

Major Modification report

Section one

<p>Programme provider name:</p>	<p>Teesside University</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>County Durham and Darlington NHS Foundation Trust Tees Esk and Wear Valley NHS Foundation Trust Bmi Healthcare Zoe Place Baby Hospice Mental Health Care Northumberland, Tyne and Wear NHS Foundation Trust Butterwick House Cambrian Group Danshell Adult Care South Tees Hospitals NHS Foundation Trust Newcastle Upon Tyne Hospitals NHS Foundation Trust Hartlepool and District Hospice Hartlepool Council Harrogate And District NHS Foundation Trust Concern Group Positive Individual Proactive Support Ltd Priory Group Gateshead Health NHS Foundation Trust Redcard And Cleveland Borough Council York Teaching Hospital NHS Foundation Trust St Cuthberts Hospice Bupa Care Homes Darlington and District Hospice Movement Teesside Nuffield Hospital Teesside Hospice Barchester Healthcare Ltd North Tees and Hartlepool NHS Foundation Trust</p>
<p>Provision(s) reviewed:</p> <p>Provision: Nursing Degree Apprenticeship route - Adult Title of current programme: BSc (Hons) Nursing Studies (Adult) (Pre-registration) Modified programme title(s), if changed: N/A Programme start date: 13 January 2020</p>	

Current academic level(s):
England, Wales, Northern Ireland:
Level 6
Modified academic level(s), if changed: N/A

Provision: Nursing Degree Apprenticeship route - Mental Health
Title of current programme: BSc (Hons) Nursing Studies (Mental Health) (Pre-registration)

Modified programme title(s), if changed: N/A
Programme start date: 13 January 2020

Current academic level(s):
England, Wales, Northern Ireland:
Level 6
Modified academic level(s), if changed: N/A

Provision: Nursing Degree Apprenticeship route - Learning Disabilities
Title of current programme: BSc (Hons) Nursing Studies (Learning Disabilities) (Pre-registration)

Modified programme title(s), if changed: N/A
Programme start date: 13 January 2020

Current academic level(s):
England, Wales, Northern Ireland:
Level 6
Modified academic level(s), if changed: N/A

Provision: Nursing Degree Apprenticeship route - Child
Title of current programme: BSc (Hons) Nursing Studies (Children's) (Pre-registration)

Modified programme title(s), if changed: N/A
Programme start date: 13 January 2020

Current academic level(s):
England, Wales, Northern Ireland:
Level 6
Modified academic level(s), if changed: N/A

Date of review

22 October 2019

Type of Modification	Visit
QA visitor(s):	Registrant Visitor: Julia Winter Lay Visitor: Carol Rowe

Section two

Summary of review and findings

Teesside University (TU) is an approved education institution (AEI). TU presented a major modification request of their full-time three-year pre-registration undergraduate BSc (Hons) nursing studies programme to include a nurse degree apprenticeship (NDA) route. The BSc (Hons) nursing studies programme was approved 2 August 2019. The proposed NDA route will be available in the fields of adult, mental health, children's and learning disabilities nursing, leading to registration with the Nursing and Midwifery Council (NMC). Recognition of prior learning (RPL) will be offered.

Programme documentation confirms evidence of effective partnership working between TU and key stakeholders. The programme modification to add an apprenticeship route is developed in consultation with employers and practice learning partners (PLPs). It is to be offered in partnership with the following practice learning employer partners (PLEPs): North Tees and Hartlepool NHS Foundation Trust; South Tees Hospitals NHS Foundation Trust; Tees, Esk and Wear Valley NHS Foundation Trust; County Durham and Darlington NHS Foundation Trust.

The information provided in the programme modification documentation and in the approval visit meetings provides evidence that the Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level. The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level as conditions apply.

The programme is recommended to the NMC for approval subject to three NMC conditions and one university condition.

Updated 5 December 2019

The AEI required additional time to meet the conditions. Evidence submitted by the programme team on 27 November 2019 met conditions one and two. Condition three wasn't fully met. Revised evidence submitted on 5 December met condition three. The university condition is met. The conditions and related standards are now met.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Provide signed commitment statements from named employer partners confirming their support to the BSc (Hons) nursing studies (all fields) pre-registration nurse degree apprenticeship as proposed by TU including supernumerary protected learning time. (SFNME R2.5; Standards for pre-registration nursing programmes (SPNP) R3.7)</p> <p>Selection, admission and progression:</p> <p>Condition two: Include within student facing information the requirement for collaborative processes between the university and employer partners in relation to fitness to practise, academic or other conduct misdemeanours and escalating concerns. (SFNME R1.5, R2.9; SPNP R1.3)</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: Make explicit within the course documentation that the end point assessment should be scheduled post successful completion and formal ratification of the academic and professional award. (SFNME R2.1; SPNP R2.1)</p> <p>Condition four: Revisit the course handbook to make explicit the elements of the course which are specific to the apprenticeship pathway. This should include: (a) Off the job training requirements (page 9); (b) supernumerary references; (c) end point assessment process; and, (d) distinction of roles and focus of meetings and remove reference to the nursing quality</p>

	assurance agency (QAA) benchmarking references within the course specification. (University condition)
Date condition(s) to be met:	15 November 2019
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team provided documentary evidence that meet the conditions.

Commitment statements signed by the four employer partners evidences the support of supernumerary protected learning time for their employees as students on the BSc (Hons) nursing studies (all fields), pre-registration apprenticeship route.

The revised programme handbooks (all fields) make clear the requirement for collaborative processes between the university and employer partners in relation to fitness to practise, academic or other conduct misdemeanours and escalating concerns.

The revised programme specification and course handbooks (all fields) confirm the end point assessment is now scheduled to be undertaken post successful completion of the BSc (Hons) nursing studies (all fields) programme.

The programme documentation makes explicit the elements of the programme which are specific to the apprenticeship pathway.

The conditions are now met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	5 December 2019

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><u>Standards framework for nursing and midwifery education (NMC, 2018)</u></p> <p>Standard 1: The learning culture: R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality: R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC <u>Standards for student supervision and assessment</u></p>

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 findings at the approval visit confirms there's effective partnership working between TU and their PLEPs at strategic and operational levels.

The PLEP and PLP representatives we met at the approval visit told us they have been fully involved in the consultation process about the proposed NDA. The four named PLEPs supporting the NDA across the four fields of nursing practice confirmed their commitment to this new route in the programme. They also told us the full-time supernumerary model proposed by TU for delivery of the NDA is their preferred approach. However, the documentation and approval process identify that currently no formal commitment statements, supporting the proposed apprenticeship curriculum model, have been completed by the PLEPs as their funding models are not fully agreed. (Condition one) (SFNME R2.5; SPNP R3.7)

PLEPs told us the established practice placement facilitators partnership group

meetings and the department head and senior nurse meetings, provide opportunity for strategic and operational partnership oversight of the NDA route within the programme. Employers also identified the 12 weekly review meetings with the students as a further opportunity to work with the university. PLEPs confirm they have included within the preparation of practice supervisors and practice assessors, the role and requirements of the apprentice student.

We found an established service user and carer group. Service users (SUs) we met confirm they contribute to student recruitment and selection through interview question writing and participation in face to face interviews. They are also involved in programme delivery and evaluation through each stage of the programme. SUs told us they feel valued and their voice is heard.

Students we met told us they work closely with the programme team. They feel well supported and their views are taken into account.

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

Not Met

SFNME R2.5 requires evidence of partnership responsibility for the NDA route within the programme. The PLEPs we met at the approval visit confirmed their commitment to the new route and to ensuring the SFNME standards are met. However, no written confirmation statements between TU and the four PLEPs were provided. (Condition one) (SFNME R2.5; SPNP R3.7)

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

If not met, state reason

There's documentary evidence of generic commitment statements. Discussion with the programme team and senior representatives from the four employer partners confirm their commitment to full time supernumerary release of the nurse degree apprentices Employer partners also told us that the nurse degree apprentices will be entitled to the programme scheduled holiday periods. However,

employer partners informed us that whilst there's commitment in principle, they are unable to sign a commitment statement as funding questions over back-fill remain. (Condition one) (SFNME R2.5; SPNP R3.7)

Condition one:

Provide signed commitment statements from named employer partners confirming their support to the BSc (Hons) nursing studies (all fields) pre-registration NDA as proposed by TU including supernumerary protected learning time. (SFNME R2.5; SPNP R3.7)

Post Event Review

Identify how the condition is met:

Condition one: Evidence is provided of signed commitment statements from all four employer partners which confirms support for supernumerary protected learning time for their employees as NDA students.

Condition one is now met.

Assurance is provided SFNME R2.5 is met.

Evidence:

Signed commitment statements;

South Tees Hospitals NHS Foundation Trust, 5 November 2019

North Tees and Hartlepool NHS Foundation Trust, 4 November 2019

County Durham and Darlington NHS Foundation Trust, 4 November 2019

Tees, Esk and Wear Valley NHS Foundation Trust, 4 November 2019

Date condition(s) met: 27 November 2019

Revised outcome after condition(s) met:

Met

Condition one is now met.

Assurance is provided SFNME R2.5 and SPNP R3.7 are met.

Student journey through the programme

Standard 1. Selection, admission and progression

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

R1.1 Confirm on entry to the programme that students:

R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

R1.1.7 have capability for digital and technological literacy to meet programme outcomes

R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a

pre-registration nursing programme

R1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes that may be more than 50 percent of the programme

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

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

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

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

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

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)

No

R1.3 is not met. Documentary evidence and findings from the approval process confirm the arrangements for appropriate sharing of relevant health and character information between the PLEPs and TU are in place. NDA students will be required to complete an annual health and character declaration the same as self-funded students. However, student facing documentation doesn't contain relevant information about the collaborative fitness to practise processes the NDA students will be subject to, in their role as both a student of the university and an employee. (Condition two) (SFNME R1.5, R2.9; SPNP R1.3)

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

Yes

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

R1.5 is met. The process of RPL is unchanged since the original programme approval which allows RPL for those seeking initial registration up to a maximum of 50 percent of the programme. There are clear mapping documents to support

this process. The process is overseen by the principal lecturer for marketing and recruitment.

The programme team confirm that applicants who have successfully completed the TU FdSc health and social care practice programme and the FdSc nursing associate programme will be able to enter with RPL at the start of year two and mid-year two respectively. All other applications for entry with RPL will be considered individually in accordance with university policy.

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

R1.6 is met. Programme mapping documentation confirms that RPL of more than 50 percent is capable of being mapped to the Standards of proficiency for registered nurses (NMC, 2018) and programme outcomes for registered nurses seeking registration in another field of practice. RPL towards a second nurse registration is individually determined taking into account prior learning and experience.

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

R1.7 is met. There's no change since the original approval of the programme on 2 August 2019. NDA students will follow the same curriculum.

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

Proposed transfer of current students to the programme under review

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

No transfer of current students on the pre-2018 curriculum is planned.

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

There's no change since the original approval of the programme on 2 August 2019.

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

No

R1.3 is not met. Student facing documentation doesn't contain relevant information about fitness for practice processes between TU and PLEPs the NDA students will be subject to in their role as both a student of the university and an employee. This information about local processes is not transparent for students and doesn't meet SFNME R1.5 and R2.9. (Condition two)

Condition two

Include within student facing information the requirement for collaborative processes between the university and employer partners in relation to fitness to practise, academic misconduct and escalating concerns. (SFNME R1.5, R2.9; SPNP R1,3)

Outcome

Is the standard met?

Not Met

SPNP R1.3 is not met.

Student facing documentation doesn't contain relevant information about fitness for practice processes the nurse degree apprentices will be subject to in their role as both a student of the university and an employee and doesn't meet SFNME R1.5 and R2.9. (Condition two)

Condition two

Include within student facing information the requirement for collaborative processes between the university and employer partners in relation to fitness to practise, academic misconduct and escalating concerns. (SPNP R1.3; SFNME R1.5, R2.9)

Date: 28 October 2019

Post Event Review

Identify how the condition is met:

Condition two: The programme handbooks for BSc (Hons) nursing studies (all fields, pre-registration apprenticeship) includes relevant information about the fitness for practice processes the NDA students will be subject to in their role as both a student of the university and an employee. The programme handbooks also confirm the requirement for collaborative processes between the university and employer partners in relation to fitness to practise, academic misconduct and escalating concerns.

Evidence:

Condition two is now met.

SPNP R1.3 is now met.

Assurance is provided SFNME R1.5 and R2.9 are met.

TU BSc (Hons) nursing studies (all fields) pre-registration apprenticeship, revised programme handbooks, undated

TU, response to conditions, signed by the Chair, 24 October 2019

Date condition(s) met: 27 November 2019

Revised outcome after condition(s) met:

Met

Condition two is now met. SPNP R1.3 is now met.

Assurance is provided SFNME R1.5 and R2.9 are met.

Standard 2. Curriculum

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

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

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

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

Evidence provides assurance that the following QA approval criteria are met

There is evidence that the programme complies with the NMC Standards for nursing and midwifery education (R2.1)

No

R2.1 is not met. There's no change since the original approval of the programme. The NDA students will follow the same three-year curriculum as approved on 2 August 2019 and will be supernumerary for the full period of the programme. However, the programme team told us that the apprentice end point assessment (EPA) could be taken in year three between publication of interim unratified final assessment outcomes and the final programme examination board where the academic and professional award is confirmed. This doesn't meet SFNME R2.1 in relation to NMC regulatory requirements as the EPA cannot be integrated into the

programme period. (Condition three) (SFNME R2.1; SPNP R2.1)

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

Yes

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

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

R2.4 is met. There's no change since the original approval of the programme on 2 August 2019. The NDA students will follow the same three-year curriculum as the original approved programme and will be supernumerary for the full period of the programme.

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

R2.5 is met. There's no change since the original approval of the programme on 2 August 2019.

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)

No

R2.6 is met. There's no change since the original approval of the programme on 2 August 2019.

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

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

R2.8 is met. There's no change since the original approval of the programme on 2 August 2019.

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

R2.9 is met. NDA students will follow the same curriculum as the original programme approved on 2 August 2019 and will be supernumerary throughout. The organisation of practice learning allocations for the NDA route remains with the university which uses a hub and spoke model. NDA students, in common with

self-funding students, will be allocated to a practice learning allocation stream chosen to best meet their learning needs. NDA students will be allocated to hub practice learning environments outside of their place of employment to extend their practice experience to meet programme outcomes.

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)

N/A

This programme is not 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

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

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

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

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

No

SPNP R2.1 is not met.

Evidence from the approval process confirms the EPA could be taken in year three between publication of interim unratified final assessment outcomes and the final programme examination board where the academic and professional award is confirmed. This doesn't meet SFNME R2.1 in relation to NMC regulatory requirements as the EPA cannot be integrated into the programme period. (Condition three) (SFNME R 2.1; SPNP R2.1)

Condition three

Make explicit within the course documentation that the end point assessment should be scheduled post successful completion and formal ratification of the academic and professional award. (SFNME R2.1, SPNP R2.1)

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

Yes

Outcome

Is the standard met?

Not Met

SPNP R2.1 is not met.

Evidence from the approval process confirms the EPA could be taken in year three between publication of interim unratified final assessment outcomes and the final programme examination board where the academic and professional award is confirmed. This doesn't meet SFNME R2.1 in relation to NMC regulatory requirements as the EPA cannot be integrated into the programme period. (Condition three) (SFNME R2.1; SPNP R2.1)

Condition three

Make explicit within the course documentation that the end point assessment should be scheduled post successful completion and formal ratification of the academic and professional award. (SFNME R2.1; SPNP R2.1)

Date: 28 October 2019

Post Event Review

Identify how the condition is met:

Revised programme handbooks and programme specification identify that the apprenticeship EPA cannot be taken until the academic and professional award of BSc (Hons) nursing studies (all fields), pre-registration apprenticeship is completed.

Condition three is now met.

SPNP R2.1 is now met.

Assurance is provided SFNME R2.1 is met.

Evidence:

TU BSc (Hons) nursing studies (all fields) pre-registration apprenticeship, revised programme handbooks, undated

TU BSc (Hons) nursing studies (all fields) pre-registration apprenticeship, revised programme specification, 22 October 2019

TU, response to conditions, signed by the Chair, 24 October 2019

Date condition(s) met: 5 December 2019

Revised outcome after condition(s) met:

Met

Condition three is now met. SPNP R2.1 is now met.

Assurance is provided SFNME R2.1 is met.

Standard 3. Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

R3.1 is met. There's no change since the original approval of the programme 2 August 2019. NDA students will follow the same curriculum as the original approved programme and will be supernumerary throughout. Practice learning allocations will be organised by TU and NDA students will be allocated hub and

spoke experiences outside of their employer organisation for the full period of the programme. PLPs confirmed they are involved in the fitness to practise process. The programme team and employers confirmed any cause for concerns raised about the conduct or performance about a student on the apprenticeship route would be managed collaboratively.

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

R3.2 is met. There's no change since the original approval of the programme on 2 August 2019. PLPs and employers confirmed a collaborative approach with the university when concerns about care and risks to the practice learning environment are escalated.

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

R3.3 is met. There's no change since the original approval of the programme on 2 August 2019.

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

R3.4 is met. There's no change since the original approval of the programme on 2 August 2019.

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

R3.5 is met. Modification documentation and the approval process confirms that

requirements for reasonable adjustments are identified working in partnership with the employer and apprentice, as part of the selection process. PLEPs confirmed and gave examples of how reasonable adjustments are managed for apprentices when they are allocated their practice learning experiences. Students we met also confirmed their employers and TU take into consideration their personal circumstances and address any reasonable adjustments required.

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

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

No

SPNP R3.7 is not met. There's documentary evidence of university standard templates which are used to structure commitment statements. However, discussion with the programme team and senior representatives from the four employer partners confirm their commitment to full time supernumerary release of the NDA students. Employer partners also told us that the NDA students will be entitled to the programme scheduled holiday periods. However, they told us that whilst there's commitment in principle to ensuring NDA students will be supernumerary, they haven't signed a commitment statement as funding questions over back fill remain. (Condition one) (SFNME R2.5; SPNP R3.7)

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

No

SPNP R3.7 is not met. Discussion with the programme team and senior representatives from the four employer partners confirm their commitment to the NDA route in the programme and full-time supernumerary release of the NDA students. However, they told us they haven't signed a commitment statement as funding questions over back fill remain. This doesn't meet SFNME R2.5 which requires evidence of partnership responsibility for the NDA route within the programme.

Condition one

Provide signed commitment statements from named employer partners confirming

their support to the BSc (Hons) nursing studies (all fields) pre-registration apprenticeship as proposed by Teesside University including supernumerary protected learning time.(SFNME R2.5; SPNP R3.7)

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met

Yes

Outcome

Is the standard met?

Not Met

SPNP R3.7 is not met. There's documentary evidence of university standard templates which are used to structure commitment statements. However, discussion with the programme team and senior representatives from the four employer partners confirm their commitment to full time supernumerary release of the NDA students. Employer partners also told us that the NDA students will be entitled to the programme scheduled holiday periods. However, they told us that whilst there's commitment in principle to ensuring NDA students will be supernumerary, they haven't signed a commitment statement as funding questions over back fill remain. (Condition one) (SFNME R2.5; SPNP R3.7)

Condition one:

Provide signed commitment statements from named employer partners confirming their support to the BSc (Hons) nursing studies (all fields) pre-registration apprenticeship as proposed by Teesside University including supernumerary protected learning time. (SFNME R2.5; SPNP R3.7)

Date: 28 October 2019

Post Event Review

Identify how the condition is met:

Condition one: Evidence of signed commitment statements from the four employer partners confirm support for supernumerary protected learning time for NDA students.

Condition one is now met.

SPNP R3.7 is now met.

Assurance is provided SFNME R2.5 is met.

Date condition(s) met: 27 November 2019

Revised outcome after condition(s) met:

Met

Condition one is now met. SPNP R3.7 is now met.

Assurance is provided SFNME R2.5 is 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

R4.1 – R4.11

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

R4.1 is met. There's no change since the original approval of the programme on 2 August 2019. Students we met told us about the introduction of support sessions for apprentices in one NHS trust in response to a proposal they made.

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 assessors along with how they will be prepared

for their roles. (R4.2)

Met

R4.2 is met. There's no change since the original approval of the programme on 2 August 2019. Employers and PLPs we met told us that information about the NDA route is included in the practice supervisor and practice assessor preparation courses.

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

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

R4.4 is met. There are no changes since the original approval of the programme on 2 August 2019. However, we note that the tri-partite 12 weekly review meetings required by the Institute for Apprentices, provide an additional opportunity for NDA student support and development.

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

R4.5 is met. There's no change since the original approval of the programme on 2 August 2019.

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

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

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

Yes

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

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

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

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 28 October 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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

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

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

N/A

No fall back award is offered.

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

Yes

Outcome

Is the standard met?

Met

Date: 28 October 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source 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	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	No
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (ORA)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	No
CV of the registered nurse responsible for directing the education programme	No
Registrant academic staff details checked on NMC website	No
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	No
If you stated no above, please provide the reason and mitigation	
This is a programme modification. No changes to staff resource and responsibility or module descriptions are identified since original approval on 2 August 2019.	

NDA students will follow the same curriculum and the same modules as the students on the self-funded route.
Signed commitment statements confirming supernumerary status are not yet available, a condition is applied.
Updated 5 December 2019 signed commitment statements received.

List additional documentation:

TU programme team presentation to the approval panel, 22 October 2019
TU RPL procedure document for pre-registration nursing framework BSc (Hons) nursing studies course, 2019
TU higher degree apprenticeships (HDA) 6.0 apprentice commitment statement (generic), 2019
TU HDA 6.0 apprentice commitment statement key policies checklist (generic), 2019
TU HDA 2.0 apprentice recruitment process (generic), 2019
TU nursing interview guide, undated
TU placement concern flowchart, undated
TU practice placement facilitators partnership group meeting agenda, September 2018
TU annual self-assessment report for NMC 2017-2018, January 2019
Documentary evidence for conditions:
TU BSc (Hons) nursing studies (all fields) pre-registration apprenticeship, revised programme handbooks, undated
TU BSc (Hons) nursing studies (all fields) pre-registration apprenticeship, revised programme specification, 22 October 2019
Signed commitment statements from the following employer partners;
South Tees Hospitals NHS Foundation Trust, 5 November 2019
North Tees and Hartlepool NHS Foundation Trust, 4 November 2019
County Durham and Darlington NHS Foundation Trust, 4 November 2019
Tees, Esk and Wear Valley NHS Foundation Trust, 4 November 2019
TU, response to conditions, signed by the Chair, 24 October 2019

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:	
NMC pre-registration FdSc nursing associate year one x one student	

Health Education England FdSc nursing associate year two x two students	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List	
Care Quality Commission Inspection report West Park Hospital, Tees, Esk and Wear Valleys NHS Foundation Trust, 2018	
If you stated no above, please provide the reason and mitigation	
This is a programme modification. Review of physical resource was not required. The original programme approval was recommended for approval on 2 August 2019.	
Additional comments:	

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Issue record
Final Report

Author	Julia Winter Carol Rowe	Date	25 October 2019
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Submitted by	Lucy Percival	Date	17 December 2019
Approved by	Leeann Greer	Date	18 December 2019