



Nursing and Midwifery Council Quality Assurance Review

**Programme Major Modification Report
for:**

**Pre-registration nurse qualification leading to:
Pre-registration nursing (Child)**

Leeds Trinity University

November 2024

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Leeds Trinity University Brownberrie Lane Horsforth Leeds LS18 5HD England
AEI/EI Institution Identifier [UKPRN]	10003863
Name of employer partners for apprenticeships	Not applicable
Approval type	Major modification

Name of programme				
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Full-time	Part-time
Pre-registration nursing - Child	BSc (Hons) Nursing (Child)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Interim awards available (only required if leading to NMC registration)	
Proposed programme start date	02 January 2025
Standard(s) under assessment	<input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes
Date of visit	Wednesday 13 November 2024
Visitor team	Registrant Visitors: Prof David Clarke Ms Jill Barnes Lay Visitor: Dr Richard Harrison

Executive summary

Quality Assurance Reviews (QAR) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programme. Reviews follow the

Gateway approach to programme approvals and major modifications, as outlined in [QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews](#).

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) programme approval panel. All evidence submitted by the AEI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and carers, employers, practice learning partners, the programme team and senior managers.

Following a review, a draft report is shared with the AEI for the purposes of confirming factual accuracy before the report is finalised.

The conjoint visit with the AEI approval panel took place online on 13 November 2024.

Context for the review

NMC approved Leeds Trinity University (LTU) to offer pre-registration nursing programmes for Adult, Mental Health and Learning Disability fields in 2023. In response to practice learning partner requests, LTU submitted a major modification request to add the child field to the existing pre-registration nursing offer.

LTU is scheduled to commence delivery in 2025 with a cohort of 25 each year with a total of 75 in 3 years for BSc (Hons) Nursing (Child).

Evidence was submitted against all of Part 3: Standards for pre-registration nursing programmes. The team reviewed all evidence submitted.

The conjoint visit was held online. The conjoint approval panel met with senior staff, members of the programme development team, students, Service Users and Carers and representatives from Practice Learning Partners and Employers including practice supervisors and assessors.

The detailed findings of the NMC visitor team's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

Conditions and recommendations

The **provisional judgement** (following the visit and prior to the consideration of the AEI response to any conditions) was as follows:

Programme is recommended to the NMC for approval after conditions are met to ensure the programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only /Joint	AEI/EI only
C1	<p>To amend all relevant documentation to reflect the child field of practice, including.</p> <p>The Midlands, Yorkshire and East of England Practice Assessment Document (MYEPAD)</p> <ul style="list-style-type: none"> • The ORA (Ongoing Record of Achievement) • Student Practice Learning Handbook • The Practice Supervisor and Practice Assessor Handbook • LTU Pre-registration nursing learning and teaching framework • Programme Handbook • RPL Guidelines and Procedures • RPL mapping document. 	Part 3 Standards for pre-registration nursing programmes 1.5, 1.6, 2.1, 4.10 and 5.2	Joint	
C2	Amend the RPL Guidelines and Procedures and RPL Mapping document, to reflect appropriate contemporary language, specifically outdated references to EU classification of practice placements.	Part 3 Standards for pre-registration nursing programmes 1.5, 1.6, 2.1, and 4.10	Joint	
C3	<p>The programme team is to provide:</p> <p>a) a detailed schedule/ planner that clearly evidences the minimum 10-15 hours of practice learning per week directly with people who use services within each digital placement week</p> <p>b) a summary of how this activity will be monitored.</p>	NMC Part 3 Standards for pre-registration nursing programmes 2.12 and 3.4	Joint	

Date for all conditions to be met to meet intended delivery date	12 December 2024
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Joint conditions relate to both NMC standards and LTU's programme approval outcomes. All conditions must be met in order for a programme to be recommended to the NMC for final approval.

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only /Joint	AEI/EI only
R1	Through documented details, the team is recommended to provide assurances on the following: To ensure a full partnership approach to future admissions interviews to involve representation from practice learning partners as well as the programme team and people who use services and carers.	NMC Part 3 - Standards for pre-registration nursing programme 1.1	Joint	
R2	Through documented details, the team is recommended to provide assurances on the following: Assessment feedback was provided in such a way as to ensure students understood how they have lost marks and how they could improve upon their marks			AEI only

Recommendations are to be addressed and reported in the annual self-assessment report.

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/ joint
GP1	The innovative use of MS Teams channels to support students and facilitate a strong sense of early field identity.	2.3, 2.4, 2.7	Joint
GP2	The excellent relationships established with Practice Learning Partners, that were clearly evidenced through the discussions, and how they had carefully and collaboratively planned the placement arrangements.	3.1	Joint

GP3	The accessibility of the team and the support that they offer to students.	4.1, 4.2, 4.4	Joint
GP4	The strong relationships built with people who use services and carers (PSC) and students.	3.1, 3.2	Joint

Response to conditions

The visitor team reviewed in full the response(s) and evidence from the AEI to the conditions set. The findings of the visitor team with regard to responses to individual conditions, and any specific observations from the AEI relating to individual standards, are recorded in the main body of this report.

The visitor team considers that all conditions have been satisfactorily addressed resulting in the team being able to confirm that all required standards are met.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI response to any conditions set, is therefore as follows:

All conditions relating to this programme have been addressed and **the programme is recommended to the NMC for approval**. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Explanation of findings for Part 3

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
1.1	<p>Confirm on entry to the programme that students:</p> <p>1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>1.1.2 demonstrate values in accordance with the Code</p> <p>1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>1.1.5 can demonstrate proficiency in English language</p> <p>1.1.6 have capability in literacy to meet programme outcomes</p> <p>1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute is able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	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% of the programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.6	For NMC registered nurses, permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	programme outcomes that may be more than 50% of the programme.				
1.7	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

1. The team considered a range of evidence for this standard including LTU's admissions policy, programme specification, module descriptors, fitness to practice policy and student guidance and programme handbook and met with the following groups of stakeholders - members of the programme development team, students and practice supervisors and assessors.
2. In considering standard 1.1, the team noted that selection and admission processes are appropriate for the proposed additional field of BSc (Hons) Nursing (Child). Requirements for admission and the processes by which applicants are assessed against these criteria are robust, ensuring that those admitted demonstrate the capability to meet the requirements of the programme and values that align with the NMC Code.
3. LTU's documentation states that interviews are carried out by a panel that, in addition to staff from the programme team, includes clinical staff from the practice learning environment, service users and carers. The team's discussions with the programme team and service users confirmed the active and full involvement of the latter in interviews. It was evident from discussions with the programme team and placement providers that to date admissions interviews have not included representation from practice learning partners, though the teams noted that there had only been one cohort admitted to the programme to date and work was underway to expand the pool of admissions selectors. The team make a **joint recommendation (R1)** that the programme team address this to ensure a full partnership approach to future admissions interviews to involve representation from practice learning partners as well as the programme team and service users.
4. In considering Standard 1.2, the evidence demonstrates that there are robust processes in place to ensure students' health and character including occupational health assessment and criminal record checks. LTU has in place clear requirements for students to formally declare on admission and annually throughout their time on the programme, with clear and effective processes to ensure that these requirements are met.
5. Standards 1.3 and 1.4 are met because the current students whom the team met confirmed that fitness to practise and the requirements of professional practice as a nurse, including the NMC Code, were covered at the start in the first teaching block of the programme. This was consistent with the account from the programme team about the early incorporation of such issues at induction and the programme's first module. The institution has clear requirements and processes to ensure that students declare any matters that may impair their fitness to practise, and that any declarations on such matters are dealt with promptly, fairly and lawfully.
6. In considering Standard 1.5 and 1.6, LTU submitted a range of documentation that demonstrates that recognition of prior learning (RPL) is mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50 percent of the programme is permitted. There is an LTU RPL procedure that contains

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specific information for nursing pre-registration nursing programme and confirms a maximum of 50 percent of the programme can be subject to RPL. There is a school RPL flow chart that confirms the external examiner is involved in this process, a mapping document and guidelines demonstrate mapping to the standards of proficiency for registered nurses. At the visit, the programme team confirmed the RPL process, the maximum RPL and the involvement of the external examiner.

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7. Based on the information made available, the team considers that LTU has in place the appropriate arrangements for Standards 1.5 and 1.6 to be met, **subject to meeting Conditions C1 and C2** which requires the amendment of the RPL Guidelines and Procedures and RPL Mapping document, to reflect appropriate contemporary language, specifically addressing the outdated references to EU classification of practice placements and all relevant documentation to reflect the child field of practice.

8. Standard 1.7 is met this is because the modified nursing programme details how students are supported throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes. The documentation and approval meeting with the programme team confirms there is a literacy, numeracy and digital development theme within the curriculum, including a digital placement. The programme specification and module descriptors appropriately detail the literacy, numeracy and digital development theme and module descriptors, including a new child field module to support the new route. This includes the use of safeMedicate detailed within the curriculum documentation there is a literacy, numeracy and digital development theme and a digitally led placement.

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Recognition of prior learning metrics

The LTU Recognition of Prior Learning Guidelines and Procedure has an Appendix clearly stating the RPL and Recognition of Prior Experiential Learning (RPEL) for Entry onto Pre-registration Nursing programmes. The process for Recognition of Prior Learning (RPL) and Certificated and Experiential Learning (RPEL) for direct entry onto the BSc (Hons) Nursing (ROUTE) for non-registered nurse applicants (available for entry: Level 4, Level 5, and Level 6 is explicit in the evidence and requirements.

RPL and RPEL for Entry onto Pre-registration Nursing programmes allows for a maximum of 50 percent with exception to the 50 percent maximum when an applicant is a currently registered NMC nurse and applies to undertake further pre-registration training to achieve a second nursing qualification in an alternative field of practice.

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	<p>To amend all relevant documentation to reflect the child field of practice, including.</p> <ul style="list-style-type: none"> The Midlands, Yorkshire and East of England Practice Assessment Document (MYEPAD) The ORA (Ongoing Record of Achievement) 	<p>LTU has provided evidence that demonstrates all relevant documentation has been updated in accordance with the condition to reflect the child field of practice, the condition is now met.</p>

	<ul style="list-style-type: none"> • Student Practice Learning Handbook • The Practice Supervisor and Practice Assessor Handbook • LTU Pre-registration nursing learning and teaching framework • Programme Handbook • RPL Guidelines and Procedures • RPL mapping document. 	
C2	Amend the RPL Guidelines and Procedures and RPL Mapping document, to reflect appropriate contemporary language, specifically outdated references to EU classification of practice placements.	LTU has provided evidence that demonstrates the RPL documentation has been updated in accordance with the condition which is now met.

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.				<input checked="" type="checkbox"/>
2.12	Ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.13	Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.				<input checked="" type="checkbox"/>
2.14	Ensure programmes leading to nursing registration and registration in another profession are of suitable length				<input checked="" type="checkbox"/>

	and nursing proficiencies and outcomes are achieved in a nursing context.	
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Findings

9. The visitor team (the team) considered a range of evidence for this standard including the LTU Pre-registration nursing Learning Teaching and Assessment Framework 2025, programme specification, module descriptors, external examiner reports, new programme monitoring mid-year report and practice learning handbook and met with people who use services and carers, practice supervisor and practice assessors, students and programme team.
10. Based on the evidence submitted and meetings with stakeholders, the team considers that LTU has in place the appropriate arrangements for the curriculum to enable the NMC standards 2.2 to 2.10 inclusive to be met with the exception of standard 2.1 which is subject to **Condition C1 and C2 and Condition C3** subject to standard 2.12 being met.
11. Standards 2.11, 2.13 and 2.14 are not within scope for this proposed modification.
12. The team identified an area of **good practice** relating to the curriculum including the innovative use of MS Teams channels to support students and facilitate a strong sense of early field identity (**GP1**).
13. In considering standard 2.1, the team noted that LTU has clear requirements and processes ensuring that programmes comply with the NMC Standards framework for nursing and midwifery education, alongside school processes and delivery of the programme to meet the standard. However, several documents require updating post visit leading to **condition C1 and C2** being applied to Standard 2.1.
14. At the visit, the team met with students and were informed that they receive excellent teaching and support and that their feedback is listened to. Students learn across the lifespan and have simulated and placement experience in all fields and that they understand the Fitness to Practice policy and the need for professionalism from the beginning of the programme. Students told us they felt supported throughout their learning and that they had regular and ad hoc support from personal tutors, Practice Assessors and Practice Supervisors. The team met with people who use services and carers and heard that they are involved in recruitment, development and delivery of the programme and that they have participated in the development of the child route.
15. In considering standard 2.2, the team noted that LTU has clear requirements and processes to comply with the NMC Standards for student supervision and assessment. LTU submitted a range of documentation and the conjoint panel met with practice partners and students which confirmed this standard is met.
16. In considering standard 2.3 is met the team accepted that this standard is unchanged through this modification. LTU has previously ensured 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 and have updated the curriculum documentation to include child fields of practice as a route.
17. In considering standard 2.4, the team noted that LTU has clear requirements and processes to ensure the programme is designed and delivers support to students

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and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and child. The team received a range of documentation and met with the programme team and students which confirmed Standard 2.4 is met.

18. In relation to standard 2.7 the team considered that LTU presented a range of documentation, including programme specification, module descriptors that 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. The programme specification and module descriptors have been updated to include the child field of practice. LTU also provided mapping of the programme to the Standards of proficiency for registered nurses. During the visit the programme team advised how the additional child route had been planned and co-produced with students and people who use services and carers and how the programme integrates both shared and field specific content across a range of modules and learning opportunities. The team heard from students that they enjoyed the integrated approach to the first year of the programme and they were looking forward to the following years of their programme. The students stated they have a clear field specific identity.
19. Regarding standard 2.8, the team reviewed one child field module in year two and two in year three of the programme that sets out how they 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, including adult, child, mental health and learning disability fields of practice and therefore standard is met.
20. In consideration of standard 2.9, LTU present a range of documentation, including programme specification, module descriptors and the programme planner that demonstrates how they ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies. Each year of the programme includes 800 hours of theory learning and 800 hours of practice learning. Theory learning includes existing shared modules and new child field specific modules that demonstrates a range of learning and teaching strategies, including lectures, seminars, clinical simulation, in-person and blended learning, digital learning, including safeMedicate and independent study. Practice learning includes simulated practice experiences, digital placements and a range of practice learning placements.
21. In relation to standard 2.12 the team applied **Condition C3** after considering a range of documentation, including programme specification, module descriptors and programme planner which demonstrate how LTU ensures that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours. The programme has a total of 4800 hours with each year containing 800 theory learning hours, 50 simulated practice learning hours, 150 placement hours and 600 practice learning hours. Documentary evidence states that each digital placement week students would spend 10-15 hours with direct contact with people who use services. The programme team told the team during the visit that the remainder of the practice outside of the direct contact consisted of a mix of authentic experiences directly related to patient care. They gave examples of updating patients' electronic records, arranging ongoing appointments, reviewing progress records. The programme team stated that the digital placement had been presented at the original programme approval event for adult, learning disabilities and mental health nursing and was approved as being authentic. The programme team confirm the digital placement weeks are not part of the approved 150 hours of simulated practice learning. Therefore the 12 weeks of digital placements are part of the 2400 hours of practice

learning hours that LTU has stated are part of the programme requirements. There is a lack of clear and transparent evidence that the digital placement weeks facilitate students practice learning with people who use services or carers leading to the application of **condition C3** to this standard. Therefore, standard 2.12 is **subject to Condition C3** being met.

Curriculum requirements

Documentation clearly sets out how LTU ensures the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies in both theory and practice learning as well as how they ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.

The programme specification, module descriptors and programme planner demonstrate that the pre-registration nursing (child) programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours. The programme has a total of 4,800 hours with each year containing 800 theory learning hours, 50 simulated practice learning hours, 150 authentic digital placement hours and 600 practice placement hours.

Documentary evidence provided by LTU stated that each digital placement week students would spend 10-15 hours with direct contact with people who use services. The programme team told us during the visit that the remainder of the practice outside of the direct contact consisted of a mix of authentic experiences directly related to patient care. They gave examples of updating patients' electronic records, arranging ongoing appointments, reviewing progress records. The programme team stated that the digital placement had been presented at the original programme approval event for adult, learning disabilities and mental health nursing and was approved as practice learning hours. The programme team confirmed the digital placement weeks were not part of the approved 300 hours of simulated practice learning. Therefore the 12 weeks of digital placements are part of the 2400 hours of practice learning hours that the LTU has stated are part of the programme requirements.

There was lack of clear and transparent evidence that clearly states the hours during the digital placement weeks which facilitate student's placement learning with people who use services. Therefore, the team are unable to confirm that LTU provides no less than 2300 practice learning hours of which they are approved for 150 hours of simulated practice learning leading to the application of condition C3 to Standard 2.12.

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	<p>To amend all relevant documentation to reflect the child field of practice, including.</p> <p>The Midlands, Yorkshire and East of England Practice Assessment Document (MYEPAD)</p> <ul style="list-style-type: none"> The ORA (Ongoing Record of Achievement) 	<p>LTU has provided evidence that demonstrates all relevant documentation has been updated in accordance with the condition to reflect the child field of practice, the condition is now met.</p>

	<ul style="list-style-type: none"> • Student Practice Learning Handbook • The Practice Supervisor and Practice Assessor Handbook • LTU Pre-registration nursing learning and teaching framework • Programme Handbook • RPL Guidelines and Procedures 	
	RPL mapping document.	
C2	Amend the RPL Guidelines and Procedures and RPL Mapping document, to reflect appropriate contemporary language, specifically outdated references to EU classification of practice placements.	LTU has provided evidence that demonstrates the RPL documentation has been updated in accordance with the condition which is now met.
C3	<p>The programme team is to provide:</p> <p>a) a detailed schedule/ planner that clearly evidences the minimum 10-15 hours of practice learning per week directly with people who use services within each digital placement week</p> <p>b) a summary of how this activity will be monitored.</p>	<p>LTU has provided evidence that demonstrates 10-15 hours of practice learning per week with people who use services.</p> <p>LTU has provided evidence that details the monitoring of hours students spend with people who use services as part of the digital placement.</p> <p>This condition is now met.</p>

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
3.1	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure students experience the range of hours expected of registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Ensure that students are supernumerary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

22. The team considered a range of evidence for this standard including programme specification, module descriptors, external examiner reports, new programme monitoring mid-year report and practice learning handbook and met with people who use services and carers, practice supervisor and practice assessors, students and programme team.
23. Based on the evidence submitted and meetings with stakeholders, the team considers that LTU has in place the appropriate arrangements for practice learning to enable the NMC standards 3.1 to 3.3 and 3.5 to 3.7 inclusive to be met with the exception of standard 3.4 which is **subject to Condition C3** being met.
24. The team identified areas of **good practice** relating to practice learning including excellent relationships established with Practice Learning Partners, that were clearly evidenced through the discussions, and how they had carefully and collaboratively planned the placement arrangements (**GP2**) and the strong relationships built with people who use services and students (**GP4**).
25. In considering standards 3.1 to 3.3 inclusive the team reviewed documentary evidence and discussions during the visit, provided confirmation that students will be provided with full range of practice learning opportunities to develop and meet the

Standards of proficiency for registered nurses to deliver care to a range of people who use services across the four fields of nursing. The evidence also confirms students will have a variety of experiences enabling them to meet the holistic needs of people of all ages. LTU has robust processes in place to ensure students have a variety of practice learning opportunities and opportunities within simulated practice learning to enable students to meet the communication and relationship managements skills and nursing procedural skills within their selected field of practice.

26. In relation to standards 3.5, 3.6 and 3.7 are met because LTU has robust processes in place to support students with individual needs who require reasonable adjustments during practice learning experiences. During the visit students spoke highly of the support they had received in practice with the adjustments they required. The practitioners gave examples of a range of additional support that can be offered to students during their placements with the Trusts and spoke of their Neurodiversity Champions within the practice areas. Evidence and examples of experiences described by the students during the visit provides confirmation that students will experience the range of hours expected of registered nurses. The requirement for supernumerary status identified in Practice Learning Handbook and there is a Supernumerary Status Concern document whereby the student can raise concerns relating to supernumerary status. Students described that there is opportunity to undertake a number of bespoke learning experiences which provides robust confirmation that supernumerary status is ensured.

27. In considering standard 3.4 the team included **Condition C3** because the team were unable to confirm that LTU provides no less than 2300 practice learning hours of which LTU are approved for 150 hours of simulated practice learning. As mentioned in Standard 2.12 there was lack of clear and transparent evidence that the digital placement weeks facilitate students' practice learning with people who use services. Students (from approved fields adult, mental health and learning disabilities) stated mixed views regarding the learning they had taken from the experience. The students informed the team that they only spent one or two hours a week with people who use services.

Practice learning requirements and simulated learning hours

The programme team confirm the digital placement weeks are not part of the approved 150 hours of simulated practice learning. Therefore the 12 weeks of digital placements are part of the 2400 hours of practice learning hours that LTU has stated are part of the programme requirements.

There was lack of clear and transparent evidence that the digital placement weeks facilitate student's placement learning with people who use services for the allocated time of 10 to 15 hours per week. Therefore, the team are unable to confirm that LTU provides no less than 2300 practice learning hours of which they are approved for 150 hours of simulated practice learning leading to Condition C3 being applied to Standard 3.4.

Response to conditions

Response to conditions		
No.	Condition details	Findings
C3	<p>The programme team is to provide:</p> <p>a) a detailed schedule/ planner that clearly evidenced the minimum 10-15 hours of practice learning per week directly with people who use services within each digital placement week</p> <p>b) a summary of how this activity would be monitored.</p>	<p>LTU has provided documentation that demonstrates 10-15 hours of practice learning per week with people who use services.</p> <p>LTU has provided documentation that details the monitoring of hours students spend with people who use services as part of the digital placement.</p> <p>This condition is now met.</p>

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
4.1	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	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%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Ensure that there is equal weighting in the assessment of theory and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Findings

28. The team considered a range of evidence for this standard including LTU's mapping to NMC standards, policies, practice learning handbook, programme handbook and met with employers, practice supervisors and practice assessors, people who use services and carers (PSC), students and programme team.
29. Stakeholders including students met with during the visit spoke positively about the support provided whilst on placement in particular for reasonable adjustments. People who use services provided examples how they have been involved in the development of the curriculum, take part in simulation weeks and provide feedback to the students and have been involved in tutorials talking to students about their experiences as a recipient of healthcare services.

30. The team identified areas of **good practice** relating to supervision and assessment including the accessibility of the team and the support that they offered to students (**GP3**).
31. Based on the evidence submitted and meetings with stakeholders, the team considers that LTU has in place the appropriate arrangements for supervision and assessment to enable the NMC standards 4.1 to 4.9 inclusive to be met with the exception of standard 4.10 which is subject to **Conditions C1 and C2** being met.
32. In considering standard 4.10, the team reviewed the MYEPAD, programme handbook and specification in particular and raised concerns that amendments are required to all nursing documentation to reflect appropriate contemporary language, specifically outdated references to EU classification of practice placements and to amend all relevant documentation to reflect the child field of practice. Consequently, the team agreed **Conditions C1 and C2** applied to this standard.
33. In considering standard 4.1 the team noted that with the exception of standard 2.1 as detailed above, in relation to the remaining standards detailed in the Standards framework for nursing and midwifery education (SFNME), LTU has provided robust documentary evidence that processes and policies are in place to meet the Standards framework for nursing and midwifery education. During the visit, discussions with practitioners, people who use services and the programme team provided robust assurance that there is strong partnership working between all key stakeholders, and sound processes and policies in place to ensure the safety of the learning environment and people who use services and carers.
34. Regarding standard 4.2 the team considered the handbook for practice assessors and practice supervisors, practice learning handbook and MYEPAD. Documentary evidence and discussions at the visit confirms Practice Supervisors and Practice Assessors have appropriate training for their role and regular updates. The practitioners gave a number of examples where they are involved in partnership meetings with the programme team, and a number of innovations they are currently working on to expand capacity of learning environments and widen further the range of experiences available to students. The students we met spoke very positively about the support and feedback they have had during their programme from Practice Supervisor, Practice Assessors and Academic Assessors.
35. In relation to standard 4.5, the team considered spreadsheet and module descriptors demonstrating the mapping of the programme learning outcomes and assessment with the Standards of proficiency for registered nurses. Evidence provided within the LTU Pre-registration nursing Learning Teaching and Assessment Framework 2025 pages 6 and 7 details the mapping of proficiencies to modules and the assessment requirements detailed in MYEPAD provides robust evidence that students will have opportunities to meet the communication and relationship managements skills and nursing procedural skills within the child field of practice. Documentary evidence provides confirmation that all proficiencies are recorded in an ongoing record of achievement (ORA) in which students must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses.
36. In considering standard 4.7 LTU has robust processes in place to ensure students have a variety of practice learning opportunities and opportunities within simulation to enable students to meet the communication and relationship managements skills and nursing procedural skills within their selected field of practice and that Annexe B of the Standards of proficiency for registered nurses is met.

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	<p>To amend all relevant documentation to reflect the child field of practice, including.</p> <ul style="list-style-type: none"> • The Midlands, Yorkshire and East of England Practice Assessment Document (MYEPAD) • The ORA (Ongoing Record of Achievement) • Student Practice Learning Handbook • The Practice Supervisor and Practice Assessor Handbook • LTU Pre-registration nursing learning and teaching framework • Programme Handbook • RPL Guidelines and Procedures • RPL mapping document. 	<p>LTU has provided evidence that demonstrates all relevant documentation has been updated in accordance with the condition to reflect the child field of practice, the condition is now met.</p>
C2	<p>Amend the RPL Guidelines and Procedures and RPL Mapping document, to reflect appropriate contemporary language, specifically outdated references to EU classification of practice placements.</p>	<p>LTU has provided documentation that demonstrates the RPL documentation has been updated in accordance with the condition which is now met.</p>

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
5.1	Ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Findings

37. In relation to standard 5.1 the team considered the programme specification for the proposed BSc (Hons) Pre-Registration Nursing (Child) confirms it is an undergraduate programme consisting of 360 credits – 120 credits at each of Levels 4, 5 and 6. The programme includes a total of 4,680 hours, with blocks of institution-based theoretical learning and practice-based learning balanced to ensure an equal 50:50 weighting of the theory and practice over the programme.

38. In considering standard 5.2 the team noted that the institution clearly notifies students in their programme handbook that they have five years following award of their degree to register this with the NMC. The potential implications of not doing in respect of requirements for additional training in order to register after the end of that five-year period needs to be stated explicitly, **subject to meeting Condition C1** requiring the amendment of programme documentation to ensure all relevant documentation to reflect the child field of practice.

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	<p>To amend all relevant documentation to reflect the child field of practice, including.</p> <ul style="list-style-type: none"> • The Midlands, Yorkshire and East of England Practice Assessment Document (MYEPAD) • The ORA (Ongoing Record of Achievement) • Student Practice Learning Handbook • The Practice Supervisor and Practice Assessor Handbook • LTU Pre-registration nursing learning and teaching framework • Programme Handbook 	<p>LTU has provided evidence that demonstrates all relevant documentation has been updated in accordance with the condition to reflect the child field of practice, the condition is now met.</p>

	<ul style="list-style-type: none">• RPL Guidelines and Procedures• RPL mapping document.	
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