Programme Major Modification report

Section one

Programme provider name:	University of Huddersfield
Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☒ Registered Nurse – Learning Disabilities ☒ Registered Nurse – Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☒ NDA Children's ☒ NDA Learning Disabilities ☒ NDA Mental Health ☒ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	BSc (Hons) Nursing – Adult BSc (Hons) Nursing – Child BSc (Hons) Nursing – Learning Disabilities BSc (Hons) Nursing – Mental Health BSc (Hons) Nursing Adult (Blended Learning) BSc (Hons) Nursing Child (Blended Learning) BSc (Hons) Nursing Learning Disabilities (Blended Learning) BSc (Hons) Nursing Mental Health (Blended Learning) BSc (Hons) Degree Apprenticeship – Registered Nurse: Adult BSc (Hons) Degree Apprenticeship – Registered Nurse: Child

	BSc (Hons) Degree Apprenticeship – Registered Nurse: Learning Disabilities
	BSc (Hons) Degree Apprenticeship – Registered Nurse: Mental Health
	BSc (Hons) Degree Apprenticeship – Registered Nurse Adult (Blended Learning)
	BSc (Hons) Degree Apprenticeship – Registered Nurse Child (Blended Learning)
	BSc (Hons) Degree Apprenticeship – Registered Nurse Learning Disabilities (Blended Learning)
	BSc (Hons) Degree Apprenticeship – Registered Nurse Mental Health (Blended Learning)
	MSc Nursing (pre-registration) – Adult
	MSc Nursing (pre-registration) – Child
	MSc Nursing – Learning Disabilities
	MSc Nursing (pre-registration) – Mental Health
	MSc Pre-registration Nursing Adult (Blended Learning)
	MSc Pre-registration Nursing Child (Blended Learning
	MSc Pre-registration Nursing Learning Disabilities (Blended Learning)
	MSc Pre-registration Nursing Mental Health (Blended Learning)
	MSc Pre-registration Nursing apprenticeship – Adult
	MSc Pre-registration Nursing apprenticeship – Child
	MSc Pre-registration Nursing apprenticeship – Learning Disabilities
	MSc Pre-registration Nursing apprenticeship – Mental Health
	MSc Pre-registration Nursing Apprenticeship Adult (Blended Learning)
	MSc Pre-registration Nursing Apprenticeship Child (Blended Learning)
	MSc Pre-registration Nursing Apprenticeship Learning Disabilities (Blended Learning)
	MSc Pre-registration Nursing Apprenticeship Mental Health (Blended Learning)

Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A*	N/A

Academic levels of current programme:	

Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7

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	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Adult	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☒ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Children's	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☒ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Learning Disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☒ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Mental Health	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☒ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Dual award - adult/mental health	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7

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	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A

Registered Nurse – Children's	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☒ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Learning Disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☒ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Mental Health	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☒ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Adult	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☒ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Children's	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☒ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Learning Disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☒ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A

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NDA Mental Health	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☒ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Dual award - adult/mental health	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

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	☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A

Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	19 August 2019
Date(s) of NMC approval of any modifications since last approval:	29 May 2020 12 January 2021

Programme start dates:	
Current modification programme start date:	
RN – Adult	14 February 2022
RN – Children's	14 February 2022
RN - Learning Disabilities	14 February 2022
RN - Mental Health	14 February 2022
NDA Adult	14 February 2022
NDA Children's	14 February 2022
NDA Learning Disabilities	14 February 2022
NDA Mental Health	14 February 2022
Dual award - Adult/Mental Health	N/A
Dual award - Adult/Children's	N/A
Dual award - Adult/Learning Disabilities	N/A
Dual award – Mental Health/Learning Disabilities	N/A
Dual award – Mental Health/Children's	N/A

Dual award – Learning Disabilities/Children's	N/A
Date of modification:	23 November 2021
Type of modification:	Desktop
QA visitor(s):	Registrant Visitor: Patricia Hibberd Lay Visitor: N/A

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Section two

Summary of review and findings
The University of Huddersfield (UoH) is an established approved education institution (AEI). The pre-registration nursing programme is approved for adult, mental health, learning disability and children's nursing fields since 19 August 2019. There are routes in BSc (Hons) nursing, BSc (Hons) nurse degree apprenticeship (NDA) and MSc nursing. A major modification to the programme approved a masters level NDA route for all fields from 29 May 2020. A blended learning route at undergraduate and postgraduate level and all fields of practice is added through a further major modification on 12 January 2021. The UoH presents a major modification to the pre-registration programme for all approved routes and fields. The proposal is to include simulation-based practice learning (SBPL) as part of the allocated practice learning hours in each route. This is designed with a focus on student's preparation for practice learning in placement settings. Key themes aim to enrich student learning at relevant points in the programme. These focus on mandatory preparation as well as professionalism, leadership, teamwork and the transition to registered nurse. SBPL is designed and delivered on a digital platform in order to ensure equal access for students on all approved routes. There's a process for monitoring and recording student engagement with the allocated simulated practice hours as well as certification provided as evidence of completed simulated learning. Stakeholders are committed to the development of authentic SBPL. There's written evidence of practice learning and employer partner's engagement in the development of the themes. Service users and actor role players are engaged in the development and delivery of person-centred scenarios. There's consultation with students in the development of this modification. Clinical educators are prepared as practice assessors and practice supervisors to support students during the simulated activity. There's a process for evaluating the quality of the simulated learning placement. There's senior signed confirmation that resources are in place to deliver the SBPL hours. The only new employer partner approved through this modification is Cygnet. All other employer partners remain as approved. These include the Mid Yorkshire Hospitals NHS Trust, Calderdale and Huddersfield NHS Foundation Trust, South

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

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

The major modification is recommended for approval subject to one NMC condition.

There's one NMC recommendation.

Updated 29 November 2021:
Evidence is provided to meet the condition. The NMC condition is now met.

The modification is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** Condition one: Provide programme plans for undergraduate and postgraduate routes that include the integration of SBPL hours and demonstrate that the equal balance of theory and practice in the pre-registration nursing programme is maintained. (SPNP R2.9)

	Practice learning: None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	29 November 2021
Recommendations to enhance the programme delivery:	Recommendation one: Consider strengthening documentation provided to students so that SBPL as an enhancement to learning and teaching is more clearly articulated. (SFNME R3.2)
Focused areas for future monitoring:	Student evaluation of simulation as an enhancement to practice learning.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: The UoH provides revised programme plans for undergraduate and postgraduate routes for September and January cohorts. The programme plans provide evidence that the SBPL hours are integrated into the practice hours of the programme in all routes. These demonstrate that an equal balance of theory and practice is maintained in the pre-registration nursing programme.	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒

	Recommended to refuse approval of the programme ☐
Date condition(s) met:	29 November 2021

Section three

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

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

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Findings against the standard and requirements

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

There's evidence of involvement of stakeholders in the development of simulation. Documentary review shows that there's consultation and support from Health Education England (HEE) representatives and practice learning partners (PLPs) with the development and delivery of SBPL at strategic level and operational level.

SBPL is designed in consultation with service users and carers (SUCs) from the UoH public participation group and they're supporting scenario development. This includes developing personal vignettes or the development of service user videos which form part of the simulation activity. They're involved in communication sessions and provide opportunities for students to meet with SUCs as part of authentic learning. SUCs, nursing and drama students are involved in a project to develop and provide simulation scenarios representative of situations students may encounter as part of their transition to registered nurse.

The UoH employ clinical educators who are prepared as practice assessors and practice supervisors. They'll support and supervise students through SBPL activities. A student simulation handbook is in place to support the preparation for simulation. Academic assessors are allocated to each cohort of students. They aren't involved in simulated practice assessment for their own students.

All SBPL activity is subject to educational audit. This is completed to assess the safety and quality of the student practice learning experience. Induction to SBPL is completed for all students. Students are able to evaluate their experience.

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

MET ☒   **NOT MET** ☐

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

MET ☒   **NOT MET** ☐

Post Event Review
Identify how the condition is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐ N/A

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 Confirm on entry to the programme that students: R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing R1.1.2 demonstrate values in accordance with the Code R1.1.3 have capability to learn behaviours in accordance with the Code

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.10

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

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

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

<table>
<tr><td colspan="2" align="center">**Findings against the standard and requirements**</td></tr>
<tr><td colspan="2">**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)

<div align="right">**YES** ☒   **NO** ☐</div>

- 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).

<div align="right">**YES** ☒   **NO** ☐</div>

- 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)

<div align="right">**YES** ☒   **NO** ☐</div>

- 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)

<div align="right">**YES** ☒   **NO** ☐</div>

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

<div align="right">**YES** ☒   **NO** ☐</div>
</td></tr>
<tr><td colspan="2">**Provide an <u>evaluative summary</u> 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)

<div align="right">**MET** ☒   **NOT MET** ☐</div>
</td></tr>
</table>

R1.5 is met. Unchanged through this modification.

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)

MET ☒   **NOT MET** ☐

R1.6 is met. Unchanged through this modification.

- 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. Documentary evidence confirms that students on all routes are supported to access the digital platform and will continue to develop digital and technological literacy as part of SBPL. The personal academic tutor role requires regular meetings with students to support and monitor student progress. An academic assessor is allocated to have oversight of the student's achievement of simulation hours and contribution to overall student progress.

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 <u>evaluative summary</u> to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

The modification is planned for implementation from 14 February 2022 and will apply to all student cohorts and routes. There's evidence of student consultation

and engagement in the adoption of SBPL. There's a simulation student handbook providing students with information to support their experience.

The modification makes no change to programme outcomes or summative achievement of the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

Proposed transfer of current students to the _Standards for student supervision and assessment (SSSA)_ (NMC, 2018).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment. The SSSA is adopted for all students. There'll be no students transferring as part of this major modification.
Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to selection, admission and progression are met **YES** ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 23 November 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A		

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the NMC _Standards framework for nursing and midwifery education_ R2.2 comply with the NMC _Standards for student supervision and assessment_

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*
R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R2.4 is met. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R2.5 is met. Unchanged through this modification.

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** ☐

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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. Unchanged through this modification.

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

  MET ☐   **NOT MET** ☒

R2.9 is not met. Programme and module specifications are provided containing the proposed simulated learning hours. The changes are reviewed and supported by external examiners for the programme.

Students undertake SBPL focused on preparation for practice placements. This includes completion of digital mandatory preparation modules and moving and handling. Simulation also focuses on a theme relevant to the part of the programme including professionalism, leadership and transition to registered practice. It's a compulsory requirement of the relevant modules and there's a process in place to monitor student engagement and hours.

It's not clear how SBPL is being integrated into the practice learning allocations, therefore the equal balance of theory and practice isn't clearly demonstrated. (Condition one)

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 pre-registration nursing programme leads to registration in one field of nursing only.

- 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 pre-registration nursing programme leads to registration in nursing only.

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

  YES ☒   **NO** ☐

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** ☒ |

Although SBPL is included in the contact hours in the practice modules it's not clear how this is being integrated into practice learning allocations. It's not clear whether there's overlap with time allocated to theoretical learning. The equal balance of theory and practice is therefore not clearly demonstrated.

Condition one: Provide programme plans for undergraduate and postgraduate routes that include the integration of SBPL hours and demonstrate that the equal balance of theory and practice in the pre-registration nursing programme is maintained. (SPNP R2.9)

Date: 23 November 2021

Post event review
Identify how the condition(s) is met: Condition one: Revised programme plans are provided for September and January BSc (Hons) undergraduate cohorts and for MSc January postgraduate routes. The programme plans demonstrate that SBPL is integrated into the practice hours for each route. These show there's an equal balance of theory and practice maintained in the pre-registration nursing programme. Condition one is met. Evidence: Programme plan for BSc (Hons) September, undated Programme plan for BSc (Hons) January, undated Programme plan for MSc January (two year), undated
Date condition(s) met: 29 November 2021
Revised outcome after condition(s) met:　　　　　MET ☒　　　NOT MET ☐

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must:

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:
R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

Provide an <u>evaluative summary</u> 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. Students will continue to experience the range of practice learning opportunities as originally approved. Programme and module specifications demonstrate that SBPL is embedded in the total practice learning hours and in the learning and teaching strategy for each module. Programme documentation indicates that SBPL aims to provide opportunities to rehearse the FN:SPRN. This includes feedback on progress in readiness for practice placements.

- 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. SBPL is designed to prepare students for the variety of practice learning experiences. The UoH employ clinical educators who are prepared as practice supervisors and practice assessors. They'll assess the FN:SPRN related to moving and handling and life support. These are achieved prior to students progressing to clinical placement. All other elements of SBPL are formative. There's a process to ensure that academic assessors aren't simultaneously acting as practice assessors for students. Academic assessors remain involved in the assessment and monitoring of student progress. Students use the current practice assessment record and evaluation system to evaluate SBPL. There's a simulation stakeholder working group reviewing evaluation with a focus on continued enhancement.

- Evidence that the practice learning opportunities allow students to meet the communication and relationship management skills and nursing

procedures, as set out in the *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.3)

MET ☒ **NOT MET** ☐

R3.3 is met. Unchanged through this modification.

- 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. Programme and module specifications are modified to include the proposed simulation hours. Students on all undergraduate routes will undertake 120 hours in year one. There's 120 hours in year two and 60 hours in year three. It's also proposed that 200 hours of practice learning will be replaced with SBPL in all two-year postgraduate routes. This comprises 80 hours in year one and a further 120 hours in year two.

There's evidence that the experiences of people are included in a variety of ways. This is through synchronous face to face learning with SUCs and/or student actors or through videos and stories in an asynchronous digital environment. SBPL offers opportunities for shared learning with students from all nursing fields or interprofessional learning with students from other professions.

Face to face SBPL is undertaken on campus for aspects of mandatory preparation such as moving and handling and life support.

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

MET ☒ **NOT MET** ☐

R3.5 is met. Unchanged through this modification.

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

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒   NO ☐

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

YES ☒   NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐

Date: 23 November 2021

Post event review
Identify how the condition(s) is met:
N/A

Date condition(s) met:
N/A

Revised outcome after condition(s) met:	MET ☐	NOT MET ☐
N/A		

Standard 4: Supervision and assessment

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

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

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

R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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

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

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

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

Findings against the standards and requirements

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

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

  MET ☒   **NOT MET** ☐

R4.1 is met. Unchanged through this modification.

- 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. Students are allocated a practice supervisor to support their SBPL. They're supported by clinical skills educators who've been prepared as practice supervisors and practice assessors.

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)

Provide an <u>evaluative summary</u> 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. Feedback from SBPL is provided by practice supervisors. Feedback is provided as debriefing sessions following simulation and students are encouraged to reflect on learning. There's formative feedback from SUCs and practice supervisors as well as supporting academics. Other feedback includes activities such as online quizzes undertaken by students to determine their learning. The practice supervisor records formative feedback in the student's electronic practice assessment document. Completion of simulation is certificated and required for progression to practice placements.

There's a simulation handbook in place to inform students, practice supervisors and practice assessors on the feedback process.

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

MET ☒   **NOT MET** ☐

R4.5 is met. Unchanged through this modification.

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

- 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:** 23 November 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: MET ☐   NOT MET ☐   N/A

Standard 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)

<div align="right">

YES ☒   **NO** ☐

</div>

- 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)

<div align="right">

YES ☒   **NO** ☐

</div>

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

<div align="right">

YES ☐   **NO** ☐   **N/A** ☒

</div>

There's no fall back award that leads to registration as a nurse. Unchanged through this modification.

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

<div align="right">

YES ☒   **NO** ☐

</div>

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 23 November 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

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	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

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Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation:		
Post visit evidence: Programme plan for BSc (Hons) September, undated Programme plan for BSc (Hons) January, undated Programme plan for MSc January (two year), undated		
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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☐	☒
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☐	☒
Students	☐	☒
If yes, please identify cohort year/programme of study:		
Service users and carers	☐	☒
If you stated no above, please provide the reason and mitigation: This is a desktop modification. A teleconference was undertaken on 23 November 2021.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒

Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒

If practice learning environments are visited, state where visited/findings:

System regulator reports reviewed for practice learning partners	☒	☐

If yes, system regulator reports list:
Calderdale and Huddersfield NHS Foundation Trust Care Quality Commission (CQC) inspection report, 20 June 2018
The Mid Yorkshire Hospitals NHS Trust CQC inspection report, 7 December 2018
East Lancashire Hospitals NHS Trust CQC inspection report, 12 February 2019
The Royal Oldham Hospital CQC inspection report, 10 February 2021
Sheffield Teaching Hospitals NHS Foundation Trust CQC inspection report, 14 November 2018
South West Yorkshire Partnership NHS Foundation Trust CQC inspection report, 23 August 2019

If you stated no above, please provide the reason and mitigation:
This is a desktop modification for an established AEI and visits to resources aren't required.

Additional comments:
None identified.

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Issue record			
Final Report			
Author(s):	Patricia Hibberd	Date:	26 November 2021
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Submitted by:	Aman Dhanda	Date:	15 December 2021
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