**Programme Major Modification report**

**Section one**

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

| **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* | BSc (Hons) Nursing (Learning Disabilities) <br> BSc (Hons) Nursing (Learning Disabilities) Apprenticeship <br> MSci Nursing Dual Award (Adult and Mental Health) <br> MSci Nursing Dual Award (Adult and Child) <br> MSci Nursing Dual Award (Mental Health and Learning Disabilities) <br> MSci Nursing Dual Award (Learning Disabilities and Child) <br> MSci Nursing and Leadership (Adult) <br> MSci Nursing and Leadership (Mental Health) <br> MSci Nursing and Leadership (Child) <br> MSci Nursing and Leadership (Learning Disabilities) |

| **Academic levels of current programme:** | |
|---|---|
| Registered Nurse – Adult | England, Wales, Northern Ireland <br> ☐ Level 5  ☒ Level 6  ☒ Level 7 <br><br> SCQF <br> ☐ Level 8  ☐ Level 9  ☐ Level 10  ☐ Level 11 <br><br> ☐ N/A |
| Registered Nurse – Children's | England, Wales, Northern Ireland <br> ☐ Level 5  ☒ Level 6  ☒ Level 7 <br><br> SCQF <br> ☐ Level 8  ☐ Level 9  ☐ Level 10  ☐ Level 11 <br><br> ☐ N/A |
| Registered Nurse - Learning Disabilities | England, Wales, Northern Ireland <br> ☐ Level 5  ☐ Level 6  ☒ Level 7 <br><br> SCQF <br> ☐ Level 8  ☐ Level 9  ☐ Level 10  ☐ Level 11 |

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

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

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

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

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

| **Programme approval dates:** | |
|---|---|
| **Date of NMC approval of the programme being modified:** <br> *This is the approval date under the most recent NMC standards.* | 16 July 2019 |
| **Date(s) of NMC approval of any modifications since last approval:** | 26 September 2019 |

| **Programme start dates:** | |
|---|---|
| **Current modification programme start date:** | |
| RN – Adult | 11 September 2023 |
| RN – Children's | 11 September 2023 |
| RN - Learning Disabilities | 11 September 2023 |
| RN - Mental Health | 11 September 2023 |
| NDA Adult | 11 September 2023 |
| NDA Children's | 11 September 2023 |
| NDA Learning Disabilities | 11 September 2023 |
| NDA Mental Health | 11 September 2023 |

| | |
|---|---|
| Dual award - Adult/Mental Health | 9 September 2024 |
| Dual award - Adult/Children's | 9 September 2024 |
| Dual award - Adult/Learning Disabilities | |
| Dual award – Mental Health/Learning Disabilities | 9 September 2024 |
| Dual award – Mental Health/Children's | |
| Dual award – Learning Disabilities/Children's | 9 September 2024 |
| **Date of modification:** | 24 April 2023 |
| **Type of modification:** | Visit |
| **QA visitor(s):** | Registrant Visitor: Karen Hibbert |

| Summary of review and findings |
|---|

The University of Derby (UoD), college of health, psychology and social care (the college) is an established approved education institution (AEI) with campuses at Derby and Chesterfield.

UoD is seeking a major modification to the following pre-registration nursing programme routes which were approved by the Nursing and Midwifery Council (NMC) on 16 July 2019:
- Bachelor of science with honours (BSc (Hons) in nursing (adult)
- BSc (Hons) in nursing (mental health)
- BSc (Hons) in nursing (child)
- Master of science (MSc) in nursing (adult)
- MSc in nursing (mental health)
- MSc in nursing (child)

Major modification is also sought for the following programme routes approved through modification by the NMC on 26 September 2019:
- BSc (Hons) in nursing (adult) apprenticeship
- BSc (Hons) in nursing (mental health) apprenticeship
- BSc (Hons) in nursing (child) apprenticeship
- MSc in nursing (adult) apprenticeship
- MSc in nursing (mental health) apprenticeship
- MSc in nursing (child) apprenticeship

The proposed modification to the above programme routes includes changes to programme structure, learning outcomes and assessment. UoD's pre-registration nursing programmes have been delivered in their current form since 2019. Since this time, there's been significant challenges because of the COVID-19 pandemic and changes to university, government, NMC and practice learning partner (PLP) strategies and policies. To ensure pre-registration programmes are kept up to date to reflect these changes as well as changes in clinical practice, teaching and learning practice, UoD have proposed the modifications presented.

UoD also propose the introduction of the following integrated MSci routes:
- Master in science (MSci) nursing dual award (adult and mental health)
- MSci nursing dual award (adult and child)
- MSci nursing dual award (mental health and learning disability)
- MSci nursing dual award (learning disability and child)
- MSci nursing and leadership (adult)
- MSci nursing and leadership (mental health)
- MSci nursing and leadership (child)

- MSci nursing and leadership (learning disabilities)

The review of pre-registration programmes provides the opportunity for the UoD to review its portfolio of programmes. Following extensive consultation with stakeholders the addition of an integrated masters route is developed to allow students who don't hold an undergraduate degree to study a masters level award and seek NMC registration. The integrated masters route aims to produce inspirational and transformational registered nurses who have a high level of capability in clinical practice, leadership, research and education. This route is developed following consultation with stakeholders who have requested education that enables future nurses to support workforce development in an increasingly complex environment. The single award MSci route allows students to undertake additional leadership education during their final year and complete a fellowship placement in an area aligned to their interests and future career aspirations. Students studying for a dual award undertake a programme that's designed to meet NMC standards and receive robust assessment in both fields of nursing practice. PLPs have requested the dual award as part of their workforce development strategy.

UoD also propose the introduction of the following learning disabilities routes to replace the MSc in nursing (learning disabilities) and MSc in nursing (learning disabilities) apprenticeship routes:
- BSc (Hons) nursing (learning disabilities)
- BSc (Hons) nursing (learning disabilities) apprenticeship

The rationale for replacing the MSc in nursing (learning disabilities) route with a BSc (Hons) route is that recruitment of students to the MSc route has been a challenge with very few applications. Following consultation with employers and PLPs the UoD identify that the BSc (Hons) route is more appropriate to support workforce development, in particular as a progression route for registered nursing associates to 'step on' to the BSc (Hons) programme.

This visit is undertaken face to face.

The BSc (Hons) routes are delivered as on-campus cohorts or online cohorts. The on-campus cohorts have intakes in September and January with online students being recruited for September cohorts only. The BSc (Hons) nursing (adult) routes are delivered on the Derby and Chesterfield campuses with September and January intakes. The BSc (Hons) nursing (mental health) on-campus routes recruit in September and January. In September delivery is on both campuses with the January cohort only located on the Derby campus. The BSc (Hons) nursing (child) and (learning disabilities) on-campus routes recruit in September to the Derby campus only. In January the child field is delivered on the Chesterfield campus only. All the proposed MSci routes have September only cohorts commencing in 2024. Students studying a route online are either apprentices or sponsored by their employer. All routes are full-time.

The apprenticeship routes are supported by the following current employer partners (EPs): Chesterfield Royal Hospital NHS Foundation Trust, Derbyshire Community Health Services NHS Foundation Trust, Derbyshire Healthcare NHS Foundation Trust, Lime Grove Medical Centre, Middleton Lodge Practice, North Staffordshire Combined Healthcare NHS Trust, Nottingham City Care Partnership Community Interest Company, Nottingham University Hospitals NHS Trust, Nottinghamshire Healthcare NHS Foundation Trust, Ramsay Health Care, University Hospitals of Derby and Burton NHS Foundation Trust, Wren Hall Nursing Home, Landermeads Nursing Home, Cygnet Health Care, Elysium Healthcare and Sherwood Forest Hospitals NHS Foundation Trust.

Documentary evidence indicates effective partnership working between the AEI and key stakeholders. Strategic and operational meeting structures ensure that PLPs, EPs, students and people who use services and carers (PUSC), referred to as experts by experience (EbEs), are collaboratively engaged in the design, development and ongoing delivery of the programme. The programme has clear processes in place to ensure public protection and the fitness to practise of students and apprentices is assured through robust quality processes.

Equality and diversity are addressed through a range of policies and processes from application through to registration. Student population data and achievement data is collected and monitored via university quality processes. These include the programme committee, module self-evaluation and programme self-evaluations. The UoD require discipline specific equality, diversity and awarding gap assurance self-evaluations to be completed for each field of nursing. The self-evaluations are used to develop programme and college level awarding gap action plans. These action plans are in place and are reviewed through the college awarding gap group.

The pan-Midland, Yorkshire and east practice assessment document (MYEPAD) and ongoing achievement record (OAR) with associated guidance is used to promote a consistent approach to practice assessment.

The AEI in partnership with PLPs and EPs confirm that any issues which arise from Care Quality Commission (CQC) quality reviews or inspections which impact on the practice learning environment are managed through a systematic partnership process and are reported through the NMC exceptional reporting process.

Programme routes are mapped against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and the Future Nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

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Programme documentation and the modification process confirm that arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

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

The programme modification is recommended to the NMC for approval subject to one NMC condition and one university condition. There are four university recommendations.

Updated 1 June 2023:
Evidence is provided to meet the NMC condition. The chair of the panel confirms that the university condition is met. The conditions and related standard/requirements are now 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 ☐<br><br>Programme is recommended for approval subject to specific conditions being met ☒<br><br>Recommended to refuse approval of the programme ☐ |
| **Conditions:** | **Effective partnership working: collaboration, culture, communication and resources:**<br><br>None identified.<br><br>**Selection, admission and progression:**<br><br>Condition two: The programme team must provide evidence of how external examiners are involved in the recognition of prior learning (RPL) process. (SFNME R2.20; SPNP R1.5)<br><br>**Practice learning:** |

| | |
|---|---|
| | None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition one: The programme team need to make technical amendments to the programme specification to ensure clear and accurate information for university systems. (University condition) |
| **Date condition(s) to be met:** | 31 May 2023 |
| **Recommendations to enhance the programme delivery:** | Recommendation one: The panel recommend that the development team consider wider monitoring of apprenticeship processes and management data. (University recommendation) Recommendation two: The panel recommend that the development team further enhance interprofessional learning. (University recommendation) Recommendation three: It's recommended that the development team consider looking at new systems/software to make resourcing placements easier. This may be in conjunction with relevant stakeholders. (University recommendation) Recommendation four: The panel recommend that the development team make more use of EbEs to enhance the current very good delivery. (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:** The chair of the panel confirms amendment to the programme documentation. Condition one is met. |

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Evidence of how external examiners are involved in the RPL process is provided. Condition two is met.

| AEI Observations | Observations have been made by the education institution    YES ☒    NO ☐ |
|---|---|
| **Summary of observations made, if applicable** | The level seven box needs checking for learning disabilities. |
| **Final recommendation made to NMC:** | Programme is recommended to the NMC for approval  ☒<br><br>Recommended to refuse approval of the programme ☐ |
| **Date condition(s) met:** | 31 May 2023 |

## Section three

| NMC Programme standards |
|---|
| Please refer to NMC standards reference points:<br>*Standards for pre-registration nursing programmes* *(NMC, 2018)*<br>*Future nurse: Standards of proficiency for registered nurses* *(NMC, 2018)*<br>*Standards framework for nursing and midwifery education* (NMC, 2018)<br>*Standards for student supervision and assessment* (NMC, 2018)<br>*The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018)<br>*Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020)<br>*QA Handbook* (NMC, 2022) |

| 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:**<br><br>*Standards framework for nursing and midwifery education* (NMC, 2018) |

**Standard 1: The learning culture:**

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

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

**Standard 2: Educational governance and quality:**

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

R2.4 comply with NMC *Standards for student supervision and assessment*

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

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

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

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

*Standards for student supervision and assessment* (NMC, 2018)

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

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

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

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

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

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

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

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

**Findings against the standard and requirements**

**Provide an <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**.

Documentary evidence and the modification process demonstrate effective working relationships between the AEI, PLPs, EPs, PUSC and students.

Senior representatives from the PLPs/EPs confirm partnership working with the UoD. They give examples of involvement with the development of the proposed programme routes, management of the placement circuit and quality assurance of the student experience. The placement partnership group and the Derbyshire practice learning group with representatives from PLPs, EPs and the UoD meet at least quarterly to discuss placement capacity, placement allocation, the SSSA and the effectiveness of practice learning environments.

There's a joint approach to recruiting to the programme and management of its delivery involving PLPs, EPs and PUSC.

Documentary evidence clearly articulates the involvement of PUSC within recruitment and programme delivery. At the visit PUSC give details of their involvement with the programme. These examples include recruitment, participation in simulated practice and membership of forums such as the portfolio planning group and the simulation working group, as well as involvement in teaching students. PUSC confirm they receive preparation to undertake their roles. This includes safeguarding, unconscious bias and equality and diversity training.

PLPs, EPs, students and PUSC tell us how they welcome the opportunity to be involved from the start of the development process and feel their input and suggestions are embraced and have influenced the proposed programme routes.

Discussion with students illustrate the feedback mechanisms used both from staff to students and students to staff. Students give us clear examples of how their feedback in theory and practice is responded to and how the feedback loop is closed.

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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**

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| **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

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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

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**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).

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**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).

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### Findings against the standard and requirements

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

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

  **YES** ☒     **NO** ☐

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

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**YES** ☒      **NO** ☐

- 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. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.2)

**YES** ☒      **NO** ☐

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

**YES** ☒      **NO** ☐

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

**YES** ☒      **NO** ☐

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**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 not met. Documentary evidence and discussion identifies that evidence of prior learning is mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme. RPL complies with Article 31(3) of Directive 2005/36/EC.

There's internal moderation of applications and RPL awarded is reviewed and confirmed through the assessment board. However, external examiners don't currently review RPL applications. (Condition two)

- 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. 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.**

The AEI and documentary evidence confirm there are no plans to transfer students on to the new programme routes. Students will remain on their current programme route to complete their qualification.

If a student on one of the current routes needs to take a break from the programme and the modules are no longer offered at the time of their return, there's a clear process that shows how new modules are mapped to current modules. This provides assurance that a student can re-join the programme and achieve the relevant programme outcomes and NMC standards.

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

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| |
|---|
| **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.**<br><br>Unchanged through this modification. All students and apprentices are supported and assessed in line with the SSSA. |
| Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met<br><div align="right">**YES** ☐     **NO** ☒</div><br>Programme documentation and discussion at the modification visit indicate that external examiners aren't involved in reviewing RPL applications. (Condition two) |

| **Outcome** |
|---|
| **Is the standard met?**       **MET** ☐    **NOT MET** ☒<br><br>There's internal moderation of applications and RPL awarded is reviewed and confirmed through the assessment board. However, external examiners don't review RPL applications.<br><br>Condition two: The programme team must provide evidence of how external examiners are involved in the RPL process. (SFNME R2.20; SPNP R1.5)<br><br>**Date:** 24 April 2023 |

| **Post event review** |
|---|
| **Identify how the condition(s) is met:**<br><br>Condition two: Evidence of how external examiners are involved in the RPL process is provided.<br><br>Condition two is now met.<br><br>Evidence:<br>Visio – MSc RPL confirmation process, undated<br>RPL for direct entry to pre-registration nursing programmes, undated<br>MSc extended curriculum vitae guidance, undated<br>MSc RPL application form, undated |
| **Date condition(s) met:** 31 May 2023 |
| **Revised outcome after condition(s) met:**     **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

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

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| **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 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 (R2.3)

  **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. Documentary analysis and discussion with the programme team and PLPs/EPs at the modification visit confirm that the proposed routes, BSc (Hons) nursing (learning disabilities) and the integrated MSci dual award and single award, support students in theory and practice to gain experience across all four fields of nursing. There's documentary evidence of comprehensive skills mapping incorporating annexes A and B of the FN:SPRN. This approach ensures students are adequately prepared to demonstrate a greater breadth of knowledge and the addition of more advanced skills and procedures required in their field of practice. All students undertaking these routes complete a range of shared and field-specific modules to develop the fundamental knowledge and skills for safe and effective nursing practice.

The UoD have dedicated interprofessional learning (IPL) leads who facilitate college wide activities across disciplines and programmes. This includes an IPL simulation day which students tell us is highly valued. The college has an IPL

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strategy that outlines the ambition and vision for IPL across the college. IPL is tracked within the MYEPAD.

- 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. Programme documentation for the proposed BSc (Hons) nursing (learning disabilities) and the integrated MSci dual award and single award routes illustrate that the structure, design and delivery of the routes allow students to enter the register in one or more specific fields of nursing practice. This remains unchanged in relation to the original approved programme routes.

Students complete shared and field specific modules within the theoretical taught components of the programme. Documentation demonstrates that field specific content is delivered and assessed in all routes and in both fields of practice for the dual award routes. There's documentary evidence that field specific learning outcomes and content are relevant and mapped to the relevant fields of practice. Students on the dual award integrated MSci are assessed in practice against the FN:SPRN in both fields. PLPs, EPs and the programme team give assurance that placement experiences ensure field specific learning outcomes are met.

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

- There is evidence that mapping has been undertaken to show how the general and professional content meets NMC requirements of the *Standards of proficiency for registered nurses* and programme outcomes (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. Documentation includes mapping to ensure that field specific content in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation is included within the programme. Documentation for the integrated MSci nursing dual award and single award shows where law, safeguarding, consent, pharmacology and medicines administration and medicines optimisation is within modules. There's evidence that students undertaking the dual award routes study these topics in each of the fields of practice within the designated award.

The safeMedicate online platform is used to support and assess numeracy skills. Module content specifically related to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is mapped to the FN:SPRN.

- 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. Programme documentation demonstrates that during the programme students and apprentices complete a minimum of 2300 hours of theoretical learning and 2300 hours practice learning, including hours awarded through RPL. A maximum of 600 hours simulated learning contribute towards practice learning hours. Programme plans demonstrate that there's a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme.

The current BSc (Hons) routes modification includes changes to the credit weighting of some modules. Originally the routes had a mixture of 20 and 40 credit modules; in the modified programme all modules are 40 credits. Modules have equal weighting of theory and practice rather than having separate theory and practice modules. This modification is proposed in response to stakeholder feedback. The learning outcomes from the original approval have informed the learning outcomes for the current routes which reflect the content and design of 40 credit modules. The revised assessments reflect module content and the credit awarded. Delivery of all the BSc (Hons) routes has moved to a trimester structure, so students and apprentices are only studying one module at a time.

There's no modification to the MSc two-year, single award route, module credit ratings. However, delivery has also moved to a trimester structure, so students and apprentices are only studying one module at a time. Modules now have equal weighting of theory and practice rather than separate theory and practice modules. The academic award structure is simplified so students and apprentices study modules within two distinct academic years. This helps to support the student and apprentice experience and aids progression. The new route structure enables more shared learning between the MSc and BSc (Hons) routes with differentiated learning outcomes. The original learning outcomes in the MSc are realigned in the modification to reflect the changes in the structure of the route.

The programme adopts a blended learning approach using a range of learning and teaching strategies. Programme documentation shows that students and apprentices learn through lectures, tutorials, scenario-based flipped classrooms, discussion boards and case studies which link theory to practice. Students' and apprentices' independent learning is supported through online learning, web-based training and technology delivered instruction. Student and apprentice resources are accessed via the university virtual learning environment and library services. The programme team and students confirm this, and students and apprentices tell us the learning and teaching strategies are effective and help them achieve module and programme outcomes.

The programme and module specifications for the integrated MSci dual award and single award demonstrate there are appropriate module aims and learning outcomes and demonstrate the balance between theory and practice across the routes. The learning outcomes are mapped to the FN:SPRN. The introduction of stage four in the integrated MSci route enables students to develop further leadership skills at level seven or their knowledge and proficiency in a second field of nursing practice depending on the route studied.

Students and apprentices studying via the online route follow the UoD online framework. They work through a range of materials designed to encourage active engagement; this includes synchronous live sessions and asynchronous social learning using forums and other collaborative digital tools. Online students have an annual one-week residential study week which supports the students and apprentices to develop clinical skills.

**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 is delivered in England.

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

  **YES** ☒          **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** ☒

This programme doesn't lead to nursing registration and registration in another profession.

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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:** 24 April 2023 | | |
| **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** ☐ |

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

- Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care, to a diverse range of people, across the four fields of

nursing practice: adult, mental health, learning disabilities and children's nursing (R3.1)

**MET** ☒   **NOT MET** ☐

R3.1 is met. The AEI in partnership with PLPs/EPs has robust processes in place to ensure students deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice to meet the FN:SPRN. This includes making sure students are exposed to a variety of appropriate practice learning environments which PLPs/EPs confirm are arranged by the AEI in partnership with them. Discussion with the programme team assures us that students are allocated to appropriate practice learning experiences of sufficient length and breadth according to their field of practice. Students who are undertaking a dual award undertake placement experience within both fields of practice. They're assessed in their first field of practice in stage three and assessed in their second field of practice in stage four. PLPs/EPs confirm there are sufficient numbers of prepared practice assessors and practice supervisors to support students 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. Achieving communication and relationship management skills and nursing procedures is evidenced through the MYEPAD. These are met within the student's own field of practice. Documentary evidence and discussion with the programme team identify that students undertaking the MSci integrated dual award have placement experience within both fields of practice. This enables them to achieve communication and relationship management and nursing procedures within both fields of practice. This is identified and described in the programme specification.

- 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)

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**MET** ☒     **NOT MET** ☐

R3.4 is met. Documentary review and discussion with the programme team and students confirm that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. This includes a maximum of 600 hours of simulated practice learning for campus-based students. Online students undertake a one-week residential study week where they participate in simulated practice learning. The UoD learning and teaching framework is recently updated to reflect changes in pedagogical practice. Simulation of practice learning weeks are included in the student's timetable. These comply with the SSSA and with Article 31(5) of Directive 2005/36/EC for students undertaking the adult field of practice. Students and PUSC tell us how valuable the simulation activities are and how much they gain from them.

Practice supervisors and practice assessors are involved in simulated practice learning sessions. They're provided with information before each session including a briefing of session learning aims and outcomes. The programme team tell us that they find clinical staff are increasingly using simulation in their own workplaces so come with a wealth of experience and add value to sessions. All staff are supported by experienced academics and health learning technicians throughout each simulation session.

For the MSci integrated dual award, simulated practice learning is delivered alongside BSc (Hons) students during stage one and two of the programme. In stages three and four, simulation is used to support the application of the second field of practice to develop both theoretical knowledge and clinical skills, therefore no practice hours are awarded.

PUSC tell us that they're involved in the development of field specific scenarios that are used during simulated practice learning. The scenarios often include nursing proficiencies that can be difficult to achieve in some fields of practice.

Students have access to a range of online resources that include safeMedicate and clinicalskill.net.

- 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:** 24 April 2023 | |

| **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 |

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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*

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### Findings against the standards and requirements

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**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. Unchanged through this modification. | | |

| **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="right">**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="right">

**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="right">

**MET** ☒      **NOT MET** ☐
</div>

R4.5 is met. There's comprehensive mapping of the FN:SPRN including the skills and procedures in annexes A and B. Mapping illustrates how these are met for each of the fields of nursing practice. The programme and module learning outcomes are mapped to the FN:SPRN. The mapping for the MSci integrated dual awards clearly identify how the students meet the FN:SPRN for both fields in theory and practice.

| **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="right">**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<br><br>**YES** ☒     **NO** ☐<br><br>Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met<br><br>**YES** ☒     **NO** ☐ | |
| **Outcome** | |
| **Is the standard met?**     **MET** ☒     **NOT MET** ☐<br><br>**Date:** 24 April 2023 | |
| **Post event review** | |
| **Identify how the condition(s) is met:**<br><br>N/A | |
| **Date condition(s) met:**<br><br>N/A | |

Safe, kind, effective care through quality
assurance of nursing, midwifery and
nursing associate education.

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| 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** ☐

- 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. (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 are no fall back exit awards with registration as a nurse.

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

| **Outcome** |
|---|

| Is the standard met? | MET ⊠ | NOT MET ☐ |
|---|---|---|

**Date:** 24 April 2023

| 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 | ☒ | ☐ |

| | YES | NO |
|---|:---:|:---:|
| Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions. | ☒ | ☐ |
| 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:<br>There's no student university handbook. All information is provided via webpages and UoD online. Students and apprentices have access to the student portal that contains current information. | | |
| List additional documentation:<br>Evidence to meet conditions:<br>Visio – MSc RPL confirmation process, undated<br>RPL for direct entry to pre-registration nursing programmes, undated<br>MSc extended curriculum vitae guidance, undated<br>MSc RPL application form, undated | | |
| Additional comments:<br>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:<br>BSc (Hons) in nursing (adult) newly qualified – March 2020 cohort x one<br>BSc (Hons) in nursing (adult) – September 2020 cohort x one<br>BSc (Hons) in nursing (adult) – September 2021 cohort x one<br>BSc (Hons) in nursing (adult) apprenticeship – September 2020 cohort x one<br>BSc (Hons) in nursing (mental health) – September 2022 cohort x one<br>BSc (Hons) in nursing (mental health) apprenticeship – March 2021 Cohort x one<br>BSc (Hons) in nursing (child)- September 2020 cohort x one<br>BSc (Hons) in nursing (child)- September 2021 cohort x one<br>MSc in nursing (child) – September 2021 cohort x one<br>MSc in nursing (child) – September 2022 cohort x one | | |

| MSc in nursing (mental health) – September 2022 cohort x one | | |
|---|---|---|
| People who use services and carers | ☒ | ☐ |
| If you stated no above, please provide the reason and mitigation: | | |
| Additional comments: None identified. | | |

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

| | YES | NO |
|---|---|---|
| Specialist teaching accommodation (e.g. clinical skills/simulation suites) | ☐ | ☒ |
| 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: Cygnet Views (Cygnet Learning Disabilities Midlands Ltd), CQC inspection report, 6 May 2022 Derbyshire Healthcare NHS Foundation Trust, CQC inspection report, 6 March 2020 Nottingham University Hospitals NHS Trust, CQC inspection report, 15 September 2021 University Hospitals of Derby and Burton NHS Foundation Trust, CQC quality report, 16 June 2021 | | |
| If you stated no above, please provide the reason and mitigation: The UoD is an established AEI. Practice learning visits and visits to specialist teaching accommodation aren't required for this modification. | | |
| Additional comments: None identified. | | |

| Issue record | | | |
|---|---|---|---|
| **Final Report** | | | |
| Author(s): | Karen Hibbert | Date: | 4 May 2023 |
| Checked by: | Ian Felstead-Watts | Date: | 5 May 2023 |
| Submitted by: | Amy Young | Date: | 19 June 2023 |
| Approved by: | Natasha Thompson | Date: | 21 June 2023 |