

Programme Major Modification report

Section one

Programme provider name:	University of Suffolk
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 checked="" type="checkbox"/></p> <p>Registered Nurse – Children’s <input checked="" type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input checked="" type="checkbox"/></p> <p>NDA Children’s <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input checked="" type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input 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) adult nursing</p> <p>BSc (Hons) mental health nursing</p> <p>BSc (Hons) children’s nursing</p> <p>BSc (Hons) adult nursing [degree apprenticeship]</p> <p>BSc (Hons) mental health nursing [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>MSc Adult Nursing (pre-registration)</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 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 - 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>

<p>NDA 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>NDA 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>NDA 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>NDA 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>
<p>Dual award - adult/mental health</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>Dual award - adult/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>

	<input checked="" type="checkbox"/> N/A
Dual award - adult/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
Dual award - mental health/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
Dual award - mental health/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
Dual award - learning disabilities/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
Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	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

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> <p><input checked="" type="checkbox"/> N/A</p>
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> <p><input checked="" type="checkbox"/> N/A</p>
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 <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 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> <p><input checked="" 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>

<p>NDA Mental Health</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>Dual award - adult/mental health</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>Dual award - adult/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>Dual award - adult/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>Dual award - mental health/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>Dual award - mental health/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>

Dual award - learning disabilities/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
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>	18 July 2019
Date(s) of NMC approval of any modifications since last approval:	21 November 2019
Programme start dates:	
Current modification programme start date:	
RN – Adult	8 January 2024
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	

Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children’s	
Dual award – Learning Disabilities/Children’s	
Date of modification:	20 April 2023
Type of modification:	Major modification visit
QA visitor(s):	Registrant Visitor: Joanne Rouse

Section two

Summary of review and findings

The University of Suffolk (UoS) is an established approved education institution (AEI) and provider of pre-registration nursing. The UoS presented documentation for approval of a major modification to introduce a full-time, two-year master of science (MSc) adult nursing (pre-registration) to the pre-registration adult nursing programme approved by the Nursing and Midwifery Council (NMC) on 18 July 2019.

The MSc adult nursing (pre-registration) is developed as a natural progression to the existing portfolio and aligns with the UoS strategy for the education of health professionals. The discussions at the modification visit confirm practice learning partners (PLPs) are committed to employing nurses educated to master's degree level. The January 2024 start will facilitate graduates to enter the workforce at a different point in the year. The programme has been mapped against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and the Future Nurse: Standards for proficiency for registered nurses (FN:SPRN) (NMC, 2018) and aims to attract an intake of 24 students per year.

The programme documentation and modification visit confirm effective partnership arrangements between UoS and PLPs at operational and strategic levels across National Health Service (NHS), voluntary, private and independent sectors. The programme team and PLPs confirm appropriate arrangements are in place for the effective support, supervision and assessment of students, including ensuring students have supernumerary status. The AEI is part of the Midlands, Yorkshire and East (MYE) practice learning group that developed the assessment documents and guidelines (MYEPAD).

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

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are not met at programme level as conditions apply.

The modification visit is undertaken face to face.

The programme documentation and modification visit confirm that UoS have processes in place to monitor student population and diversity data. The programme documentation confirms plans are in place for monitoring and supporting diversity of the student population, including plans for addressing any identified attainment gaps in NMC approved programmes.

The programme documentation and modification visit confirm effective and collaborative partnership arrangements in the development of the MSc adult

nursing (pre-registration). Documentary evidence, confirmed at the modification visit, assures that people who use services and carers (PUSCs) and students have been involved in the development of the programme.

The modified programme is recommended to the NMC for approval subject to four NMC conditions. There are two university conditions. Two NMC recommendations are made.

Updated 10 July 2023:

UoS has provided documentation to meet the four NMC conditions. UoS confirm the two university conditions are met.

The programme is recommended to the NMC for approval.

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>
	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition five: Provide a staffing plan to demonstrate a sustainable staff resource to support long term strategic growth, to be signed off by the Dean of Health and Sports Sciences. (University condition)</p> <p>Selection, admission and progression:</p> <p>Condition one: Provide documentary evidence to confirm the programme is structured to provide sufficient time for communication and collaboration between practice assessors and academic assessors for relevant points in the programme and at student progression. (SSSA R7.9)</p> <p>Condition two: Confirm the maximum percentage of recognition of prior learning (RPL) that registered nurses seeking to undertake the programme to achieve registration in a different field can apply for</p>

	<p>ensuring this information is contained in student facing information (SFNME R3.2; SPNP R1.6)</p> <p>Condition three: The programme team are required to reflect and review the programme structure to provide a rationale on the delivery duration and how students' well-being and placement recovery can be addressed to ensure there's transparency in workload thus assuring 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 (SFNME R2.2; SPNP R2.1)</p> <p>Condition four: Demonstrate this programme provides an equal balance of theory and practice learning using a range of learning and teaching strategies (SPNP R2.9)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition six: Tidy up the course handbook, validation document and definitive course record to correct any typographical or grammatical errors. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>15 June 2023</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: It is recommended that the programme team consider reviewing and reflecting the requirements and expectations regarding designated signatories in written documentation so that these are clear for UK and international applicants. (SPNP R1.5)</p> <p>Recommendation two: Consider formalising inter-professional learning opportunities within the</p>

	curriculum so that all students can benefit from inter-professional learning. (SFNME R1.13)
Focused areas for future monitoring:	Implementation of the RPL process

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>Documentary evidence has been provided to meet the conditions set at the modification visit.</p> <p>Condition one: The programme team submitted documentary evidence to confirm the programme is structured to provide sufficient time for communication and collaboration between practice assessors and academic assessors for relevant points in the programme and at student progression. The draft timetable has been amended to provide greater clarity of each part, including credit weighting for each module. The course handbook has been updated to clearly reflect the parts of the programme. The framework and regulations for taught postgraduate awards document has been updated to confirm the programme structure. At the end of each part, academic assessors liaise with practice assessors to discuss each students' progression. An assessment board confirms student progression to the next part. Condition one is now met.</p> <p>Condition two: The updated framework and regulations for taught postgraduate awards shows approved variations confirming a maximum allowance of 80 credits of RPL for registered nurses seeking to undertake the programme to achieve registration in a different field. This is presented in student facing documentation. Condition two is now met.</p> <p>Condition three: The programme team submitted an updated course handbook and draft timetable confirming the course structure has been reviewed. A rationale has been provided for the delivery duration and how students' well-being is monitored. Placement recovery requirements are addressed ensuring there's transparency in workload thus assuring all learning environments optimise safety and quality, taking account of the diverse needs of, and working in partnership with PUSCs, students and all other stakeholders. Condition three is now met.</p> <p>Condition four: The programme team submitted documentary evidence to show this programme provides an equal balance of theory and practice learning using a range of learning and teaching strategies. The definitive course record and module specifications confirm 2300 hours of theoretical learning and 2300 hours of practice learning (including practice hours achieved through RPL). Condition four is now met.</p>	

Condition five: The university confirms the condition is met. Condition five is now met.	
Condition six: The university confirms the condition is met. Condition six is now met.	
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:	27 June 2023

Section three

NMC Programme standards	
Please refer to NMC standards reference points: Standards for pre-registration nursing programmes (NMC, 2018) Future nurse: Standards of proficiency for registered nurses (NMC, 2018) Standards framework for nursing and midwifery education (NMC, 2018) Standards for student supervision and assessment (NMC, 2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020) QA Handbook (NMC, 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: 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 evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

We find partnership working between the UoS, PLPs, PUSCs and students to be effective at strategic and operational levels. The school's senior management team and senior managers representing PLPs confirm that there's an effective strategic working relationship. We're assured robust arrangements are in place in relation to adverse care quality commission (CQC) inspection outcomes.

There's documentary evidence of placement agreements between UoS and PLPs. PLPs tell us there are satisfactory processes in place for sharing information between the AEI and PLPs on matters such as curriculum content and delivery, student attendance and processes for students and PLPs to raise concerns. We find established forums that facilitate communication between UoS, PLPs, PUSCs and students, for example, the pre-registration operational group.

We hear from PLPs and students of the effective roles conducted by link tutors and academic assessors who visit students in practice learning environments on a regular basis and regularly monitor student engagement and progress in practice learning and theory. We hear how personal coaches support students' academic development and signpost students to pastoral support. We are assured that PLPs, students, personal coaches, academic assessors and link tutors understand these differing roles and their responsibilities and how these role holders collaborate to enable effective student learning experiences. Documentary review of the programme planner and discussions with the programme team at the major modification visit show that the programme structure doesn't provide sufficient time for communication and collaboration between practice assessors and academic assessors for relevant points in programme, and for student progression at the end of each part of the programme. (Condition one)

At the modification visit, students tell us they had opportunity to collaborate in the design of the MSc adult nursing (pre-registration) programme through discussions with the programme team and through documentary review. Students tell us their views and opinions are listened to, with opportunity to give feedback on their learning experiences through a variety of formats, including module and practice learning evaluations, student representatives, classroom discussions and debriefs, and student surveys. Students confirm that their supernumerary status, timely placement allocation and appropriate support during placements ensures their safe and effective learning. They confirm exposure to all four fields of nursing and to PUSCs from a diversity of backgrounds and across the lifespan. The programme team tell us of many opportunities for inter-professional learning in both theory and practice learning. We're told attendance and participation in inter-professional learning opportunities during theory learning is optional for students. It is recommended that the programme team formalise these opportunities within the curriculum so that all students can benefit from inter-professional learning. (Recommendation two).

At the modification visit, PUSCs tell us they're involved in delivery of the current programme, including processes for student recruitment and selection, teaching, assessment and feedback. They confirm that they've been consulted and involved with the development of the new programme which they describe as a positive experience. We hear of the recent initiative to rename the established PUSC group as the Health Voices PUSC group. This aims to enable wider representation and diversity amongst members to promote strategic and operational engagement. They confirm that they've received training to prepare them for their role. PUSCs tell us they feel highly valued by both students and the programme team.

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**

Documentary review of the programme planner and discussions with the programme team at the major modification visit show that the programme structure doesn't enable communication and collaboration between practice and academic assessors for relevant points in programme structure and student progression at the end of each part of the programme.

Condition one: Provide documentary evidence to confirm the programme is structured to provide sufficient time for communication and collaboration between practice assessors and academic assessors for relevant points in the programme and at student progression (SSSA R7.9).

Post Event Review

Identify how the condition is met:

Condition one: The programme team submitted documentary evidence to confirm the programme is structured to provide sufficient time for communication and collaboration between practice assessors and academic assessors for relevant points in the programme and at student progression. The draft timetable has been amended to provide greater clarity of each part, including credit weighting for each module. The programme handbook has been updated to clearly reflect the parts of the programme. The framework and regulations for taught postgraduate awards document has been updated to confirm the programme structure. At the end of each part, academic assessors liaise with practice assessors to discuss each students' progression. An assessment board confirms student progression to the next part. Condition one is now met.

Evidence:

UoS response to conditions, 15 June 2023

MSc adult nursing draft timetable, 15 June 2023

MSc adult nurse course handbook, 15 June 2023

Sample induction programme, 15 June 2023

Framework and regulations for taught postgraduate awards, 15 June 2023

Date condition(s) met: 27 June 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. Documentary view and discussion during the modification visit confirms the programme team's requirements and expectations regarding 750 hours of practice learning achieved through RPL, including the expectations for the designation of signatories. It is recommended that the programme team review and reflect their requirements and expectations regarding designation of signatories in written documentation so that these are clear for UK and international applicants. (Recommendation one)

- 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 not met. Documentary review confirms for NMC registered nurses a maximum of 90 credits (representing 50 percent of the total programme) may be obtained via RPL. Discussion with the programme team at the modification visit confirm that because modules are set at either 20 or 40 credits, with 60 credits per part, the programme structure and UoS regulations indicate RPL of 90 credits wouldn't be allowed. It is therefore unclear to applicants what percentage of RPL of the programme can be conferred. (Condition two)

- 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.

At the modification visit, the programme team confirm that there are no existing students to transfer to the proposed programme.

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

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

Documentary evidence and discussion with stakeholders confirm that current students' learning in practice is mapped to SSSA and support systems are in place.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met

YES NO

Documentary review confirms for NMC registered nurses a maximum of 90 credits (representing 50 percent of the total programme) may be obtained via RPL. The programme team confirm that because modules are set at either 20 or 40 credits, with 60 credits per part, the programme structure and UoS regulations indicate RPL of 90 credits wouldn't be allowed. It is therefore unclear to applicants what percentage of RPL of the programme can be conferred. (Condition two)

Outcome

Is the standard met?

MET NOT MET

Documentary review confirms for NMC registered nurses a maximum of 90 credits (representing 50 percent of the total programme) may be obtained via RPL. The programme team confirm because modules are set at either 20 or 40 credits, with 60 credits per part, the programme structure and UoS regulations indicate RPL of 90 credits wouldn't be allowed. It is therefore unclear to applicants what percentage of RPL of the programme can be conferred.

Condition two: Confirm the maximum percentage of RPL that registered nurses seeking to undertake the programme to achieve registration in a different field can apply for, ensuring this information is contained in student facing information. (SFNME R3.2; SPRP R1.6)

Date: 20 April 2023

Post event review

Identify how the condition(s) is met:

Condition two: The updated framework and regulations for taught postgraduate awards shows approved variations confirming a maximum allowance of 80 credits of RPL for registered nurses seeking to undertake the programme to achieve registration in a different field. This is presented in student facing documentation. Condition two is now met.

Evidence:

UoS response to conditions, 15 June 2023

Framework and regulations for taught postgraduate awards, 15 June 2023

Definitive course record v2, 27 June 2023

MSc adult nursing course handbook v2, 27 June 2023

Date condition(s) met: 27 June 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

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. Programme documentation and discussion with the programme team at the major modification visit confirm the requirement for students to study for 43 hours per week during theory weeks. In practice learning weeks, students are required to complete three and a half hours per week of theory learning in addition to completing 37.5 hours per week of practice learning. It is unclear from the documentation and discussions with the programme team how applicants and students are made aware of these requirements. Documentary review also indicates that the programme structure doesn't facilitate placement recovery time should students require a reassessment opportunity. (Condition three)

Documentary review and discussions with senior managers and the programme team confirm sufficient, appropriate staffing resource is in place to deliver this programme, including the appointment of an interim programme leader. Senior managers confirm that recruitment for a substantive, full-time programme leader is well underway.

- 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. Unchanged through this modification.

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

MET **NOT MET**

R2.5 is met. Unchanged through this modification.

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

- There is evidence that mapping has been undertaken to show 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 not met. The programme handbook, programme validation document and module specification detail a range of teaching and learning strategies. The programme team and students confirm that the digital learning platform used supports learning and teaching effectively. The total hours of practice and theoretical learning are recorded to ensure the designated hours for the programme are achieved. The programme planner and discussion with the programme team at the modification visit doesn't provide assurance that students will achieve 2300 hours of theory learning and therefore assurance isn't provided that there's an equal balance of theory and practice learning. (Condition four)

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 English language.

- 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

R2.13 is met. Unchanged through this modification. Approval given for registration in one field of nursing practice only.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)

YES NO N/A

R2.14 Unchanged through this modification. Approval given for registration with the NMC solely.

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

YES NO

Programme documentation and discussion with the programme team confirm the requirement for students to study for 43 hours per weeks during theory weeks. In practice learning weeks, students are required to complete three and a half hours per week of theory learning in addition to completing 37.5 hours per week of practice learning. However, it is unclear from the documentation and in discussions with the programme team how applicants and students are made aware of these requirements. Documentary review also indicates that the programme structure doesn't facilitate placement recovery time should students require a reassessment opportunity. (Condition three)

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

Programme documentation and discussion with the programme team confirm the requirement for students to study for 43 hours per weeks during theory weeks. In practice learning weeks, students are required to complete three and a half hours per week of theory learning in addition to completing 37.5 hours per week of practice learning. However, it is unclear from the documentation and in discussions with the programme team how applicants and students are made aware of these requirements. Documentary review also indicates that the programme structure doesn't facilitate placement recovery time should students require a re-assessment opportunity.

Condition three: The programme team are required to reflect and review the programme structure to provide a rationale on the delivery duration and how students' well-being and placement recovery can be addressed to ensure there's transparency in workload thus assuring 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. (SFNME R2.2; SPNP R2.1)

The programme handbook, programme validation document and module specification detail a range of teaching and learning strategies. The programme team and students confirm that the digital learning platform used supports learning and teaching effectively. The total hours of practice and theoretical learning are recorded to ensure the designated hours for the programme are achieved. The programme planner and discussion with the programme team at the modification visit doesn't provide assurance that students will achieve 2300 hours of theory learning and therefore assurance isn't provided that there is an equal balance of theory and practice learning.

Condition four: Provide documentary evidence to demonstrate how this programme provides an equal balance of theory and practice learning. (SPNP R2.9)

Date: 20 April 2023

Post event review

Identify how the condition(s) is met:

Condition three: The programme team submitted an updated course handbook and draft timetable confirming the programme structure has been reviewed. A rationale has been provided for the delivery duration and how students' well-being is monitored. Placement recovery requirements are addressed ensuring there's transparency in workload thus assuring 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. Condition three is now met.

Evidence:

UoS response to conditions, 15 June 2023

MSc adult nursing draft timetable, 15 June 2023

MSc adult nurse course handbook, 15 June 2023

Sample induction programme, 15 June 2023

Framework and regulations for taught postgraduate awards, 15 June 2023

Condition four: The programme team submitted documentary evidence to show this programme provides an equal balance of theory and practice learning using a range of learning and teaching strategies. The definitive programme record and module specifications confirm 2300 hours of theoretical learning and 2300 hours of practice learning (including practice hours achieved through RPL). Condition four is now met.

Evidence:

UoS response to conditions, 15 June 2023

MSc adult nursing draft timetable, 15 June 2023

MSc adult nurse course handbook, 15 June 2023

Date condition(s) met: 27 June 2023

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. Unchanged through this modification.

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

MET **NOT MET**

R3.2 is met. Unchanged through this modification.

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

MET **NOT MET**

R3.3 is met. Unchanged through this modification.

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

MET **NOT MET**

R3.4 is met. Unchanged through this modification.

- 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: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 20 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 <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A			

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

- R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse
- R4.9 ensure that there is equal weighting in the assessment of theory and practice
- R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*, and
- R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education, specifically:

*R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

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

Findings against the standards and requirements

Provide an 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 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)

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. 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)

MET NOT MET

R4.5 is met. Unchanged through this modification.

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

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

YES NO

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

YES NO

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

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

<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 20 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 <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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 awards that lead to NMC registration.

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

YES **NO**

Outcome

Is the standard met? **MET** **NOT MET**

Date: 20 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

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</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<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</i> (NMC, 2018) (Gateway 3)	<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:		
An apprenticeship route is not presented.		
List additional documentation: Additional evidence submitted in response to conditions: UoS response to conditions, 15 June 2023 MSc adult nursing draft timetable, 15 June 2023 MSc adult nurse course handbook, 15 June 2023 Sample induction programme, 15 June 2023 Definitive course record, 15 June 2023 Framework and regulations for taught postgraduate awards, 15 June 2023 Course validation/re-approval award details and outcome sign-off sheet, 15 June 2023 Staffing plan, 15 June 2023 Validation report, 15 June 2023 Definitive course record v2 27 June 2023 MSc adult nursing course handbook v2 27 June 2023		
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:		
One year three BSc (Hons) adult nursing student		

Two year two BSc (Hons) adult nursing students		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
This programme hasn't been presented as an apprenticeship route		
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: CQC inspection report East Suffolk and North Essex NHS Foundation Trust, 8 January 2020. CQC inspection report Norfolk and Norwich University Hospitals NHS Foundation Trust, 17 April 2020. CQC inspection report West Suffolk NHS Foundation Trust West Suffolk Hospital, 22 June 2021. CQC inspection report James Paget Hospital, 13 May 2022. CQC inspection report Colchester General Hospital, 2 February 2022. CQC inspection report The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust, 23 February 2022. CQC inspection report Norfolk and Norwich University Hospital, 1 February 2023. CQC inspection report The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust, 23 February 2023. CQC inspection report Norfolk and Suffolk NHS Foundation Trust, 24 February 2023.		
If you stated no above, please provide the reason and mitigation:		
UoS is an established AEI. No resource check is required.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Joanne Rouse	Date:	10 July 2023
Checked by:	Pamela Page	Date:	26 April 2023
Submitted by:	Mubaraq Sanusi	Date:	17 July 2023
Approved by:	Natasha Thompson	Date:	17 July 2023