theory hours will be defined as 'synchronist' hours.

Programme documentation indicates 20 percent 'off-the-job' learning is in place and practice learning hours will be recorded in the PAD. UoH placement department organises practice placement learning through a hub and spoke model. These are arranged with the practice supervisor. Practice placements are not arranged for the student's area of employment. Students are supernumerary and students confirm this. The allocation of placement learning hubs and supernumerary status is is confirmed by the programme team and the PLPs. The programme planner provides opportunities for students who need to resubmit summative assessments or retrieve programme 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)

N/A

R2.10 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019. The programme will be delivered only in England.

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

Yes

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

Yes

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

Yes

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

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

No

There are no scheduled inter-professional theory opportunities although the programme team suggest this may be possible with other fields of nursing on other routes.

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

Yes

Outcome

Is the standard met?

Not Met

There are no scheduled inter-professional theory opportunities although the programme team suggest this may be possible with other fields of nursing on other routes.

Condition five: The programme team must provide an implementation plan for inter-professional learning opportunities in the taught curriculum. (SFNME R1.13; SPNP R2.1)

Date: *21 January 2020*

Post Event Review

Identify how the condition is met:

Condition five:
The programme team has provided an implementation plan demonstrating intentions to develop inter-professional learning opportunities within in the taught curriculum.

Evidence:
Implementation plan for inter-professional theoretical learning, 20 February 2020

Condition five is met.

Date condition(s) met: 20 February 2020

Revised outcome after condition(s) met:

Met

The condition is met.

Standard 3. Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

Met

R3.1 is met. Documentary analysis and discussion at the approval visit provide assurance practice learning opportunities allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care. The programme team tell us how the hub and spoke model will provide opportunities for students to develop skills and proficiencies across a diverse range of people and the four fields of practice. Students are positive about their opportunities to gain diverse experience in the four fields of practice

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

Met

R3.2 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019. Programme documentation and the programme team explain processes for ensuring part-time NDA students will have opportunities to gain experience of providing care to a diverse range of people across the life span.

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

Met

R3.3 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019.

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

Met

R3.4 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019.

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

Met

R3.5 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019. The programme team and learning support manager tell us all students have access to learning support resources available on the VLE and this can be accessed remotely. We find students can access face to face sessions with study skills support. All students have a personal tutor and the opportunity to be assessed for a personal learning support plan. PLPs and students tell us personal circumstances and individual learning needs set out in the personal learning support plan are taken into account when planning practice placement learning. Students confirm this.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

Outcome
Is the standard met? *Met* **Date:** *21 January 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 4. Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme R4.4 provide students with feedback throughout the programme to support their development R4.5 ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%

R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

R4.9 ensure that there is equal weighting in the assessment of theory and practice

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out inArticle 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

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

Standards for student supervision and assessment

R4.1 – R4.11

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

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

Met

R4.1 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019.

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

Met

R4.2 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019. All PLPs are using the SSSA and there's documentary evidence demonstrating preparation for the new SSSA roles including the requirements of students on the NDA route. Arrangements are in place to support students on the part-time NDA route and ensure parity with students on all routes in the 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

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

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

Met

R4.4 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019.

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

Met

R4.5 is met. Unchanged since original approval on 23 April 2019 and major modification on 22 August 2019.

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Evidence provides assurance that the following QA approval criteria are met

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

 Yes

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

 Yes

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

 Yes

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

 Yes

There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the Standards of proficiency for registered nurses (R4.10)

 Yes

Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

 Yes

Assurance is provided that Gateway 1: <u>Standards framework for nursing and</u>

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midwifery education relevant to supervision and assessment are met

Yes

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

Yes

Outcome
Is the standard met?   *Met*   Date: *21 January 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A*   **Revised outcome after condition(s) met:**   *N/A*

Standard 5. Qualification to be awarded
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and   R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake

additional education and training or gain such experience as specified in our standards.

Evidence provides assurance that the following QA approval criteria are met

The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)

Yes

Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

Yes

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

N/A

There is no fall back exit award with eligibility for NMC registration.

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

Yes

Outcome

Is the standard met?

Met

Date: *21 January 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation: Post approval visit documents: Disclosure and barring flow chart for all admission entry points, 20 February 2020	

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BSc Hons Nursing learning disabilities work based route self disclosure form, 20 February 2020
Implementation plan for inter-professional theoretical learning, 20 February 2020
BSc (Hons) nursing (learning disabilities) (degree apprenticeship work based) programme specification, 20 February 2020
Learning disabilities nursing practice 1b (flexible) V2, 20 February 2020
Developing health and wellbeing (flexible) V2, 20 February 2020
Learning disabilities nursing practice 2a (flexible) V2, 20 February 2020
Learning disabilities nursing practice 2b (flexible) V2, 20 February 2020
Leading and managing learning disabilities nursing practice (flexible) V2, 20 February 2020
Learning disabilities nursing practice three (flexible) V2, 20 February 2020
BSc Hons nursing learning disabilities work based learning route commitment statement, 20 February 2020

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: One x year three student, BSc (Hons) nursing learning disabilities Two x year one BSc (Hons) NDA students (adult and mental health)	
Service users and carers	No
If you stated no above, please provide the reason and mitigation Service users are involved in previous approval visits and it is considered too burdensome to ask them to attend another approval visit for this major modification. Minutes of meetings are accepted which include information on service users in programme development as a proportional exception to attendance.	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	Yes

Technology enhanced learning / virtual learning environment	Yes
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List	
If you stated no above, please provide the reason and mitigation Care Quality Commission (CQC) report North Middlesex University NHS Foundation Trust, 25 October 2019 CQC report Howe Dell Manor, 27 July 2019 CQC report Hampshire Hospital NHS Foundation Trust, 19 September 2018 CQC report Lakeside Surgery, 27 July 2016	
Additional comments: Not required, existing AEI.	

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Issue record			
Final Report			
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