Programme Major Modification report

Section one

Programme provider name:	Anglia Ruskin University
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 (Mental Health) BSc (Hons) Nursing (Adult) [apprenticeship route] BSc (Hons) Nursing (Child) [apprenticeship route] BSc (Hons) Nursing (Mental Health) [apprenticeship route] BSc (Hons) Nursing (Adult and Mental Health) BSc (Hons) Nursing (Child and Mental Health)
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:	

	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse – Adult	

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
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 ☐ 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
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

Nursing & Midwifery Council

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

MOTT MACDONALD

	☒ 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 ☒ 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

Nursing & Midwifery Council

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

MOTT MACDONALD

Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	21 April 2020
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification programme start date:	
RN – Adult	
RN – Children's	12 September 2022
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	

Nursing & Midwifery Council

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

MOTT MACDONALD

Dual award – Learning Disabilities/Children's	
Date of modification:	16 June 2022
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Jackie Vasey

Summary of review and findings
Anglia Ruskin University (ARU) is an approved education institution (AEI) offering pre-registration nursing Bachelor of Science with Honours (BSc (Hons)) (adult, child and mental health), BSc (Hons) registered nurse degree apprenticeship (adult, child and mental health) and BSc (Hons) dual awards (adult and mental health, and child and mental health). The programme was approved by the Nursing and Midwifery Council (NMC) on 21 April 2020. A major modification to the BSc (Hons) nursing programme is presented to approve delivery of their full-time direct entry child route at the new campus ARU Peterborough. The modification includes approval of a satellite site at ARU Peterborough which when complete will deliver all their full-time pre-registration nursing programmes. ARU Peterborough will open in September 2022. It's been developed in partnership with the Cambridge and Peterborough combined authority and Peterborough city council. ARU delivers all the nursing routes including the adult and mental health and child and mental health dual award routes across the Cambridge and Chelmsford campuses. The adult only field of nursing is also delivered at the existing Peterborough campus. The first cohort of child nursing students at ARU Peterborough will commence the programme on 12 September 2022. ARU aim to recruit a minimum of 10 students and a maximum of 30. The major modification process demonstrates substantial partnership working between ARU and established practice learning partners (PLPs) at strategic and operationalisation levels. PLPs confirm that the addition of the route at Peterborough addresses an underutilisation of practice learning placements in the Peterborough locality. Preparation for the additional cohort is confirmed by senior ARU managers. Photographs and plans provide assurance that the new building will be complete by September 2022. A clear contingency plan is in place if there's any delay. There's assurance that all governance arrangements are in place to ensure the quality and safety of practice learning. ARU processes and policies will be in place at ARU Peterborough. There's evidence of a partnership approach between ARU and PLP's to address practice learning concerns including any adverse Care Quality Commission (CQC) reports. This modification visit is undertaken by remote means.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018).

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

The major modification is recommended to the NMC for approval subject to one NMC condition. One NMC and one university recommendation are made.

Updated 1 July 2022:

ARU have provided evidence to meet the NMC condition.

The condition is met.

The programme 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:** Condition one: Provide an implementation plan for how service users and carers (SUCs) inform the future and ongoing design, development and co-production of the programme. (SFNME R1.12) **Selection, admission and progression:** None identified. **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:	1 July 2022
Recommendations to enhance the programme delivery:	Recommendation one: ARU should monitor how ongoing academic support will be provided to students at the ARU Peterborough campus. (Standards for pre-registration nursing programmes (SPNP) R4.1) Recommendation two: Ensure that information on how to access academic support services at ARU Peterborough is clearly communicated to students. (University recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: Additional programme documentation confirms that the NMC condition is met. An implementation plan clearly identifies how ARU will ensure SUCs inform future and ongoing programme design, development and co-production. Condition one is met.	
AEI Observations	**Observations have been made by the education institution** **YES** ☒ **NO** ☐
Summary of observations made, if applicable	ARU queried whether the approved midwifery and nursing associate programmes should be included as being approved for delivery at ARU Peterborough as they're not identified in the summary of the report. ARU are advised that the recommendation to the NMC to approve the delivery of BSc (Hons) nursing (child) at ARU Peterborough provides assurance that the new facilities are appropriate for delivery of other NMC programmes, that ARU intend to deliver in future at ARU Peterborough. For the delivery of other NMC approved programmes at this site, a minor

	modification related to delivery of these programmes should be undertaken through ARUs internal processes and reported through the annual self-assessment report.	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval	☒
	Recommended to refuse approval of the programme	☐
Date condition(s) met:	1 July 2022	

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

Nursing & Midwifery Council

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

MOTT MACDONALD

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

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

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

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

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an <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.

Programme documentation provides evidence of effective ongoing partnership working with key stakeholders including, PLPs, SUCs and students. Programme documentation confirms that there's ongoing stakeholder involvement in the selection and recruitment of students, programme delivery and review at all ARU campuses.

The programme team and SUCs confirm involvement in the recruitment and selection process with SUCs contributing to the development of interview questions. SUCs confirm involvement in programme delivery, they tell us that they contribute to workshops and online sessions. They describe a scenario example

where the family of a ventilated child were able to share their experiences of care with students. It's not clear in the programme documentation and SUC's tell us that they haven't been consulted about the proposal to deliver the child route at ARU Peterborough. (Condition one)

The major modification process identifies effective relationships with PLPs. Senior PLPs tell us that they support the route and tell us about the advantages for student learning. They tell us that travel issues for students will be improved by offering the programme at ARU Peterborough. PLPs identify the need to develop a local workforce.

There's documentary evidence that PLP placement agreements are in place. Senior PLPs and senior ARU managers assure us that effective processes are in place to monitor the quality and effectiveness of practice learning environments and to manage risk. At a strategic level, monthly meetings with senior ARU and PLP managers review placement capacity and quality. Operationally, practice supervisors, practice assessors and practice education facilitators (PEFs) tell us that regular partnership meetings including allocation, practice education committee (PEC) and course leader meetings provide opportunities to communicate and collaborate with the programme team and to review and monitor the quality of practice learning environments.

Practice supervisors and practice assessors tell us about the commitment to student learning and the range of support mechanisms in place to support student learning. Students confirm that a range of mechanisms support practice learning. They tell us that there are twice weekly drop-in visits supported by PEFs. Students tell us that they feel well supported in practice. The midlands, Yorkshire and east practice assessment document (MYEPAD) confirms that practice supervisors, practice assessors, peers and SUCs feedback contributes to practice learning.

Programme documentation confirms a range of practice learning hub and spoke opportunities that support students to meet the diverse needs of people across the lifespan. The programme team confirm that access to these learning opportunities is verified by personal development tutors. Practice learning opportunities are continually expanding, examples include placements within primary care training hubs and the use of simulated placements. Students tell us that the range of practice placements enable them to learn with and from peers and to gain feedback about their progress. Practice supervisors and practice assessors confirm that to further support and promote reflection on practice learning students undertake a 'power hour' in practice learning environments.

Programme documentation confirms that there's an established practice education group and practice learning co-ordinators who map learning opportunities to ensure students experience learning in a range of settings. Programme documentation confirms a collaborative approach and shared responsibility for the supervision and assessment of students. The SSSA is implemented, PLPs support the development of the SSSA roles. Programme documentation clearly details how

this is managed through a partnership approach. Programme documentation confirms that there are sufficient practice supervisors and practice assessors to support students. Practice supervisors, practice assessors and senior PLPs tell us that there's a clear commitment to the development of practice supervisors. All qualified staff are expected to undertake mandatory practice supervisor training and are provided with protected time to complete this.

Programme documentation details how students are empowered to become resilient and professional graduates who take responsibility for their learning. There's evidence that student feedback and evaluations are monitored and acted upon. There are established forums for student feedback on the quality of support and supervision in theory and practice. Examples of how students can provide feedback include module evaluations, pyramid evaluations, student-staff liaison committee meetings, PEC meetings and annual monitoring reviews. Child field students from the Cambridge campus and adult field students from the existing Peterborough campus tell us that they are able to provide feedback at ARU and in practice through several forums. They tell us that they feel listened to, and that feedback is responded to appropriately.

Programme documentation confirms that robust governance mechanisms for safe and coordinated learning within placement environments is supported by PEC. The established MYEPAD documentation identifies mechanisms for timely and accessible communication between students, practice supervisors, practice assessors and academic assessors. Processes are overseen by the practice education group. Programme documentation confirms that clear processes and guidance is in place for students to raise concerns in practice.
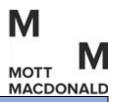

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

MET ☐   **NOT MET** ☒

It's not clear in the programme documentation and SUCs tell us that they haven't been consulted about the proposal to deliver the child route at ARU Peterborough. (Condition one)

Condition one: Provide an implementation plan for how SUCs inform the future and ongoing design, development and co-production of the programme. (SFNME R1.12)

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:

Condition one: An implementation plan details the actions and responsibilities of the programme team, SUC facilitators and the SUC lead. This clearly demonstrates how SUCs are involved in programme design and development, admissions processes, programme content, assessment and programme evaluation.

Condition one is now met.

Evidence:
BSc (Hons) nursing, SUC implementation plan, June 2022

Date condition(s) met: 1 July 2022

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice:
adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational

establishments, and that any declarations are dealt with promptly, fairly and lawfully

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

![NMC Nursing & Midwifery Council]

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

MOTT MACDONALD

- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).

  YES ☒   **NO** ☐

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Provide an <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)

  MET ☒   **NOT MET** ☐

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.

Nursing & Midwifery Council

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

MOTT MACDONALD

- 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. Unchanged through this modification.

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.

No current students will transfer to the programme.

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.

All students have transferred to the SSSA.

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: 16 June 2022		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT 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 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

Nursing & Midwifery Council

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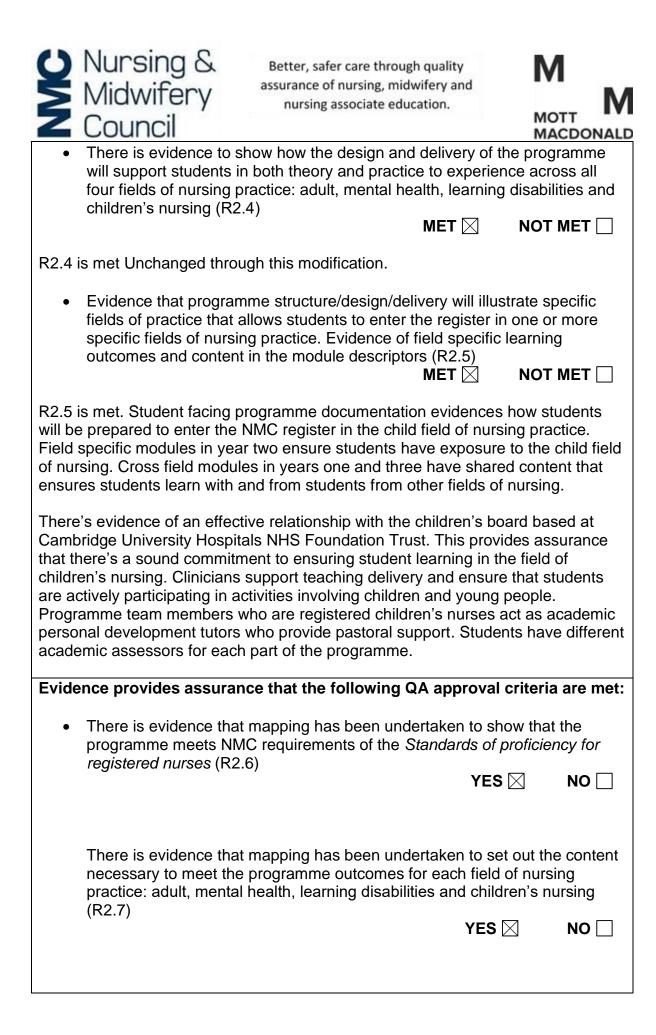
MOTT MACDONALD

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. Student facing programme documentation evidences how students will be prepared to enter the NMC register in the child field of nursing practice. Field specific modules in year two ensure students have exposure to the child field of nursing. Cross field modules in years one and three have shared content that ensures students learn with and from students from other fields of nursing.

There's evidence of an effective relationship with the children's board based at Cambridge University Hospitals NHS Foundation Trust. This provides assurance that there's a sound commitment to ensuring student learning in the field of children's nursing. Clinicians support teaching delivery and ensure that students are actively participating in activities involving children and young people. Programme team members who are registered children's nurses act as academic personal development tutors who provide pastoral support. Students have different academic assessors for each part of the programme.

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Provide an <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 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 met. Unchanged through this modification.

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** ☐

.

- 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** ☐

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** ☐
Date: 16 June 2022
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 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)

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R3.1 is met. Programme documentation and discussion with the programme team, child specific practice supervisors and practice assessors and senior PLPs provide assurance that students are supported to provide supervised safe and effective care. They confirm that processes are in place to identify and manage any risks to safety. PLPs and students tell us that there's frequent meeting points with PEFs.

Nursing & Midwifery Council

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

M M MOTT MACDONALD

Students have access to freedom to speak guardians, who provide opportunities for impartial advice about feedback and reporting of any practice learning or patient safety concerns. The practice hub document provides a single point of information for students in practice and details how they can raise concerns in 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 ☒   **NOT MET** ☐

R3.2 is met. Unchanged through this modification.

- 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 documentation confirms a wide range of teaching, learning and assessment methods are used to support programme delivery. Architectural plans and photographs provide evidence of dedicated simulation facilities at ARU Peterborough. High fidelity and contemporary child manikins and shared child simulation facilities provide opportunities for simulation-based learning. Student placement documentation provides examples of how simulation-based learning is used proportionally to support learning. The programme team provide details of a contingency plan for simulation-based learning to continue if there are any delays in students being able to access the new facilities.

Senior ARU managers tell us that there's space and resources to deliver simulation-based learning at the existing Peterborough campus if required during any transition period. A newly appointed deputy dean for placement and simulation provides strategic direction and the monitoring of quality assurance for practice

and simulated-based learning. The student placement pathway confirms 360 hours of simulated practice hours over the three-year programme.

Students assure us that simulation-based learning is used effectively to support learning and assessment. Senior ARU managers and the programme team tell us that technology supports theoretical learning with plans in place to increase the number of technological staff as student numbers increase. Students confirm that technology is used proportionally to enhance opportunities for cross campus learning with peers. SUCs tell us that technology has increased opportunities for their involvement in the delivery of the programme.

- 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:** 16 June 2022
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*:*

Nursing & Midwifery Council

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

M M
MOTT MACDONALD

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. Discussion with the programme team and PLPs provide assurance that there's a partnership approach to supporting the SSSA. Programme documentation provides evidence of robust student support processes in both theory and practice. Students tell us that there's collaborative support across theory and practice learning. Programme documentation confirms, and the programme team and senior ARU managers tell us, that a plan is in place for ongoing support during the transition to ARU Peterborough. Student support services are expanding to support the student increase.

To support the ongoing recruitment of academic staff to ARU Peterborough, senior ARU managers provide assurance that field specific members of the current programme team will support students. ARU are advised that they should monitor how ongoing academic support is provided to students at ARU Peterborough. (Recommendation one)

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

  MET ☒   **NOT MET** ☐

R4.2 is met. ARU in partnership with PLPs have a robust process that guides the preparation and ongoing development of practice supervisors, practice assessors and academic assessors. Programme documentation confirms differentiation between the roles and assessment communication points are clearly detailed. This is also explicit in the MYEPAD.

Documentary evidence confirms that an education champion role supports student learning in practice. Programme documentation details the allocation of two academic assessors for child nursing students at ARU Peterborough.
Senior PLPs confirm that they can support additional practice supervisors and practice assessors. They confirm that there's a mandatory requirement to support the preparation of practice supervisors and practice assessors. Students describe the extensive range of support mechanisms in place to support practice learning.

Students are allocated personal development tutors and field specific academic assessors. Programme documentation confirms that appropriate preparation is in place for academic 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)

<div align="center">YES ☒   NO ☐</div>

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)

<div align="center">MET ☒   NOT MET ☐</div>

R4.4 is met. Unchanged through this modification

- 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)

<div align="center">MET ☒   NOT MET ☐</div>

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)

<div align="center">YES ☒   NO ☐</div>

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

Date: 16 June 2022

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)
 	
                      YES ☒   **NO** ☐
 	
• Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)
                      YES ☒   **NO** ☐
 	
Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award			
	YES ☐	**NO** ☐	**N/A** ☒
There's no fall back exit award with NMC registration.			

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met		
	YES ☒	**NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐
Date: 16 June 2022
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.	☒	☐

	YES	NO
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: The apprenticeship route isn't being modified.		
List additional documentation: Post visit documentation: BSc (Hons) nursing, SUC implementation plan, June 2022		
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 Child nursing, September 2021, x one Child nursing, September 2020 x one Adult nursing, September 2020 x two		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: The apprenticeship route isn't being modified.		
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: ARU is an established AEI with existing PLPs therefore practice learning visits weren't required.			
System regulator reports reviewed for practice learning partners		☒	☐
If yes, system regulator reports list: CQC inspection report, Mid and South Essex NHS Foundation Trust, 1 December 2021 CQC inspection report, John Munroe Group Limited, Edith Shaw Hospital, 17 March 2022 CQC inspection report, Essex Partnership University NHS Foundation Trust, 9 October 2019 CQC inspection report, Guy's and St Thomas' NHS Foundation Trust, 23 July 2019 CQC inspection report, Hampshire Hospitals NHS Foundation Trust, 7 April 2020 CQC inspection report, John Munroe Hospital, Rudyard, 17 March 2022 CQC inspection report, Partnership In care Limited, Kneesworth House, 5 January 2022 CQC inspection report, North East London NHS Foundation Trust, 6 September 2019 CQC inspection report, North West Anglia NHS Foundation Trust, 20 December 2019 CQC inspection report, Potters Bar Clinic, 3 March 2020 CQC inspection report, The Princess Alexandra Hospital NHS Trust, 17 October 2021 CQC inspection report, Partnerships in Care Limited, Priory Hospital Arnold, 15 March 2022 CQC inspection report, Barking, Havering and Redbridge University Hospitals NHS Trust, Queens Hospital, 4 March 2022 CQC inspection report, Royal Free London NHS Foundation Trust, The Royal Free Hospital, 27 August 2021 CQC inspection report, Partnerships in care Limited, St Johns House, 17 September 2021 CQC inspection report, West Suffolk NHS Foundation Trust, West Suffolk Hospital, 22 June 2021			
If you stated no above, please provide the reason and mitigation: Architectural plans, external and internal photographs of the new building at ARU Peterborough were presented at the visit.			
Additional comments: None identified.			

Mott MacDonald Group Disclaimer

Issue record			
Final Report			
Author(s):	Jackie Vasey	Date:	8 July 2022
Checked by:	Bernadette Martin	Date:	29 June 2022
Submitted by:	Leeann Greer	Date:	21 June 2022
Approved by:	Colleen Regan	Date:	22 June 2022