

Major Modification report

Section one

<p>Programme provider name:</p>	<p>University of West of England in Bristol</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Discovery-UK Minerva Health Group NHS Blood and Transplant Second Step Housing Association University Hospitals Bristol NHS Foundation Trust Ambleside Nursing Home Brandon Trust Bristol Care Homes Brunelcare Child and Community Health Partnership Swindon Borough Council Virgin Care Jessie May Childrens Hospice at Home Childrens Hospice South West Somerset Clinical Commissioning Group Sirona Care And Health CIC Bradford on Avon and Melksham Health Partnership Bristol Community Health CIC North Somerset Community Partnership CIC Gloucestershire Care Services NHS Trust Torbay and South Devon NHS Foundation Trust Livewell South West Addaction Plymouth Hospitals NHS Trust Gloucestershire Hospitals NHS Foundation Trust Frome Medical Practice Hope House Surgery Minchinhampton Surgery Air Balloon Surgery Armada Practice Beechwood Medical Practice Chew Medical Practice Church Street Practice Churchdown Surgery Coniston Medical Practice (GP) Hathaway Medical Centre Kennedy Way Surgery Longton Grove Surgery New Court Surgery</p>

	<p>Bartongate Surgery Adcroft Surgery Dockham Road Surgery Pembroke Road Surgery Stockwood Medical Centre Brockworth Surgery St Chads and Chilcompton Surgery Beckington Family Practice Charlotte Keel Medical Practice Dr W J Foubister and partners Dr's Wheeler, Haver and Bourke Gaywood House Surgery Hawthorn Medical Centre Horfield Health Centre Kingswood Health Centre Phoenix Surgery Cirencester Priory Surgery Wellspring General Practice West Walk Surgery Winchcombe Medical Centre Fishponds Family Practice (GP) Gloucester Road Medical Centre (GP) Portishead Medical Group (GP) Temple House Practice (GP) Portland Practice Ramsbury Surgery St Catherine's Surgery Stoke Gifford Medical Centre Wroughton Vale Medical Practice Rosebank Health Practice Stow on the Wold Surgery Greenway Community Practice Orchard Medical Care Southmead Health Centre Westbury Group Practice Yorkley Health Centre Great Western Hospital NHS Foundation Trust Weston Hospicecare Limited Julia's House Childrens Hospice Dorothy House Hospice St Peters Hospice Sue Ryder Care Prospect Hospice Royal Cornwall Hospitals NHS Trust B Braun Avitum Leonard Cheshire Homes CTS Homes</p>
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	<p>Cornwall Foundation NHS Trust Dorset Healthcare University NHS Foundation Trust National Star College White Horse Care Trust Devon Partnership NHS Trust Oxford Health NHS Foundation Trust Cygnet Healthcare Milestones Trust Priory Group 2gether NHS Foundation Trust Somerset Partnership NHS Foundation Trust Avon and Wiltshire Mental Health Partnership NHS Trust Taunton and Somerset NHS Foundation Trust Chelston Gardens Littlecombe Park Limited Boyack Enterprises Hazlewood Gardens Nursing Home Westbury Care Limited Grove Care Limited St Monica Trust Optima Care Care UK Circle Partnerships Nuffield Health Ramsay Health Care BMI Healthcare Spire Healthcare Royal United Hospital NHS Foundation Trust North Bristol NHS Trust Huntercombe Group The Order of St John Care Trust James Hopkins Trust South Devon Healthcare NHS Foundation Trust Brisdoc Weston Area Health NHS Trust</p>
<p>Provision(s) reviewed:</p> <p>Provision: Nursing Degree Apprenticeship route - Adult Title of current programme: BSc (Hons) Nursing apprenticeship - Adult Modified programme title(s), if changed: N/A Programme start date: 5 January 2020</p> <p>Current academic level(s):</p>	

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 apprenticeship - Mental health

Modified programme title(s), if changed: N/A

Programme start date: 5 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 apprenticeship - Learning Disabilities

Modified programme title(s), if changed: N/A

Programme start date: 5 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 apprenticeship - Child

Modified programme title(s), if changed: N/A

Programme start date: 5 January 2020

Current academic level(s):

England, Wales, Northern Ireland:

Level 6

Modified academic level(s), if changed: N/A

Date of review	19 September 2019
Type of Modification	Visit
QA visitor(s):	Registrant Visitor: Tony Bottiglieri Lay Visitor: Adrian Mason

Section two

Summary of review and findings	
<p>The University of the West of England (UWE) is an approved education institution (AEI). UWE presented documentation for the approval of a four-year part-time nursing degree apprenticeship (NDA); BSc (Hons) nursing apprenticeship adult, children's, mental health, learning disability nursing.</p>	
<p>The addition of an NDA route is a major modification to the three-year full-time undergraduate pre-registration programme BSc (Hons) nursing for all four fields of nursing practice which was approved by the NMC on 23 August 2019.</p>	
<p>The NDA route in the programme has been mapped to the Standards for pre-registration nursing programmes (SPNP), Standards framework for nursing and midwifery education (SFNME) and the Standards of proficiency (NMC, 2018).</p>	
<p>Preparation plans implemented to support the development of practice supervisors, practice assessors and academic assessors is evidenced, demonstrating strong partnership working with practice learning partners (PLPs) and apprenticeship employers (AEs).</p>	
<p>In partnership with PLPs and AEs, the university has developed a robust practice assessment document (PAD) and an ongoing record of achievement (ORA) which is to be utilised by NDA students undertaking the NDA pre-registration nursing programme, adapted for all four fields of nursing practice and pathway routes.</p>	
<p>Documentary evidence and discussions at the major modification approval visit confirms that arrangements at programme level meet the SFNME and Standards for student supervision and assessment (SSSA) (NMC, 2018).</p>	
<p>The major modification to the programme is recommended to the NMC for approval.</p>	

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval
	Effective partnership working: collaboration, culture, communication and resources:

<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>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</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>None identified</p>
<p>Date condition(s) to be met:</p>	
<p>Recommendations to enhance the programme delivery:</p>	<p>None identified</p>
<p>Focused areas for future monitoring:</p>	<p>To review the achievement of practice hours in employment host and practice learning environments (PLEs) allocations.</p> <p>Support in accessing protected learning time to attend university-based teaching and learning sessions.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	N/A
Date condition(s) met:	N/A

Section three

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

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 for the NDA route and findings at the approval visit provide evidence of strong and effective partnership working between UWE, AEs and PLPs. Service user and student involvement in the co-production of the curriculum had been assured during the approval of the full-time programme.

AEs for the NDA route are Bristol, North Somerset and South Gloucestershire (BNSSG) Sustainability and Transformation Partnership (STP); North Bristol NHS Trust; Avon and Wiltshire Mental Health Partnership NHS Trust; Sirona Care and Health CIC.

PLPs, AEs, UWE programme team and senior faculty staff told us that regular partnership meetings are held at both strategic and operational levels. They told us that partnership meetings are well established, providing assurances that any concern or risk to student learning and safe practice are addressed and monitored. They confirmed that the partnership meetings are to be extended to ensure NDA student representation.

PLPs and AEs we met during the approval visit told us of their involvement with the development of the NDA programme, advising that they felt UWE had responded to their considerations, with examples provided of where this had occurred. AEs provided written agreements that apprentices will have protected learning time for the duration of the programme. The apprenticeship document confirms this.

The programme team told us about the partnership mechanisms that are in place to monitor the quality of the PLE used by NDA students alongside students undertaking the full-time three-year pre-registration nursing degree. The programme team, AEs and PLPs outlined the role of the academic in practice (AIP) in monitoring the quality and capacity of placement learning

The NDA route is supported by a strong partnership infrastructure in the delivery of the programme. We were told of stakeholder involvement with the recruitment and selection of NDA students, and in teaching, learning and assessment including service users and carers.

Documentary analysis and PLPs, UWE and AEs confirm the SSSA are being implemented throughout the south central area practice partnership (SCAPP) and

south west area practice partnership (SWAPP). Both partnerships have UWE, PLPs, AEs, independent, private and voluntary sector membership. The partnerships have supported the development of a south western region England PAD and ORA to be used for students undertaking the NDA route also. Programme documentation identifies a staged and coordinated approach to support the preparation of practice supervisors and practice assessors is in place between UWE and PLPs.

PLPs, AEs and UWE have a robust process in place to ensure NDA student selection addresses both employer and university entry requirements.

AE, the university and student responsibilities are confirmed within the apprenticeship agreement, outlining student conduct and performance requirements for both the employer and the university.

Programme plans evidence the allocation of protected learning time and how this is recorded to ensure the achievement of theory and practice hours are monitored across the programme. Programme documentation confirms robust processes are in place to support this. PLPs and AEs told us of the mechanisms in use to monitor student practice hours and the tripartite meetings which are used to review student progress and development.

There's documentary evidence that PLPs and students contribute to programme quality assurance. Student representation is encouraged. The programme team, PLPs and AEs told us that NDA student representatives will be released to attend programme education committee meetings in line with current programme quality assurance arrangements.

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

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

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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)

Yes

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. There's no change from the original programme approval on 23 August 2019.

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. There's no change from the original programme approval on 23 August 2019.

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 (ORA) 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 programme documentary evidence that maps students' learning to module and programme outcomes. The nursing apprenticeship 2019 contextual document provides evidence of mapping of programme outcomes against all four fields of nursing practice. The module handbooks evidence that teaching and learning methods ensure the development of student numeracy, literacy and digital and technological literacy skills. The BSc (Hons) nursing apprenticeship programme specification document provides evidence of the varied teaching, learning and assessment methods utilised including face-to-face and digital platforms. UWE provides robust online virtual learning resources and support through Blackboard and Pebblepad+ platforms with additional digital resources provided by PLPs and AEs.

The programme team told us that all students have access to student support services to assist their technical, literacy and numeracy competencies across the programme period.

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

Students undertaking the NDA route will not be permitted to transfer to the three year full-time route within the undergraduate pre-registration nursing programme.

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 from the original programme approval on 23 August 2019.

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

Yes

Outcome

Is the standard met?

Met

Date: 19 September 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 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)

Yes

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. Documentary evidence confirms the NDA route within the pre-registration nursing programme supports students to experience all four fields of nursing practice in both theory and practice. Practice learning environment (PLE) allocations are supported by a hub and spoke model to enable students to achieve cross field proficiencies which are recorded in the PAD. PLP and AE representatives told us about how this is managed to ensure parity of practice learning opportunity experiences.

PLPs, AEs and the programme team told us of the significant work that had been undertaken to ensure PLE capacity was secured and that NDA students had access to all four fields of practice nursing. They told us that students attend theory one day per week per module with application to practice learning undertaken through their employment base placement. Programme documentary analysis confirm allocations are mapped to the employer's base placements with hub and spoke utilised to access PLEs which are not provided by the employer organisation. PLPs and AEs told us that PLE allocations are managed by the employer organisation.

Inter-professional learning is detailed in the NDA route programme specification and BSc (Hons) nursing apprenticeship programme handbook. Programme documentation confirms field specific and cross field shared modules are facilitated across the four year part-time NDA programme.

Documentary evidence confirms that field specific academic staff are allocated to field specific modules, and teach across the four fields of nursing practice. Curriculum design provides students with one optional module choice in year three; this encourages the development of holistic care and skills across the lifespan. Evidence from the original programme approval confirms how service users and carers contribute to the delivery and development 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. Documentary analysis confirms that the programme structure, delivery and design clearly evidence that students are appropriately prepared to enter the register in their chosen field of nursing practice. The NDA route programme documentation confirms field specific and cross field shared modules. Module descriptors provide evidence that learning outcomes are supported by indicative content which are applicable to the specific fields of nursing practice.

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

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. Programme documentation for the NDA route clearly evidences that mapping has been undertaken to ensure field specific content in relation to safeguarding, pharmacology, medicines administration, consent and legislation are addressed and applied to each field of nursing practice. This is evidenced in the contextual documentation for the major modification nursing apprenticeship 2019, the BSc (Hons) nursing apprenticeship programme specification, as well as the module descriptors, and the practice assessment documents. The programme team told us how these are embedded within the programme and demonstrated through the assessment strategy.

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. Programme documentary evidence provides assurance that NDA students are required to achieve an equal balance of theory and practice learning and meet the NMC requirement of 4600 hours. The NDA route is delivered part time over four years. Total programme hours are detailed in the contextual documentation for the major modification nursing apprenticeship 2019. The total hours for the NDA route are 4653.5 including simulation learning; of which 2345.5 theory hours and 2307 practice hours. Completed theory hours are recorded in the register of attendance with practice hours recorded within the PAD and monitored through the PLPs and the AEs health rostering system.

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)

No

The 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)

No

Not relevant to this programme.

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)

No

Not relevant to this programme.

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

Yes

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?

Met

Date: 19 September 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 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 met. Programme documentation provides evidence that practice learning opportunities are sufficiently diverse to enable NDA students to meet the

Standards of proficiency for registered nurses across the four fields of nursing practice. Practice learning experiences are coordinated through the practice learning office (PLO) across the NHS, voluntary, independent and private sectors. PLEs and AEs are systematically audited once per year using the educational audit tool and monitored through the practice academic teams. PLPs and AEs and the programme team told us that PLE educational audits are uploaded to the UWE ARC system which allows students to view details and learning opportunities in prospective practice learning experiences allocations.

Where necessary, simulated learning can be used to support the development of skills proficiencies and recorded within the PAD and ORA. PLPs, AEs and the programme team told us that the cause for concern process is detailed within the PAD, also describing how the process of reporting was undertaken with the support of the AIP. Analysis of the apprenticeship agreement also provides evidence of how the process is managed between UWE, the PLPs and AEs. They told us that issues of employee concerns regarding NDA conduct and performance was communicated through this process. AEs, PLPs and UWE told us that NDAs were advised of this on application to the programme.

Protected learning time is provided to NDA students to enable them to meet the Standards of proficiency for registered nurses. They have protected learning time at designated periods within their host base and outward facing PLE allocations. This is evidenced in written agreements provided by AEs and confirmed in the apprenticeship document.

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 from the original programme approval on 23 August 2019.

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. Documentary evidence in programme and module specification, handbook, PAD and ORA clearly details the practice learning opportunities which allow NDA students to meet the communication, relationship, management skills and nursing procedures within their chosen fields of nursing practice. AEs and

PLPs told us of how they had identified a series of activities and practice learning opportunities to ensure annex A and B skills and procedures were met. The programme team told us that communication and relationship management skills are also developed and practiced in simulation sessions.

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 documentary evidence which assures the effective and proportionate use of simulation-based learning and assessment opportunities in the programme. The programme team told us of the child and adult simulation suites and the home environment simulation areas which are used to prepare students for practice learning. Programme documentation confirms the use of simulation based objective structured clinical examination (OSCE) which uses technology and vlog assessment strategies. PLPs and AEs praised the quality of simulation-based learning and teaching and of the high-tech simulation suites.

The programme team, EPs and PLPs confirm that the programme uses virtual learning environments including Blackboard and PebblePad+ which students can access remotely. Library provision can be accessed through an online portal.

PLPs and AEs told us that NDA students can view their PLE allocations and learning resources from their host employer base; sufficient access to personal computers are available for NDA students.

The programme team and documentary evidence confirms that the requirements of the EU directive 2005/36/Annex V.2 (5.2.1) are met through experiential practice learning opportunities and via theory.

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. There's no change from the original programme approval on 23 August 2019.

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)

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 19 September 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 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 a clear infrastructure of support and supervision of NDA students that meets the SFNME (NMC, 2018) requirements.

Academic staff have appropriate qualifications and experiences to support the delivery of the programme.

The programme team, AEs and PLPs told us that support to NDA students includes field specific academic personal tutors and AIPs. The AIP role was described by PLPs as being effective and supportive. We were told by PLPs and AEs that the role was highly visible and responsive in supporting practice supervisors and practice assessors. Documentary evidence confirms the relationship and responsibilities undertaken by the practice supervisor and practice and academic assessors whilst supported by the AIP.

Placement agreements between UWE, PLPs and AEs are reviewed annually and set out the requirements for student supervision and assessment. AEs and UWE told us of contractual commitments undertaken to ensure sufficient resources are in place to support NDA learning in meeting the BSc (Hons) nursing apprentice programme requirements. Documentary analysis confirms this is in place, that NDA students have protected learning time whilst employed, and have access to non-employee PLE bases to experience care in all four fields of practice.

The PAD and ORA are used to identify the practice proficiencies and skills, to monitor and to record the outcomes across host and non-host PLEs.

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 robust programme documentation which provides evidence of how practice supervisors and practice and academic assessors have been prepared for their roles in supporting, supervising and assessing NDA students. Two specific documents provide robust preparatory guidance; the handbook of roles include preparation workshop dates; and realising professionalism supporting student supervision handbook 2019.

AEs, PLPs and the programme team told us of the series of workshops implemented across the AEs and PLPs to ensure practice supervisors and practice and academic assessors have been prepared for their roles. Role descriptions are clearly defined in programme documentation and communicated within each workshop. There's clear programme evidence which define the roles and the required criteria for each.

We were told by the AEs and PLPs we met that preparation workshops included details regarding NDA student performance and conduct requirements. This is part of the guidance for practice supervisors and practice and academic assessors in undertaking their roles in supervising and assessing NDA students.

The programme team, PLPs and AEs told us of the scoping activities undertaken to identify potential practice supervisors and practice assessors, and of the development of a database to assure sufficient supervisor and assessor capacity.

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's no change from the original programme approval on 23 August 2019.

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 from the original programme approval on 23 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: 19 September 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

Students must successfully complete the entire NDA programme (360 credits) to achieve the BSc (Hons) nursing apprenticeship and be eligible to apply for NMC registration.

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: 19 September 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	Yes
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	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
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	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation:	
UWE programme approval report NMC, 30 May 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	No
If yes, please identify cohort year/programme of study:	
Service users and carers	No
If you stated no above, please provide the reason and mitigation	
Service users and carers provided evidence to NMC QA visitors at the pre-registration nursing programme approval visit on 30 May 2019.	
Students from the pre-2018 pre-registration nursing curriculum met with NMC QA visitors at the approval visit on 30 May 2019. There were no 2019 curriculum students to meet at the modification visit as the programme hadn't started.	
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	
2gether NHS Foundation Trust, 1 June 2019 Royal Cornwall Hospitals NHS Trust, 14 December 2018	
If you stated no above, please provide the reason and mitigation	
Visits to practice areas and facilities was not required for this approval.	

Additional comments:

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Issue record

Final Report

Author	Tony Bottiglieri Adrian Mason	Date	27 September 2019
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Submitted by	Amy Young	Date	21 November 2019
Approved by	Leeann Greer	Date	22 November 2019