Nursing & Midwifery Council

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

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Programme approval visit report

Section one

Programme provider name:	Canterbury Christ Church University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Kent and Medway NHS and Social Care Partnership Trust
	Medway NHS Foundation Trust
	West London Mental Health NHS Trust
	East Kent Hospitals University NHS Foundation Trust
	North East London NHS Foundation Trust
	Dartford and Gravesham NHS Trust
	Oxleas NHS Foundation Trust
	Medway NHS Foundation Trust
	North East London NHS Foundation Trust
	Maidstone and Tunbridge Wells NHS Trust
	Kent Community Health NHS Foundation Trust
	East Kent Hospitals University NHS Foundation Trust
	Private, voluntary and independent health care providers'
Programmes reviewed: (*Tick all that apply)*	*Nursing Degree Apprenticeship (NDA) route*
	NDA Adult ☒
	NDA Mental Health ☒
Title of programme(s):	BSc (Hons) Nursing (Adult)
	BSc (Hons) Nursing (Mental Health)
Academic levels:	

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NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	11 June 2019
Programme start date: NDA Adult NDA Mental Health	9 September 2019 9 September 2019
QA visitor(s):	Registrant Visitor: Karen Hibbert Lay Visitor: Sifelani Chikunya

Summary of review and findings

The Canterbury Christ Church University (CCCU), school of nursing, midwifery and social work presented programme documentation for the major modification of the BSc (Hons) nursing (adult) and BSc (Hons) nursing (mental health) (approved 4th June 2019) to include a nurse degree apprenticeship (NDA) route. The following award is included for major modification: a four year part time apprenticeship BSc (Hons) nursing in adult or mental health fields of nursing practice.

The employers working in partnership with CCCU for the apprenticeship route are East Kent Hospitals University NHS Foundation Trust, Kent and Medway NHS and Social Care Partnership Trust, Medway Community Health, Pilgrims Hospice, Maidstone and Tunbridge Wells NHS Trust, and Medway NHS Foundation Trust. These employers have co-produced the curricula with CCCU and are committed to upholding the standards for pre-registration nursing programmes (NMC, 2018).

These employers (East Kent Hospitals University NHS Foundation Trust, the Kent and Medway NHS and Social Care Partnership Trust, Medway Community Health, Pilgrims Hospice, Maidstone and Tunbridge Wells NHS Trust, and the Medway NHS Foundation Trust) attended the major modification and confirmed their co-production of the apprenticeship route. Employers are aware of their responsibilities to comply with the NMC Standards framework for nursing and midwifery education (NMC, 2018) and the Standards for student supervision and assessment (NMC, 2018).

CCCU is a member of the Pan-London practice learning group (PLPLG). This is a group of approved education institutions (AEIs) across London and their placement learning partners (PLPs) who have developed the Pan-London practice assessment document (PLPAD) and resources for the implementation of the standards for student supervision and assessment (SSSA) (NMC, 2018). The PLPAD will be used by students to record their achievement of NMC proficiencies and the implementation of the SSSA. The PLPAD is the result of the effective collaboration of the PLPLG members. The roles and responsibilities of the practice supervisors, practice assessors and academic assessors are outlined in the PLPAD.

The documentation presented, and the findings of the major modification visit demonstrated, robust partnerships with employers, PLPs and the AEI.

Arrangements at programme level for the NDA routes do not meet the Standards framework for nursing and midwifery education (SFNME).

Arrangements at programme level for the NDA routes do meet the Standards for student supervision and assessment (SSSA).

The modification of the pre-registration nursing programme is recommended to the NMC for approval, subject to one NMC condition and one AEI condition. The NMC visitors made one (joint) recommendation. The AEI made a further four recommendations.

24 July 2019

The AEI has addressed the NMC condition and the AEI condition. There is clear evidence of how the NDA will achieve the SFNME. There is a clear commitment with the employers that the 2300 practice hours and 2300 theory hours will be met. The chair of the event has confirmed the AEI condition is met. Condition one and two is met.

The programme is recommended to the NMC for major modification.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition one: The programme team must demonstrate how the NDA apprenticeship hours to be split between 2,300 hours of supernumerary practice, 2,300 hours of theory and on the job training within the maximum time permitted by the employer contract. (Standards framework for nursing and

	midwifery education R2.1, Standards for pre-registration nursing programmes R2.9, 2.12) Condition two: Typos and correction are required throughout the documentation and the glossary of terms needs to be extended to differentiate service users and carers. (university condition)
Date condition(s) to be met:	8 July 2019
Recommendations to enhance the programme delivery:	Recommendation one: Refer to the IFA apprentice standards in part one of the programme specification and in the student hand book to provide clarification to students. (university recommendation) Recommendation two: Highlight the fitness to practise policy within the student handbook, by cross referencing it to or linking it with university procedure. (university recommendation) Recommendation three: continue to implement the recruitment policy for service users and carers to increase their representation and diversity to create a sustainable pool of recruitment. (joint recommendation) Recommendation four: Consider more targeted support mechanisms for the management of equality and diversity profiles in how the programme is managed. (university recommendation) Recommendation five: Expand the student handbook to ensure both campuses are included. (university recommendation)
Focused areas for future monitoring:	Monitor compliance with supernumerary status for 2300 hours in theory and 2300 hours in practice for NDAs.

Programme is recommended for approval subject to specific conditions being met

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Commentary post review of evidence against conditions:

Revised copies of the programme documentation and statements of commitment from the employers provide evidence that condition one has been met.

Evidence has been provided by the AEI that condition two has been met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	The AEI sought clarification of the part-time nomenclature for the NDA route.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	24 July 2019

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 and midwives QA Framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook

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.

Documentary evidence and evidence gathered at the major modification visit confirms the partnership between the AEI, employers and other key stakeholders such as practice learning partners (PLPs), students, service users and carers is working satisfactorily and in a manner that is consistent with NMC standards SFNME, NMC 2018; SSSA, NMC, 2018). The programme specification document for the NDA provides a list of stakeholder engagement activities undertaken during the development of this nurse degree apprenticeship programme. There is also a detailed memorandum of agreement signed by the organisations used by the AEI for practice learning placements. The university is also part of the Pan London group of universities, the consortium which developed the practice assessment document (PLPAD).

There is clear evidence supplied as to how SUCs, employers, students and practice partners are involved in programme admissions, recruitment and selection procedures. Numerous examples have been provided illustrating the role service users will play in the learning, teaching and assessment of the NDA, and how service users are represented on university committees. There is also evidence in the PLPAD indicating how service user and carer feedback will be gathered during practice placements.

PLPs and employers told us about their partnership working with the AEI. They felt the AEI listened to their feedback and that communication and networking between the AEI, employers and PLPs is effective. Service users and carers also told us they felt valued and supported by the CCCU.

The service users and carers gave examples of their input into the NDA. One example is the detailed discussions the PLPs, employers, service users and carers have had with the AEI about the model for placement delivery and they have all agreed to use a block placement model rather than placement days in every week.

Students told us they felt valued by CCCU. Students have been involved in the development of the NDA curriculum and see the development of the apprenticeship route as a positive development. The mechanisms for receiving student feedback (such as student-staff liaison meetings, students' feedback on placements and so on) are also satisfactory.

There are clear processes in place to deal with any concerns raised about a student on the NDA. Documentary evidence and discussions during the visit demonstrated clear understanding about these processes. Students will have six weekly tripartite reviews with the employer and the personal academic tutor. The employers and AEIs confirm any concerns will be investigated jointly and any outcomes in relation to any disciplinary action/fitness to practise procedures, will be shared as required.

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** ☐

Please provide any narrative for any exceptions

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** ☐

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

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

1.8 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 programme*s (NMC, 2018).

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Findings against the standard and requirements

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

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

<div align="right">

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Provide an 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** ☐

The AEI has a recognition of prior learning (RPL) process in place. The process is mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and complies with Article 31(3) of Directive 2005/36/EC. R1.5 is met.

- 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** ☐

Documentary evidence and confirmation at the major modification visit provides assurance that RPL processes are in place to evidence NMC registered nurses' RPL is mapped to the Standards of proficiency for registered nurses (NMC, 2018). All RPL claims are considered on an individual basis and are checked and ratified

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through an assessment board process. The external examiner is a core part of the process. R1.6 is met.

- 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** ☐

Programme documentation confirms that the NDA applicant's capability to develop numeracy skills and literacy are assessed as part of the admission process.

Numeracy skills are developed during the programme. Students have access to a numeracy package that is accessed through the virtual learning environment (VLE) where they can formatively develop and assess their numeracy skills.

Students will actively engage with digital technologies throughout their programme and have access to CCCU support to undertake self-assessment and develop their technological literacy skills. The Pan- London PLPAD and OAR support the development and achievement of outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. R1.7 is met.

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. *There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place*

MET ☒　　　**NOT MET** ☐

There are no NDAs currently registered at the AEI.

This is a new route to achieve the Standards for pre-registration nursing (NMC, 2018) in the fields of adult and mental health. The student will need to be employed by the employer partner to study via this route. All NDAs will be registering on the Standards for pre-registration nursing programmes (NMC, 2018) and supervised and assessed via the SSSA.

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

MET ☒　　　**NOT MET** ☐

Documentary evidence confirms it may be possible for registered nurses to study via this route following a successful RPL claim that may be more than 50 percent of the programme providing that the Standards of proficiency for registered nurses and programme outcomes are demonstrated.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met

YES ☒　　　**NO** ☐

Outcome

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

Date: 11 June 2019

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** ☒

The programme team are unable to demonstrate how the students would achieve 2300 hours of theory and that theory and practice learning is weighted appropriately. (Condition one)

- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R2.2)

YES ☒　　　**NO** ☐

- Mapping to show how the curriculum and practice learning content reflect the *Standards* of *proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)　　　　　　　　　**YES** ☒　　　**NO** ☐

Provide an 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** ☐

Documentary evidence and the major modification visit demonstrate how the students are supported in theory and practice to experience all four fields of nursing practice. Verbal discussions with students confirm that they feel that they have opportunities to experience sufficient exposure to all four fields of nursing. PLPs also confirm in our verbal discussions that they have reciprocal agreements in place within their consortium, a mechanism that will allow students to experience all fours fields of nursing.

The programme addresses a range of theoretical subject areas which are applied to the needs of service users across all four field of nursing practice. Simulated practice provides additional learning opportunities for students to engage with people with learning disabilities. Students will experience mental and physical health and learning disabilities practice provided by PLPs in Kent and Medway. These include acute and community settings, and focus upon mental and physical health in primary, acute and recovery services for children and adolescents, adult and older people. R2.4 is met.

- 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** ☐

Documentation and the major modification process confirm that field specific learning outcomes and content are identified in the module descriptors. The

programme structure and design is purposefully organised to enable the students to enter their chosen field of nursing practice. R2.5 is met.

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

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

  YES ☒   **NO** ☐

  There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)   **YES** ☒   **NO** ☐

Provide an 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** ☐

Documentation and the major modification process confirm that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation are included in the programme. R2.8 is met.

- 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** ☒

There is a discrepancy in the theory learning hours. One day per week over 4 years is the proposed allocation for theory learning on the NDA route. This does not give sufficient time to cover the necessary 2300 hours of theory learning. The programme team is proposing that some of the theory learning hours would take place when NDAs are in their normal places of employment via provision of additional theory learning materials to employers of the students. Achievement of

designed programme hours is not detailed. The response provided by the programme team is not satisfactory as the delivery of 2,300 theory hours is not confirmed and an equal balance of theory and practice hours cannot be assured. (Condition one) R2.9 is not met.

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** ☒

This programme will be delivered in England.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11).   **YES** ☒   **NO** ☐

- Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)

YES ☐   **NO** ☒

R2.12 is not met. Compliance with the minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC is not assured. It is unclear how students will undertake the 2,300 theory hours. (Condition one)

- 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** ☒

The programme leads to registration on one field 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** ☒

Programme eligible for registration with the NMC only.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula are met	**YES** ☒	**NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula and assessment are met	**YES** ☒	**NO** ☐

Outcome

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

The programme team were unable to demonstrate how the students would achieve 2300 hours of theory, therefore an equal balance of theory and practice hours cannot be assured. The programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC consequently can't be assured.

Condition one: The programme team must demonstrate how the NDA apprenticeship hours are going to be split between 2,300 hours of supernumerary practice, 2,300 hours of theory and on the job training within the maximum time permitted by the employer contract. (Standards framework for nursing and midwifery education R2.1, Standards for pre-registration nursing programmes R2.9, R2.12)

Date: 11 June 2019

Post event review

Identify how the condition(s) is met:

Revised programme documentation and statements of commitment from the employers clearly indicate the programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC consequently can be assured.

Standards framework for nursing and midwifery education R2.1, Standards for pre-registration nursing programmes R2.9, R2.12 are met.

Evidence:
RN Degree Apprenticeship - response to conditions, July 2019
RN Degree Apprenticeship - Programme Specification FINAL, July 2019
RN Degree Apprenticeship - Programme-Handbook-Adult, July 2019
RN Degree Apprenticeship - Programme-Handbook-Mental Health, July2019
RN Degree Apprenticeship (Adult) Practice Handbook, July 2019
RN Degree Apprenticeship (Mental Health) Practice Handbook, July 2019
Plan for PLT Hours for RN Degree Apprenticeship, July 2019
RN Degree Apprenticeship Prog Spec, Revised July 2019
Statement of Commitment - NDA EKHUFT, July 2019
Statement of Commitment - NDA KMPT, July 2019
Statement of Commitment - NDA Medway, July 2019
Statement of Commitment - NDA MCH, July 2019
Statement of Commitment - NDA MTW, July 2019
Statement of Commitment - NDA Pilgrims Hospice, July 2019
STATEMENT OF COMMITMENT NDA Scanned, July 2019

Date condition(s) met: 24 July 2019

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

Article 31(3) of Directive 2005/36/EC consequently can be assured.

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** ☐

Documentary evidence and the major modification visit provide assurance that CCCU in partnership with employers and PLPs has robust processes in place to ensure students will deliver safe and effective care, to a diverse range of people across the four fields of nursing practice to meet the Standards of proficiency for registered nurses (NMC, 2018).

The documentary evidence was supported by the students who gave satisfactory accounts of their clinical practice placement journey giving assurance that students have ample exposure to all four fields of nursing. Employers and PLPs in their verbal evidence indicate that practice placements are not going to be exclusive. Instead, they are shared between providers via reciprocal agreements among providers within the consortium. R3.1 is met.

- 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** ☐

Programme documentation and findings at the major modification visit confirm that students will experience a variety of practice learning experiences to meet holistic needs of people of all ages.

The AEI has a process for the auditing of placements and ensuring the quality of the placement areas. The students told us they are asked to complete evaluations of their placement areas and there is a process for feeding these evaluations back to the PLPs. R3.2 is met.

- 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** ☐

Programme documentation and findings at the major modification visit confirm that practice learning opportunities are provided that 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. These skills will be developed with diverse groups of service users. The PLPAD will be used to guide the student through their skills development. R3.3 is met.

- 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** ☐

Documentary evidence details modules will be delivered using a problem-based learning approach incorporating blended learning. Blended learning involves providing the students with learning resources to use at any time outside the classroom, for example; narrated power points, podcasts, online books and articles and short tests and quizzes. CCCU's library provides access to an extensive range of books, journals and eLearning materials and students have their own email account and access to CCCU's VLE containing a wide range of accessible learning resources.

An online formative self-assessment tool is available to develop students' numeracy skills which provide opportunities to test their drug calculation competencies prior to the summative numeracy assessment in practice.

Students are able to participate in medium and low level fidelity simulation based learning to support learning and assessment in both theory and practice. R3.4 is met.

- 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** ☐

Programme documentation and findings at the major modification visit confirm that robust processes are in place to take account of students' individual needs and personal circumstances when allocating their practice learning experiences. Students told us they know about practice learning plans and also know how to access these if required. The AEI confirmed it will work with the employers to ensure students have any reasonable adjustments required. R3.5 is met.

Note: If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.

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

- Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)

YES ☒   **NO** ☐

- Processes are in place to ensure that students are supernumerary (R3.7)

	YES ☒	NO ☐

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to practice learning are met **YES** ☒ **NO** ☐

Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ relevant to practice learning are met **YES** ☒ **NO** ☐

Outcome

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

Date: 11 June 2019

Standard 4: Supervision and assessment

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

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

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

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

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

R4.5 ensure throughout the programme that students meet the _Standards of proficiency for registered nurses_ and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in

Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically*:*

R2.11; R3.5, R3.6, 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

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)

<div align="center">

MET ☒   **NOT MET** ☐

</div>

R4.1 is met. The requirement is unchanged since original approval on 4 June 2019.

Students on the apprenticeship route will undertake all supernumerary placements and practice assessments away from their place of employment.

- 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).

<div align="center">

MET ☒   **NOT MET** ☐

</div>

R4.2 is met. The requirement is unchanged since original approval on 4 June 2019.

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** ☐

Documentary evidence demonstrates processes are in place that provide formative and summative feedback to students for practice and theory learning throughout the programme to support their development. The programme team, PLPs and students told us that students are given feedback from practice supervisors and practice assessors throughout their practice learning experiences.

During each practice learning experience students will receive written feedback in their PLPAD at both the midpoint and the end of a placement learning allocation. The PLPAD allows for action planning and reflection to support students' development. Student told us they receive feedback on their assessments in a timely manner and that the feedback given by academic staff and PLP staff is valued. Students on the apprenticeship route will have six weekly tripartite reviews with their employer, personal academic tutor and supervisor. R4.4 is met.

- 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** ☐

Documentation and findings at the major modification visit confirm that comprehensive mapping documents evidence that students will meet the Standards of proficiency for registered nurses for their field of practice. R4.5 is met.

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 associate 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** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)   **YES** ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome

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

Date: 11 June 2019

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.

Findings against the standards and requirements

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

- The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)

YES ☒   **NO** ☐

- Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

YES ☒   **NO** ☐

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award

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

YES ☐   **NO** ☐ **N/A** ☒

There is no fall back award with eligibility for registration with the NMC.

The title of the NDA NMC award is BSc (Hons) Nursing (Adult) or BSc (Hons) Nursing (Mental Health).

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: 11 June 2019

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018)	☒	☐

Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s)	☒	☐
Curricula vitae for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐

List additional documentation:

Post approval visit documentation to meet conditions.
RN Degree Apprenticeship - response to conditions, July 2019
RN Degree Apprenticeship - Programme Specification FINAL, July 2019
RN Degree Apprenticeship - Programme-Handbook-Adult, July 2019
RN Degree Apprenticeship - Programme-Handbook-Mental Health, July 2019
RN Degree Apprenticeship (Adult) Practice Handbook, July 2019
RN Degree Apprenticeship (Mental Health) Practice Handbook, July 2019
Plan for PLT Hours for RN Degree Apprenticeship, July 2019
RN Degree Apprenticeship Prog Spec, revised July 2019
Statement of Commitment - NDA EKHUFT, July 2019
Statement of Commitment - NDA KMPT, July 2019.pdf
Statement of Commitment - NDA Medway, July 2019
Statement of Commitment - NDA MCH, July 2019.pdf
Statement of Commitment - NDA MTW, July 2019
Statement of Commitment - NDA Pilgrims Hospice, July 2019
STATEMENT OF COMMITMENT NDA Scanned, July 2019

If you stated no above, please provide the reason and mitigation:

Additional comments:

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: All students currently studying BSc (Hons) Nursing Two x September 2016 Adult Nursing cohort (year three) One x September 2017 Adult Nursing cohort (year two) One x September 2016 Mental Health cohort (year three) Two x September 2018 Mental Health cohort (year one)		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒

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Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☐	☒
If yes, system regulator reports list		
If you stated no above, please provide the reason and mitigation: This was a major modification. CCCU is an approved AEI and has an approved pre-registration nursing degree programme against the 2018 NMC standards.		
Additional comments:		

Issue record			
Final Report			
Author:	Karen Hibbert Sifelani Chikunya	Date:	13 June 2019
Checked by:	Pamela Page	Date:	26 July 2019
Approved by:	Leeann Greer	Date:	22 August 2019
Submitted by:	Holly Stallard	Date:	21 August 2019