

Programme Major Modification report

Section one

Programme provider name:	University of Essex
Programmes reviewed: <i>This is the NMC programme title(s)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input type="checkbox"/></p> <p>Registered Nurse – Children’s <input type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input type="checkbox"/></p> <p>Registered Nurse - Mental Health <input type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input type="checkbox"/></p> <p>NDA Children’s <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input checked="" type="checkbox"/></p> <p>Dual award - adult/children’s <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/children’s <input type="checkbox"/></p> <p>Dual award - learning disabilities/children’s <input type="checkbox"/></p>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	<p>BSc (Hons) Nursing (Adult)</p> <p>BSc (Hons) Nursing (Adult) (nurse degree apprenticeship)</p> <p>BSc (Hons) Nursing (Mental Health)</p> <p>BSc (Hons) Nursing (Mental Health) (nurse degree apprenticeship)</p>
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A

<p>Additional AEI programme title(s) if applicable: <i>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</i></p>	<p>MSci Nursing (Dual award in Adult and Mental Health)</p>
<p>Academic levels of current programme:</p>	
<p>Registered Nurse – Adult</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Registered Nurse – Children’s</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Registered Nurse - Learning Disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Registered Nurse - Mental Health</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>

	<p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>

Dual award - adult/mental health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

	<input checked="" type="checkbox"/> N/A
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <input checked="" type="checkbox"/> N/A
Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <input checked="" type="checkbox"/> N/A
Registered Nurse – Children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <input checked="" type="checkbox"/> N/A
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <input checked="" type="checkbox"/> N/A
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p>

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
NDA Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
NDA Children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
NDA Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
NDA Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Dual award - adult/mental health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

	<input type="checkbox"/> N/A
Dual award - adult/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <input checked="" type="checkbox"/> N/A
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <input checked="" type="checkbox"/> N/A
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <input checked="" type="checkbox"/> N/A
Dual award - mental health/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <input checked="" type="checkbox"/> N/A
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

	<input checked="" type="checkbox"/> N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	3 March 2020
Date(s) of NMC approval of any modifications since last approval:	None
Programme start dates:	
Current modification programme start date:	
RN – Adult	N/A
RN – Children’s	N/A
RN - Learning Disabilities	N/A
RN - Mental Health	N/A
NDA Adult	N/A
NDA Children’s	N/A
NDA Learning Disabilities	N/A
NDA Mental Health	N/A
Dual award - Adult/Mental Health	2 October 2023
Dual award - Adult/Children’s	N/A
Dual award - Adult/Learning Disabilities	N/A

Dual award – Mental Health/Learning Disabilities	N/A
Dual award – Mental Health/Children’s	N/A
Dual award – Learning Disabilities/Children’s	N/A
Date of modification:	13 December 2022
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Angela Hudson

Section two

Summary of review and findings

The University of Essex (UoE), school of health and social care (the school) are seeking a modification to their pre-registration adult and mental health nursing programmes originally approved on 3 March 2020. The modification is for a pre-registration integrated masters in nursing (MSci) with a dual award in adult and mental health nursing. The programme will be delivered at Colchester and Southend campuses with an initial intake proposed for 20 full-time students split between the two campuses.

UoE is an established higher education institution and has delivered pre-registration nursing since 2004. UoE has experience of delivering integrated masters programmes across a range of health-related programmes. There's strong evidence of effective partnership working with stakeholders including practice learning partners (PLPs), service users and carers (SUCs) and students in the design and development of the proposed MSci.

The programme is for delivery over four years with students selecting either adult or mental health nursing as their primary field and taking year four in their second field. The programme is designed with integrated learning and teaching in years one and two across both fields. Years three and four are field specific. Students can enrol on the MSci dual award programme at the start of year one or transfer at the end of year two provided UoE progression criteria is met.

The MSci dual award programme documentation confirms that any student who is unable to complete their second field of practice at level seven but has completed 4600 programme hours, achieved all proficiencies, outcomes and programme requirements at level six in their primary choice field, is eligible to apply to the NMC for registration in either adult or mental health nursing.

UoE is a member of the Midlands, Yorkshire and east practice learning group (MYEPLG) and students will use the MYE practice assessment document (MYEPAD) for parts one to three. A UoE version of the MYEPAD and ongoing achievement record (OAR) has been developed for part four to ensure dual award students are able to achieve proficiency across both fields of nursing practice.

There's a shared approach with PLPs and other approved education institutions (AEIs) in the geographic area for the preparation of practice supervisors, practice assessors and academic assessors to meet the Standards for student supervision and assessment (SSSA) (Nursing Midwifery Council (NMC), 2018). UoE staff will deliver specific sessions about the part four PAD and the MSci programme.

The modification visit is undertaken via remote means.

The programme has been mapped to the Standards for pre-registration nursing programmes (SPNP), (NMC, 2018) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). The programme meets the requirements of the SSSA.

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) at programme level or the SPNP as conditions apply.

The programme is recommended to the NMC for approval subject to four joint NMC and university conditions and two university conditions. One university recommendation is made.

Updated 31 January 2023:

The four joint NMC and university conditions are now met. The SFNME and SPNP are now met. The chair has confirmed that the two university conditions are now met.

The modification is recommended for approval to the NMC.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p>

	<p>Practice learning:</p> <p>Condition three: Ensure the UoE MSci PAD makes explicit the proficiencies students must achieve in part four and ensure terminology is consistent through all programme and student facing documentation. (SFNME R3.2, R3.6; SPNP R4.1) (Joint university and NMC condition)</p> <p>Assessment, fitness for practice and award:</p> <p>Condition four: Ensure that the theory simulation hours in the person-centred care module are designated as mandatory and not optional in student facing documentation. (SFNME R3.2; SPNP R3.4) (Joint university and NMC condition)</p> <p>Condition five: More clearly differentiate the level six and level seven modules by updating level seven module documentation to include:</p> <ul style="list-style-type: none"> • Different module names for the level seven modules. • Clearer differentiation in the module documentation between adult nursing and mental health nursing, for example more specific learning outcomes • More time allocated to level seven only teaching especially early in year four to ease the transition from level six to level seven. <p>(University condition)</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: Provide evidence of suitable SUC preparation (including equality, diversity and inclusion (EDI) to engage with student recruitment and student assessment. (SFNME R1.12, R2.6, R2.7, R5.5, R5.14; SPNP R2.1) (Joint university and NMC condition)</p> <p>Condition two: Provide an indicative timeline of the operational details (implementation plan) of the MSci programme to staff supporting practice learning</p>
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	<p>(practice learning co-ordinators, practice assessors, practice supervisors). (SFNME R2.5; SPNP R4.1) (Joint university and NMC condition)</p> <p>Condition six: Revise the rules of assessment to account for nursing specific variations required to the current MSci standard rules. (University condition)</p>
Date condition(s) to be met:	31 January 2023
Recommendations to enhance the programme delivery:	Recommendation one: Consider ways to do cohort building for level seven such as transition to level seven days or sessions at the beginning of year four. (University recommendation)
Focused areas for future monitoring:	<p>Review of the UoE MSci part four PAD.</p> <p>MSci student experience and support in practice learning.</p> <p>Practice supervisor and practice assessor preparation for MSci dual award students.</p>

Programme is recommended for approval subject to specific conditions being met
<p>Commentary post review of evidence against conditions:</p> <p>UoE have provided a SUC preparation strategy that sets out the preparation for SUCs including EDI training. Condition one is now met.</p> <p>The programme team have provided an indicative timeline and implementation plan of the MSci nursing (dual award) programme for staff supporting students in practice learning settings. Condition two is now met.</p> <p>A revised part three, year four PAD and OAR have been provided. The PAD makes explicit the proficiencies students must achieve in year four. Student facing documentation and the programme handbook have been updated to ensure terminology is consistent in reference to part three year four. Condition three is now met.</p> <p>Revised module descriptors for the person-centred care module and the programme handbook make clear that theory simulation hours are mandatory. Condition four is now met.</p> <p>The chair has confirmed that the university conditions five and six are now met.</p>

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	31 January 2023

Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>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</p>

Standard 2: Educational governance and quality:

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

Standard 3: Student empowerment:

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
- R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

- R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
- R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
- R5.14 a range of people including service users contribute to student assessment

[Standards for student supervision and assessment](#) (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentation and the major modification visit confirm that effective partnership working at strategic levels with all stakeholders continues. PLPs, SUCs and students confirm they've been included in the design and delivery of the MSci.

Documentary analysis provides evidence of consultation through meetings and workshops with PLPs, SUCs and students. PLPs are enthusiastic about the development of the dual award MSci and tell us that registrants from the programme will be in high demand in the workforce.

Documentary analysis and discussion at the modification visit provide continued evidence of shared responsibility for theory and practice learning, supervision and assessment with PLPs. Partnership working continues to be effective at strategic levels for the delivery of the current pre-registration nursing programme. Strategic governance meetings are held quarterly between PLPs, UoE and other AEs in the geographic area to share practice learning evaluations and monitor action plans developed as a result of student feedback, concerns in practice or adverse regulator reports.

UoE is a member of the MYEPLG and works with other AEs in the continued review and development of the MYEPAD. There's a range of shared resources for preparation programmes available online through the MYEPLG website including copies of the MYEPAD. Documentary analysis and discussion at the modification visit confirm that the modified part four PAD and OAR developed for this route are specific to UoE and not intended for wider use. This is subject to clarification of part four second field proficiencies. (Condition three)

UoE staff will deliver specific sessions about the part four PAD and the MSci programme to practice learning staff.

There's limited evidence of engagement with practice learning co-ordinators, practice assessors and practice supervisors about the co-production, design, development and delivery of the MSci programme. Practice learning staff tell us there needs to be some further preparation for staff supporting, supervising and assessing students at level seven. They're enthusiastic about the dual award aspect of the programme and comment this is a positive career pathway development. An implementation plan for operationalisation of the programme, which includes information about the MSci and practice staff preparation plans, is required. (Condition two)

UoE continues to have strong and effective partnership working with students. Students tell us they're involved with the design and development of the MSci programme and are enthusiastic about the opportunity for dual award status. The current programme has no assessments scheduled during practice learning and students are pleased this continues in year four. Students tell us they're well prepared for the transition to registration as a nurse at the end of the programme.

Students tell us feedback is listened to and acted upon, and both UoE and the school are very supportive. Students give examples of support with health issues and reasonable adjustments made for practice learning. Students tell us how effective partnership with academic staff ensures they're listened to, and changes

to their programme are made in response to their feedback. As a result of their feedback students tell us they've access to pre-term work including all content, materials and reading prior to each module starting. They tell us this is useful for students who want to do some early preparation. Students tell us they enjoy their practice learning experiences and have good support in practice learning. Students confirm they're supernumerary in practice learning settings.

Partnership working with SUCs is strong and effective. There's a service user reference group (SURG) which meets quarterly to coordinate involvement of SUCs across the school's programmes. Documentary evidence and the SURG members we met at the modification visit confirm they've been involved in the design of the pre-registration nursing MSci programme and their feedback has been incorporated into the design of the programme. They are positive about this development and tell us that dual award will be of benefit to SUCs as people's physical and mental health needs are often connected. SUCs confirm they feel listened to, their views are valued and they're respected as part of the team.

Some of the SUCs we met take part in recruitment and selection, however they tell us they've not received formal EDI training before undertaking recruitment and selection activities. Preparation for other SUC roles including assessment is limited and completed on an ad-hoc basis. (Condition one)

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

MET **NOT MET**

SUCs have not undertaken EDI training or preparation for their role in student recruitment, selection and assessment.

Condition one: Provide evidence of suitable SUC preparation (including EDI) to engage with student recruitment and student assessment. (SFNME R1.12, R2.6, R2.7, R5.5, R5.14; SPNP R2.1) (Joint university and NMC condition)

Practice learning co-ordinators, practice assessors and practice supervisors have limited knowledge or information of UoE's proposal to deliver a dual award pre-registration integrated MSci nursing programme.

Condition two: Provide an indicative timeline of the operational details (implementation plan) of the MSci programme to staff supporting practice learning (practice learning co-ordinators, practice assessors, practice supervisors) (SFNME R2.5; SPNP R4.1) (Joint university and NMC condition)

The UoE PAD does not contain sufficient information about the proficiencies students must achieve in their second field in part four. There are inconsistencies in terminology in student facing documentation with reference to year four rather than part four.

Condition three: Ensure the UoE PAD makes explicit the proficiencies students must achieve in part four and ensure terminology is consistent through all programme and student facing documentation. (SFNME R3.2, R3.6; SPNP R4.1) (Joint university and NMC condition)

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: UoE have provided a SUC preparation strategy that sets out the preparation for SUCs including EDI training. Condition one is now met.

Evidence:

MSci nursing (dual award adult and mental health), reflective document, January 2023

UoE, school of health and social care, SUC preparation strategy, undated

Condition two: The programme team have provided an indicative timeline and implementation plan of the MSci nursing (dual award programme for staff supporting students in practice learning settings. Condition two is now met.

Evidence:

Implementation plan for MSci nursing (dual award adult and mental health nursing), January 2023

MSci nursing (dual award adult and mental health), reflective document, January 2023

Condition three: A revised part four PAD and OAR have been provided. The PAD makes explicit the proficiencies students must achieve in year four. Student facing documentation and the programme handbook have been updated to ensure terminology is consistent. Condition three is now met.

Evidence:

MSci nursing (dual award adult and mental health), PAD 2.0, January 2023

MSci nursing (dual award adult and mental health), OAR 2.0, January 2023

MSci nursing (dual award adult and mental health) module descriptor, advanced person-centred care, level seven (adult nursing), January 2023
MSci nursing (dual award adult and mental health) module descriptor, advanced person-centred care, level seven (mental health nursing), January 2023
MSci nursing (dual award adult and mental health) module descriptor, critical practitioner, level seven, (adult nursing), January 2023
MSci nursing (dual award adult and mental health) module descriptor, critical practitioner, level seven, (mental health nursing), January 2023
MSci nursing (dual award adult and mental health), programme handbook, undated
MSci nursing (dual award adult and mental health), reflective document, January 2023

Date condition(s) met: 31 January 2023

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

- R1.1 Confirm on entry to the programme that students:
 - R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing
 - R1.1.2 demonstrate values in accordance with the Code
 - R1.1.3 have capability to learn behaviours in accordance with the Code
 - R1.1.4 have capability to develop numeracy skills required to meet programme outcomes
 - R1.1.5 can demonstrate proficiency in English language
 - R1.1.6 have capability in literacy to meet programme outcomes
 - R1.1.7 have capability for digital and technological literacy to meet programme outcomes.
- R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks
- R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational

- establishments, and that any declarations are dealt with promptly, fairly and lawfully
- R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme
- R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)
- R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme
- R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and
- R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

[Standards framework for nursing and midwifery education](#), specifically R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

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

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

YES

NO

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

YES NO

- 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

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

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

MET NOT MET

R1.5 is met. Unchanged through this modification.

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

MET NOT MET

R1.6 is met. Unchanged through this modification.

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

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

MET NOT MET

R1.7 is met. 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 evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

Current bachelor of science (honours) (BSc (Hons)) nursing students who have started since 2020 will have the opportunity to transfer to the MSci dual award programme at the end of year two if they meet the relevant UoE progression requirements.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

The SSSA was implemented in 2020 at UoE and with its PLPs and already applies to pre-registration nursing students.

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: 13 December 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 2: Curriculum

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

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

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

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

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

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

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

- R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice
- R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies
- R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)
- R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)
- R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and
- R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

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

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

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)
YES NO

R2.1 is not met. SUCs tell us they've not undertaken EDI training or preparation for their role in student recruitment, selection and assessment. (Condition one)

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)
YES NO

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

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

MET NOT MET

R2.4 is met. Programme documentation and the modification visit show how the design and delivery of the programme supports students to gain experience in both adult and mental health fields of nursing to achieve a dual award. The module content, module outcomes, programme outcomes and the PADs facilitate achievement of the proficiencies for adult and mental health nursing fields.

In years one and two, students from both fields are taught together. Students we met at the modification visit tell us this is a good learning experience. Practice learning experiences are field specific in the student's primary chosen field of adult or mental health nursing. In year three, theory is field specific and students focus on either adult or mental health nursing fields dependent on their choice of primary field. Practice learning experiences in year three are either community or hospital based and students may choose which pathway to follow. In year four, students focus on the second field in both theory and practice learning.

Examples of student practice learning journeys in both fields for the MSci dual award are provided. Mapping of each field of nursing practice against the proficiencies in each year confirms that students will have exposure to all four fields of nursing in theory and practice regardless of whether they are following adult or mental health nursing as their primary field.

A hub and spoke model of practice learning ensures a diverse range of practice learning environments are used. Students document their experiences in the PAD.

- 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 structure, the programme handbook and the modification visit show how the design and delivery of the MSci dual award programme supports students to gain experience in the two fields of nursing. Field specific outcomes are outlined in module descriptions at level six and level seven. Module descriptors for the field specific theory module in year four are oriented to field specific content and concepts. For example in year four adult nursing students, taking mental health as the second field, have content related to communication skills focussed on people with specific mental health problems. This builds on generic knowledge and skills gained in previous years with an adult nursing context.

The field specific theory module 'the autonomous practitioner' is delivered jointly to both year three primary field students and year four second field students. There's no shared teaching at level seven, allowing students to focus on critical enquiry and application of concepts.

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

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

MET **NOT MET**

R2.8 is met. Unchanged through this modification.

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

descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory/practice balance detailed at each part of the programme and at end point.

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET **NOT MET**

R2.9 is met. Documentary evidence and discussion at the modification visit confirm that the programme structure for the MSci dual award programme demonstrates an equal balance of theory and practice learning. Module specifications outline the range of teaching and learning strategies used with appropriate aims and outcomes stated.

Documentary evidence demonstrates that programme hours have been mapped against the NMC minimum hours required for dual award. Students undertaking the MSci dual award programme undertake 6280 hours equally split between theory and practice learning. There's 4600 hours of theory and practice learning in years one to three, with an additional 1680 hours equally split between theory and practice learning in year four. Theory hours include 90 hours of simulation-based learning. There's 21 weeks of practice learning in the second field.

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 in English only.

- 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	
<ul style="list-style-type: none"> 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 <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	
<p>The programme is for nursing registration only.</p>	
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula are met</p>	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
<p>SUCs have not undertaken EDI training or preparation for their role in student recruitment, selection and assessment. (Condition one)</p>	
<p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met</p>	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Outcome	
<p>Is the standard met?</p>	MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
<p>SUCs have not undertaken EDI training or preparation for their role in student recruitment, selection and assessment.</p>	
<p>Condition one: Provide evidence of suitable SUC preparation (including EDI) to engage with student recruitment and student assessment. (SFNME R1.12, R2.6, R2.7, R5.5, R5.14; SPNP R2.1) (Joint university and NMC condition)</p>	
<p>Date: 13 December 2022</p>	
Post event review	
<p>Identify how the condition(s) is met:</p>	
<p>Condition one: UoE have provided a SUC preparation strategy that sets out the preparation for SUCs including EDI training. Condition one is now met.</p>	
<p>Evidence: MSci nursing (dual award adult and mental health), reflective document, January 2023 UoE, school of health and social care, SUC preparation strategy, undated</p>	
<p>Date condition(s) met: 31 January 2023</p>	

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

Standard 3: Practice learning

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

- R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages
- R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)
- R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities
- R3.6 ensure students experience the range of hours expected of registered nurses, and
- R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence, PLPs and the programme team tell us there's sufficient practice learning experiences available for UoE students taking the MSci dual award programme to develop and meet the FN:SPRN to deliver safe and effective care. Students undertaking the MSci dual award nursing programme will encompass a range of practice learning settings appropriate to each of the two fields of nursing. Students we met tell us that they're supported in practice learning environments and there's sufficient opportunity to get experience in all fields of nursing throughout their programme.

There's evidence in programme documentation and the PADs to give assurance that students will develop both clinical and theoretical skills to meet the diverse needs of people.

MSci dual award students with adult nursing as their primary field will have met all theoretical and clinical instruction elements of the European Union (EU) directive 2005/36/EU, annexe version two, before the end of year three. For those taking adult nursing as their second field the programme team confirm that each student will have their practice learning mapped across all years of the programme to ensure any deficits in the EU directive 2005/36/EU, annexe version two are achieved by the end of the programme. A mapping document is provided with examples of how second field students will achieve the relevant EU directive requirements.

- 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 not met. There's 90 theory hours of simulation-based learning scheduled in the practice learning module. The programme team tell us that simulation-based sessions are provided to ensure students have opportunities to practise skills gained in earlier parts of the programme, as well as practise new skills in a safe supportive environment. The programme team at the modification visit tell us that part four simulation-based learning hours are scheduled as drop-in sessions. It is not explicit in student facing documentation that the 90 hours of simulation are mandatory rather than optional attendance. (Condition four)

- 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

Theory simulation hours are counted as part of the programme hours. It is not explicit in student facing documentation that the 90 hours of simulation are mandatory rather than optional attendance. (Condition four)

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

Theory simulation hours are counted as part of the programme hours. It is not explicit in student facing documentation that the 90 hours of simulation are mandatory rather than optional attendance.

Condition four: Ensure that the theory simulation hours in the person-centred care module are designated as mandatory and not optional in student facing documentation. (SFNME R3.2; SPNP R3.4) (Joint university and NMC condition)

Date: 13 December 2022

Post event review

Identify how the condition(s) is met:

Condition four: Revised module descriptors for the person-centred care module and the programme handbook make clear that theory simulation hours are mandatory. Condition four is now met.

Evidence:

MSci nursing (dual award adult and mental health), reflective document, January 2023

MSci nursing (dual award adult and mental health) module descriptor, advanced person-centred care, level seven (adult nursing), January 2023

MSci nursing (dual award adult and mental health) module descriptor, advanced person-centred care, level seven (mental health nursing), January 2023

MSci nursing (dual award adult and mental health), programme handbook, undated

Date condition(s) met: 31 January 2023

Revised outcome after condition(s) met:

MET

NOT MET

Standard 4: Supervision and assessment

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

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

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

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

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

R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of

nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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

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

Standards framework for nursing and midwifery education, specifically:

R2.11; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17;

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

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

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is not met. UoE present a modified part four PAD for approval. However, the PAD doesn't make explicit the proficiencies students must achieve in the second field. There's inconsistent terminology in the PAD, practice learning documentation and programme handbooks. (Condition three)

Education leads at regional practice education groups are involved in the development of the MSci dual award programme. Practice supervisors and practice assessors will be informed about the programme through link lecturers at

practice supervisor and practice assessor forums. Forums happen on bi-monthly or quarterly basis. Practice supervisors, practice assessors and practice learning co-ordinators we met have limited knowledge of UoE's intention to deliver a MSci dual award programme. They were supportive of a dual award programme and tell us that practice assessors in part four need clear guidance on the proficiencies students must achieve in the second field of the dual award. Information has not been shared of the implementation plans at operational level and has yet to be disseminated to practice supervisors, practice assessors and practice learning co-ordinators. (Condition two)

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

MET NOT MET

R4.2 is met. The practice supervisor and practice assessor preparation programme includes information on the needs of MSci dual award students. This updated information is available on the virtual learning platform shared with another AEI in the geographic area. The updated preparation programme will be made available prior to the programme starting. The programme team and PLPs tell us there are sufficient level seven practice supervisors and practice assessors to support students. All academic assessors are level seven graduates and a different academic assessor is allocated to students in years three and four of the programme.

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

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

YES NO

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

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

MET NOT MET

R4.4 is met. Practice learning has clear opportunities for feedback built into the process. The PADs guide feedback to students in the practice learning environment and ensure students receive feedback from SUCs, practice supervisors, practice assessors and academic assessors. This feedback is then

reviewed through the OAR. PADs have a mid-point review with opportunities for feed forward, and a summative end point assessment including a medicines management assessment.

There's a variety of summative assessments scheduled in the MSci dual award programme. In part four students complete a research proposal, a presentation, a viva voce and practice learning proficiencies. There are no theoretical assignments scheduled during practice learning experiences. Students tell us this is a positive aspect of the programme and allows them to concentrate solely on achieving practice proficiencies.

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

MET NOT MET

R4.5 is met. Mapping documents provide assurance that programme content and practice learning experiences will enable students to meet the FN:SPRN in both fields.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)
YES NO
- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)
YES NO
- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)
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

Practice learning co-ordinators, practice assessors and practice supervisors have limited knowledge or information about UoE's plans to deliver a MSci dual award nursing programme. They are unaware of the operational details of the programme. (Condition two)

The MSci PAD does not make explicit the proficiencies students must achieve in part four, and reference to part four in student facing documentation is unclear. (Condition three)

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Practice learning co-ordinators, practice assessors and practice supervisors have limited knowledge or information about UoE's plans to deliver a MSci dual award nursing programme. They are unaware of the operational details of the programme.

Condition two: Provide an indicative timeline of the operational details (implementation plan) of the MSci programme to staff supporting practice learning (practice learning co-ordinators, practice assessors, practice supervisors) (SFNME R2.5; SPNP R4.1) (Joint university and NMC condition)

The MSci PAD does not make explicit the proficiencies students must achieve in part four, and reference to part four in student facing documentation is unclear.

Condition three: Ensure the UoE MSci PAD makes explicit the proficiencies students must achieve in part four and ensure terminology is consistent through all programme and student facing documentation. (SFNME R3.2, R3.6; SPNP R4.1) (Joint university and NMC condition)

Date: 13 December 2022

Post event review

Identify how the condition(s) is met:

Condition two: The programme team have provided an indicative timeline and implementation plan of the MSci nursing (dual award) programme for staff supporting students in practice learning settings. Condition two is now met.

Evidence:

Implementation plan for MSci nursing (dual award adult and mental health nursing), January 2023

MSci nursing (dual award adult and mental health), reflective document, January 2023

Condition three: A revised part four PAD and OAR have been provided. The PAD makes explicit the proficiencies students must achieve in part four. Student facing documentation and the programme handbook has been updated to ensure terminology is consistent. Condition three is now met.

Evidence:

MSci nursing (dual award adult and mental health), PAD 2.0, January 2023

MSci nursing (dual award adult and mental health), OAR 2.0, January 2023

MSci nursing (dual award adult and mental health) module descriptor, advanced person-centred care, level seven (adult nursing), January 2023

MSci nursing (dual award adult and mental health) module descriptor, advanced person-centred care, level seven (mental health nursing), January 2023

MSci nursing (dual award adult and mental health) module descriptor, critical practitioner, level seven, (adult nursing), January 2023

MSci nursing (dual award adult and mental health) module descriptor, critical practitioner, level seven, (mental health nursing), January 2023

MSci nursing (dual award adult and mental health), programme handbook, undated

MSci nursing (dual award adult and mental health), reflective document, January 2023

Date condition(s) met: 31 January 2023

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

Standard 5: Qualification to be awarded

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

- R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and
- R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Standards framework for nursing and midwifery education, specifically R2.11, R2.20

Findings against the standards and requirements

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

- The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)
YES NO
- 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's a fall back exit award with registration of BSc (Hons) nursing (adult or mental health) for students who are unable to complete the requirements for the MSci dual award in their second field of practice at level seven. To be eligible for the fall back award, students must have completed 4600 programme hours, achieved all proficiencies, outcomes and programme requirements at level six in their primary choice field.

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: 13 December 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

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for registered nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education (NMC, 2018) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC, 2018) apply to the programme(s) (Gateway 2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes (NMC, 2018) (Gateway 3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no level seven apprenticeship route proposed.		
List additional documentation: Post conditions documentation MSci nursing (dual award adult and mental health), reflective document, January 2023 UoE, school of health and social care, SUC preparation strategy, undated Implementation plan for MSci nursing (dual award adult and mental health nursing), January 2023 MSci nursing (dual award adult and mental health), MYEPAD 2.0, January 2023 MSci nursing (dual award adult and mental health), OAR 2.0, January 2023 MSci nursing (dual award adult and mental health) module descriptor, advanced person-centred care, level seven (adult nursing), January 2023 MSci nursing (dual award adult and mental health) module descriptor, advanced person-centred care, level seven (mental health nursing), January 2023 MSci nursing (dual award adult and mental health) module descriptor, critical practitioner, level seven, (adult nursing), January 2023 MSci nursing (dual award adult and mental health) module descriptor, critical practitioner, level seven, (mental health nursing), January 2023 MSci nursing (dual award adult and mental health), programme handbook, undated		
Additional comments: None identified.		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study:		

BSc (Hons) nursing (adult) Year one x two Year two x one Year three x one BSc (Hons) nursing (mental health) Year one x one Year two x one Year three x two		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no level seven apprenticeship route proposed.		
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: Care Quality Commission (CQC) report, Mid and South Essex NHS Foundation Trust, 1 December 2021 CQC report, Essex Partnership University NHS Foundation Trust, 9 October 2019 CQC report, The Princess Alexandra Hospital NHS Trust, 17 November 2021		
If you stated no above, please provide the reason and mitigation: UoE is an established AEI; PLP visits are not required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author(s):	Angela Hudson	Date:	13 December 2022
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Approved by:	Natasha Thompson	Date:	15 February 2023