

**Programme Major Modification report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>University of Wolverhampton</p>
<p><b>Programmes reviewed:</b> <i>This is the NMC programme title(s)</i></p>	<p><i>Pre-registration nurse qualification leading to</i>  Registered Nurse – Adult <input checked="" type="checkbox"/>  Registered Nurse – Children’s <input type="checkbox"/>  Registered Nurse - Learning Disabilities <input type="checkbox"/>  Registered Nurse - Mental Health <input checked="" type="checkbox"/>   <i>Nursing Degree Apprenticeship (NDA) route</i>  NDA Adult <input type="checkbox"/>  NDA Children’s <input type="checkbox"/>  NDA Learning Disabilities <input type="checkbox"/>  NDA Mental Health <input type="checkbox"/>   <i>Dual award - pre-registration nursing</i>  Dual award - adult/mental health <input type="checkbox"/>  Dual award - adult/children’s <input type="checkbox"/>  Dual award - adult/learning disabilities <input type="checkbox"/>  Dual award - mental health/learning disabilities <input type="checkbox"/>  Dual award - mental health/children’s <input type="checkbox"/>  Dual award - learning disabilities/children’s <input type="checkbox"/></p>
<p><b>AEI programme title(s):</b></p>	
<p><b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i></p>	<p>Bachelor of Nursing (BNurs (Hons)) Adult Nursing  Bachelor of Nursing (BNurs (Hons)) Child Nursing  Bachelor of Nursing (BNurs (Hons)) Learning Disability Nursing  Bachelor of Nursing (BNurs (Hons)) Mental Health Nursing  Bachelor of Nursing (BNurs (Hons)) Adult Nursing (Apprenticeship)  Bachelor of Nursing (BNurs (Hons)) Child Nursing (Apprenticeship)  Bachelor of Nursing (BNurs (Hons)) Learning Disability Nursing (Apprenticeship)  Bachelor of Nursing (BNurs (Hons)) Mental Health Nursing (Apprenticeship)  MNurs (Hons) Adult Nursing  Master of Adult Nursing (MAN)  Master of Mental Health Nursing (MMHN)</p>

<p><b>Modified AEI programme title(s) if applicable:</b> <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i></p>	<p>N/A</p>
<p><b>Additional AEI programme title(s) if applicable:</b> <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i></p>	<p>Post graduate diploma Mental Health Nursing Post graduate diploma Adult Nursing</p>
<p><b>Academic levels of current programme:</b></p>	
<p>Registered Nurse – Adult</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Registered Nurse – Children’s</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Registered Nurse - Learning Disabilities</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Registered Nurse - Mental Health</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7</p>

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

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

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

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

	SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
<b>Programme approval dates:</b>	
<b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i>	2 August 2019
<b>Date(s) of NMC approval of any modifications since last approval:</b>	14 January 2021
<b>Programme start dates:</b>	
<b>Current modification programme start date:</b>	
RN – Adult	19 September 2022
RN – Children’s	
RN - Learning Disabilities	
RN - Mental Health	19 September 2022
NDA Adult	
NDA Children’s	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children’s	
Dual award - Adult/Learning Disabilities	

Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children’s	
Dual award – Learning Disabilities/Children’s	
<b>Date of modification:</b>	14 September 2021
<b>Type of modification:</b>	Desktop
<b>QA visitor(s):</b>	Registrant Visitor: Pepsi Takawira

**Section two**

**Summary of review and findings**

The University of Wolverhampton (UoW), faculty of health, education and wellbeing (the faculty) present a major modification to the pre-registration nursing programme approved by the Nursing and Midwifery Council (NMC) on 2 August 2019. A modification to the approved programme was approved by the NMC on 14 January 2021. The major modification is to approve a one-year, full-time, postgraduate diploma route in adult and mental health nursing. Recognition of prior learning (RPL) is considered against years one and two of the programme for NMC registered nurses to gain a second field of nursing registration.

A teleconference with practice learning partners (PLPs) and the programme team confirm that the additional routes will further strengthen the regional nursing workforce requirement to help meet people's health and social care needs. This also provides the opportunity for existing nurse graduates to study at academic level seven.

The programme documentation and discussion with PLPs confirm that there's evidence of collaborative and effective partnership working between the UoW and key stakeholders. There's documentary evidence that stakeholders including PLPs, service users and carers (SUCs) and students contribute to the design development, delivery, assessment and evaluation of the programme.

Documentary evidence and discussion with the programme team and PLPs confirm that processes are in place to respond to concerns raised by systems regulators, including Care Quality Commission (CQC) reports. There's a partnership approach to ensure that student practice-based learning isn't compromised.

UoW is part of the Midlands, Yorkshire and east of England practice learning group (MYEPLG). MYEPLG provide a consistent approach to the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018) across regional practice learning environments. The established pan-Midlands, Yorkshire and east practice assessment document (MYEPAD) and ongoing achievement record (OAR) will be adopted for the proposed routes.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the SSSA aren't met at programme level.

The programme is recommended to the NMC for approval subject to one NMC condition.

Updated 12 October 2021:

The programme team has provided additional documentation to meet the NMC condition.

The modification is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>Condition one: Provide programme documentation that clearly details how simulation-based processes are used to support students to achieve any outstanding programme proficiencies. (SFNME R3.4; SSSA R6.3; Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) R3.4)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified.</p>
<b>Date condition(s) to be met:</b>	12 October 2021

<b>Recommendations to enhance the programme delivery:</b>	None identified.
<b>Focused areas for future monitoring:</b>	None identified.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<p><b>Commentary post review of evidence against conditions:</b> Additional programme documentation provides evidence that the condition is met.</p> <p>A detailed plan demonstrates how strategic and operational simulation-based processes are used to support students to achieve outstanding programme proficiencies. Condition one is met.</p> <p>The modification is recommended for approval.</p>	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	Correction made to record the current masters programme titles.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	12 October 2021

### Section three

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

## 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.**

Programme documentation and the modification process provides assurance that the programme is developed with engagement and collaboration from students, SUCs and PLPs. There's assurance that there are effective channels of communication between UoW, PLPs, SUCs and students.

There's a range of practice learning opportunities in place for students to meet the diverse needs of people across the lifespan. Programme documentation and discussion with PLPs confirm that there's sufficient appropriately qualified practice assessors and practice supervisors to provide support for the supervision and assessment of skills and proficiencies in practice learning environments.

UoW have an identified SUC lead who supports and coordinates SUC involvement across all programmes in the faculty. The established 'SUCs contributing to educating students for services' (SUCCESS) group are a fundamental part of the curriculum development process. The SUCCESS group provide lived experiences input to the pre-registration nursing programme. They are also involved in curriculum delivery and student assessment, and they have an active role in the programme's governance structures.

Documentary evidence confirms that students evaluate the programme and that there's processes in place to support them in both theory and practice. The practice learning handbook details the process for raising concerns.

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

**MET**  **NOT MET**

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

**MET**  **NOT MET**

**Post Event Review**

<b>Identify how the condition is met:</b>	
N/A	
<b>Date condition(s) met:</b>	
N/A	
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
N/A	

<b>Student journey through the programme</b>
<b>Standard 1: Selection, admission and progression</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R1.1 Confirm on entry to the programme that students:</p> <p>R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children’s nursing</p> <p>R1.1.2 demonstrate values in accordance with the Code</p> <p>R1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>R1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>R1.1.5 can demonstrate proficiency in English language</p> <p>R1.1.6 have capability in literacy to meet programme outcomes</p> <p>R1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p> <p>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</p> <p>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</p> <p>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</p>

- R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)
- R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme
- R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and
- R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

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

**Proposed transfer of current students to the programme under review**

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

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

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

**Findings against the standard and requirements**

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

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

YES  NO

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

YES  NO

- 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

R1.5 is met. Programme documentation confirms that there's an established RPL process. RPL documents evidence how applicants map their skills and experience to the programme learning outcomes to year one and two of the approved programme. Applicants must be a registered nurse on part one of the NMC register post 2011 and have a minimum second-class bachelor honours degree.

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)  
MET  NOT MET

R1.6 is met. Unchanged through this modification.

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

Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and

technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

MET  NOT MET

R1.7 is met. Unchanged through this modification.

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

- Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

YES  NO

**Proposed transfer of current students to the programme under review**

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

No students will transfer to the programme.

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

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

The SSSA is implemented in the approved programme.

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: 14 September 2021

**Post event review**

Identify how the condition(s) is met:

N/A

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

N/A

### Standard 2: Curriculum

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

- R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*
- R2.2 comply with the NMC *Standards for student supervision and assessment*
- R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing
- R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes
- R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice
- R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies
- R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)
- R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)
- R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and

R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

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

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

### Findings against the standard and requirements

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

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

R2.4 is met. Unchanged through this modification.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)  
MET  NOT MET

R2.5 is met. Unchanged through this modification.

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

- There is evidence that mapping has been undertaken to show 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

R2.8 is met. Unchanged through this modification.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.

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

MET  NOT MET

R2.9 is met. Unchanged through this modification.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)
- 

YES  NO  N/A

The programme isn't delivered in Wales.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11)  
YES  NO
- Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)  
YES  NO
- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)  
YES  NO  N/A

The programme leads to a single field of registration.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)  
YES  NO  N/A

The programme only leads to registration with the NMC.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to curricula are met  
YES  NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to curricula and assessment are met  
YES  NO

**Outcome**

Is the standard met? MET  NOT MET

Date: 14 September 2021

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

**Standard 3: Practice learning**

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

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

R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R3.5 take account of students’ individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

R3.6 ensure students experience the range of hours expected of registered nurses, and

R3.7 ensure that students are supernumerary.

*Standards framework for nursing and midwifery education*, specifically:

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

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

**Findings against the standard and requirements**

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

- Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe

and effective care, to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.1)

**MET**  **NOT MET**

R3.1 is met. Unchanged through this modification.

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

**MET**  **NOT MET**

R3.2 is met. Unchanged through this modification.

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

**MET**  **NOT MET**

R3.3 is met. Unchanged through this modification.

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

**MET**  **NOT MET**

R3.4 is not met. Programme documentation and the modification process confirms that technology enhanced and simulation-based learning opportunities continue to support learning and assessment. Simulation-based learning continues to be used effectively and proportionately to support and enhance skills teaching. Simulation-based learning also continues to be used to augment practice learning opportunities that allow students to meet the Annexe A communication and relationship management skills and the Annexe B nursing procedures. There are opportunities, if required, for students to engage with simulated practice placement experiences; this is sequenced as a spoke placement. Practice educators and skills and simulation lecturers who have the appropriate skills are responsible for supervising and assessing simulated practice learning. Adult field nursing students continue to meet the EU Directive. There are contingency practice simulation-based sessions in place for those students who may not have had the opportunity to practice Annexe A and B skills during practice learning experiences. The balance of theory and practice continues to meet NMC requirements. There's a

lack of detail about how simulation-based processes will be used to address any outstanding programme proficiencies. (Condition one)

- There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities (R3.5)

**MET**  **NOT MET**

R3.5 is met. Unchanged through this modification.

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

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

**YES**  **NO**

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

**YES**  **NO**

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to practice learning are met

**YES**  **NO**

There's a lack of detail about how simulation-based processes will be used to address any outstanding programme proficiencies. (Condition one)

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met

**YES**  **NO**

There's a lack of detail about how simulation-based processes will be used to address any outstanding programme proficiencies. (Condition one)

### Outcome

**Is the standard met?**

**MET**  **NOT MET**

There's a lack of detail about how simulation-based processes will be used to address any outstanding programme proficiencies.

Condition one: Provide programme documentation that clearly details how simulation-based processes are used to support students to achieve any outstanding programme proficiencies. (SFNME R3.4; SSSA R6.3; SPNP R3.4)

**Date:** 14 September 2021

### Post event review

**Identify how the condition(s) is met:**

Condition one: A detailed plan demonstrates how strategic and operational simulation-based processes are used to support students to achieve outstanding programme proficiencies.

Condition one is met.

Evidence:

Strategic and operational plan for simulation-based learning 2020-2021, October 2021

**Date condition(s) met:** 12 October 2021

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

#### Standard 4: Supervision and assessment

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

- R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*
- R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*
- R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme
- R4.4 provide students with feedback throughout the programme to support their development
- R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%
- R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse
- R4.9 ensure that there is equal weighting in the assessment of theory and practice
- R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*, and
- R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration

nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

*Standards framework for nursing and midwifery education, specifically: R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17; R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

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

### Findings against the standards and requirements

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

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

MET  NOT MET

R4.1 is met. Unchanged through this modification.

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

MET  NOT MET

R4.2 is met. Unchanged through this modification.

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

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

YES  NO

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

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

MET  NOT MET

R4.4 is met. Unchanged through this modification.

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

**MET**  **NOT MET**

R4.5 is met. Unchanged through this modification.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)  
**YES**  **NO**
- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children’s nursing (R4.7)  
**YES**  **NO**
- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)  
**YES**  **NO**
- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)  
**YES**  **NO**
- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)  
**YES**  **NO**
- 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: 14 September 2021

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

**Standard 5: Qualification to be awarded**

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

R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and

R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

**Findings against the standards and requirements**

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

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

YES  NO

- Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute

<p>have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)</p> <p style="text-align: right;"><b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/></p>	
<p><b>Fall Back Award</b> If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award</p> <p style="text-align: right;"><b>YES</b> <input type="checkbox"/> <b>NO</b> <input type="checkbox"/> <b>N/A</b> <input checked="" type="checkbox"/></p> <p>There's no fall back exit award with registration as a nurse.</p>	
<p>Assurance is provided that the <a href="#">Standards framework for nursing and midwifery education</a> relevant to the qualification to be awarded are met</p> <p style="text-align: right;"><b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/></p>	
<p><b>Outcome</b></p>	
<p><b>Is the standard met?</b> <span style="float: right;"><b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/></span></p> <p><b>Date:</b> 14 September 2021</p>	
<p><b>Post event review</b></p>	
<p><b>Identify how the condition(s) is met:</b></p> <p>N/A</p>	
<p><b>Date condition(s) met:</b></p> <p>N/A</p>	
<p><b>Revised outcome after condition(s) met:</b> <span style="float: right;"><b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/></span></p> <p>N/A</p>	

**Section four**

**Sources of evidence**

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship postgraduate diploma route isn't proposed.		
List additional documentation: Post visit documentation: Strategic and operational plan for simulation-based learning 2020-2021, October 2021		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		
Service users and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Desktop major modification therefore meetings with approved education institution (AEI) senior managers, students and SUCs weren't required. A teleconference with the programme team and a sample of PLPs was undertaken.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list:</p> <p>CQC inspection report, Kettering General Hospital NHS Foundation Trust, 7 July 2021</p> <p>CQC inspection report, Lincolnshire Partnership NHS Foundation Trust, 6 June 2020</p> <p>CQC inspection report, Shrewsbury and Telford Hospital NHS Trust, 4 April 2020</p> <p>CQC inspection report, St Andrew's Healthcare Birmingham, 28 August 2018</p> <p>CQC inspection report, United Lincolnshire Hospitals NHS Trust, 17 October 2019</p> <p>CQC inspection report, University Hospitals of North Midlands NHS Trust, 2 February 2020</p> <p>CQC inspection report, Walsall Healthcare NHS Trust, 27 July 2019</p> <p>CQC inspection report, Worcestershire Acute Hospitals NHS Trust, 19 February 2021</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>UoW is an established AEI therefore visits to facilities and resources weren't required.</p>		
<p>Additional comments:</p> <p>None identified.</p>		

**Mott MacDonald Group Disclaimer**

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**Issue record**

**Final Report**

Author(s):	Pepsi Takawira	Date:	23 September 2021
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Submitted by:	Amy Young	Date:	25 October 2021
Approved by:	Leeann Greer	Date:	26 October 2021