

Programme Major Modification report

Section one

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

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

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

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

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

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

Dual award - mental health/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Programme approval dates:	
Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i>	11 February 2020
Date(s) of NMC approval of any modifications since last approval:	8 December 2020
Programme start dates:	
Current modification programme start date:	<i>Insert date below for each relevant route</i>
RN – Adult	2 January 2024
RN – Children's	2 January 2024
RN - Learning Disabilities	2 January 2024
RN - Mental Health	2 January 2024
NDA Adult	2 January 2024
NDA Children's	N/A
NDA Learning Disabilities	2 January 2024

NDA Mental Health	2 January 2024
Dual award - Adult/Mental Health	N/A
Dual award - Adult/Children's	N/A
Dual award - Adult/Learning Disabilities	N/A
Dual award – Mental Health/Learning Disabilities	N/A
Dual award – Mental Health/Children's	N/A
Dual award – Learning Disabilities/Children's	N/A
Date of modification:	21 August 2023
Type of modification:	Desktop
QA visitor(s):	Registrant Visitor: Maureen Harrison

Section two

Summary of review and findings

The University of Cumbria (UC), institute of health (the institute) present a major modification to the pre-registration bachelor of science (honours) (BSc (Hons)) nursing adult, children's, mental health and learning disabilities programme and BSc (Hons) nursing adult, children's, mental health and learning disabilities apprenticeship routes (approved 11 February 2020). The modification is to incorporate the amendments to the Standards for pre-registration nursing programmes (SPNP) (NMC 2018, updated 2023) into the programme. This is to include up to 300 hours of simulation-based practice learning (SPL) into the nursing programme. UC is an approved education institution (AEI).

The major modification process confirms evidence of communication and effective partnership-working between the programme team, employer partners (EPs), practice learning partners (PLPs), students and people who use services and carers (PUSCs). There are no new EPs proposed through this modification process. Approved EPs include Cheshire and Wirral Partnership NHS Foundation Trust, Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust, Lancashire and South Cumbria Foundation NHS Trust, Morecambe Bay Clinical Commissioning Group, University Hospitals of Morecambe Bay NHS Foundation Trust (UHMBT) and other private, voluntary and independent health and social care provider organisations.

The AEI is part of the northwest practice education group (NWPEG) and shares collaborative resources and approaches to meet the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). Practice learning is assessed using the northwest practice assessment document (NWPAD) and ongoing achievement record (OAR). Following stakeholder feedback, the functionality of the electronic NWPAD and how the document is presented on the online practice assessment record and evaluation (PARE) system is being reviewed. No changes have been made to NWPAD content.

There's assurance of robust partnership governance arrangements in place to ensure the quality and safety of practice learning. Adverse Care Quality Commission (CQC) inspection reports are published affecting Blackpool Teaching Hospitals NHS Foundation Trust inspection report (January 2022) and UHMBT (22 July 2022). Evidence demonstrates that actions taken are timely and ongoing. In both cases details of action plans are shared across the northwest AEIs.

UC is a widening participation university, encouraging and facilitating the progression of non-traditional students to university. Collaborations with PLPs, EPs, further education colleges and schools provide a range of opportunities for

students whatever their age, background and earlier experience. Diversity is encouraged by the university and EPs during marketing and recruitment. Approximately 12 percent of nursing students identify as ethnic minorities, which is reflective of the local population. Just under half (46 percent) of the cohorts are over the age of 25 years. 29 percent identify as having a disability; this number includes those with additional learning needs. NHS England (formerly Health Education England) have a northwest attrition and attainment group to monitor trends. Action plans are being made to improve retention and reduce attrition. UC has established processes to monitor attainment. One of the processes evaluates data on student performance, outcomes and attainment, through a newly formed assessment and quality meeting. This reports to the assessment and examination board. In the next academic year new software to monitor student engagement with the programme is being introduced. The process will quickly identify students needing additional support. We're assured of open and proactive measures to ensure equality, diversity and inclusion issues are addressed.

This major modification is undertaken as a desktop review.

Arrangements at programme level meet the SSSA, the Standards framework for nursing and midwifery education (SFNME) (NMC 2018) and SPNP.

The modification is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</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>
Date condition(s) to be met:	N/A
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:	
N/A	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	N/A

Section three

NMC Programme standards
Please refer to NMC standards reference points:

NMC Programme standards

[Standards for pre-registration nursing programmes](#) (NMC 2018, updated 2023)
[Future nurse: Standards of proficiency for registered nurses](#) (NMC, 2018)
[Standards framework for nursing and midwifery education](#) (NMC 2018, updated 2023)
[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)
[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)
[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)
[QA Handbook](#) (NMC, 2022)

Partnerships

Please refer to the following NMC standards reference points for this section:

[Standards framework for nursing and midwifery education](#) (NMC 2018, updated 2023)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services 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 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme

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 people who use services 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 people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

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 users of services, 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, people who use services, students and any other stakeholders.

Through a review of documentation and speaking to the programme team we're assured UC works in partnership with their PLPs, EPs, PUSCs, students and all other stakeholders. There's evidence of consultation and decision making with stakeholders regarding the proposal to incorporate 300 hours of SPL into the pre-registration nursing programme. This replaces the same number of hours of practice learning. Stakeholders are involved in the decision to have minor changes to theory-based assessments.

The proposals for both SPL and changes to assessment methodologies are particularly well received by students from all fields. Students and apprentices have requested more SPL activity. They say these activities help them to understand how theory underpins practice. SPL is presented in small groups. Students say SPL helps them to feel more confident and learning is 'safe' in a risk-free environment. They value being encouraged to contribute to scenario building and feel their opinion and previous experiences matter.

Apprentices value peer learning from and with each other. Many apprentices have been employed at partnership organisations for some time. Apprentices represent the diversity of care structures within the NHS and private, independent and

voluntary organisations. Many bring previous knowledge of health and social care and skills to group learning. Apprentices may have care experience in a differing care context than the field of nursing they're studying or in a specialist field. An example of this is where an apprentice was employed with one partner NHS trust in the field of mental health but has been recruited onto the learning disabilities apprenticeship pathway. EPs are also recruiting apprentices from outside the workforce and supporting them directly on the programme.

Initially some apprentices said that the practice learning proficiencies from the Future nurse: Standard of proficiency for registered nurses (FN:SPRN) (NMC, 2018) proposed in SPL would duplicate those they're already proficient in. After working with peers, apprentices recognise they've not got some skills their peers from different sectors and work environments have. The example refers to the relationship management and communication skills required across the age span and in different contexts. Apprentices say all peers would benefit from practising fundamental skills in scenarios with different client groups and in varying settings. Apprentices understand SPL is more than performing clinical skills as professional proficiencies are contextualised during SPL.

Themes for scenarios include breaking bad news, recognition of the deteriorating patient, multidisciplinary team working, the application of reasonable adjustments, capacity assessments, deprivation of liberty safeguards applications, the monitoring of antipsychotic drugs, field specific assessments and working with people with autism spectrum disorder. Recently the programme team worked closely with staff in a hospice to produce scenarios based on end-of-life care.

EPs are supportive of scenarios, even those fundamental care scenarios planned for year one because scenarios have an underpinning research base which students must become familiar with.

There's some concern from academic staff and practice education facilitators (PEFs) regarding resources, staff, facilities (clinical space) and time to operationalise the increase in SPL. We're assured of processes in place at programme and institute level to monitor the impact on resources and to put in place resources needed. PEFs prefer scenarios in part two and three of the programme to be based on what students will experience in their practice. They agree that opportunities to expose students to risky and challenging situations through SPL is good especially if a student hasn't had exposure to these situations. There are plans to include practice staff in SPL. PLPs from many different work contexts are working with academics to develop up-to-date and realistic scenarios. PLPs encourage medicine management skills to be threaded through the SPL programme.

PUSCs say they're happy to be involved in either designing scenarios and or be involved in the delivery of scenarios, and they see the use of SPL as a positive step forward in nurse education. The group envisage that the development of

scenarios will encompass a range of subject areas and will be field specific, mixed field and span the landscape of health and social care provision. The programme team say building scenarios with PUSCs confirms the programme philosophy which is based on building a narrative around the lived experience. Where appropriate PUSCs are already engaged in the delivery of simulated activities as part of the current theoretical programme hours. PUSCs co-teach on one of the modules in the nursing curriculum. Discussion with PUSC guest speakers identified the following as important subject areas for SPL delivery: communication with individuals across the lifespan particularly imparting diagnosis, end-of-life communication, supporting individuals in psychological distress and those with cognitive impairment and information disclosure.

PUSCs from learning disability forums and vulnerable adult communities contribute to scenario building. An example is working with people with autism spectrum disorder, but owing to wellbeing concerns PUSCs from this sector aren't involved directly in SPL activities.

The programme team speak of learning with and from academic colleagues in other AEIs. Best practice is shared in the NWPEG and SPL is an ongoing agenda item. There's a national simulation group that supports research and ideas for delivering SPL. Colleagues visit other AEIs for ideas to learn and improve their own provision. Other professionals allied to medicine and social work are offered at UC. SPL is being developed for many of these professional groups and we're assured of inter-professional collaboration.

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

MET NOT MET

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

MET NOT MET

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

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 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing
 - 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 police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments and ensure that any declarations are dealt with promptly, fairly and lawfully
- 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
- 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

[Standards framework for nursing and midwifery education](#) specifically R2.6, R2.7, R2.8, R2.9, R2.11

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, updated 2023).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

Findings against the standard and requirements

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

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

YES NO

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

YES NO

- 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. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.2)

YES NO

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments and ensure that any declarations are dealt with promptly, fairly and lawfully. (R1.3)

YES NO

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

YES NO

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

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme (R1.5)

MET NOT MET

R1.5 is met. Unchanged through this modification.

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)

MET NOT MET

R1.6 is met. Unchanged through this modification.

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

Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

MET NOT MET

R1.7 is met. Unchanged through this modification.

Proposed transfer of current students to the programme under review

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

There are no plans for students to be transferred. Students remain in current cohorts and progression targets are as identified in the approved programme.

Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).

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

All students have practice learning placements under the SSSA.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 21 August 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

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

- R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*
- R2.2 comply with the NMC *Standards for student supervision and assessment*
- R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing
- R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes
- R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice
- R2.9 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies
- R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment
- R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours
- 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, R2.15, R2.16, R2.19, R2.20; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically:

R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)
YES NO
- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)
YES NO
- Mapping to show how the programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)
YES NO

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)
MET NOT MET

R2.4 is met. Students are provided with six practice-based experiences, all of which are related to their chosen field of nursing. Achievement of FN:SPRN is documented within the student's NWPAD. Placements utilise a hub and spoke model allowing students to have a range of opportunities to experience four fields of nursing practice: adult, mental health, learning disabilities and children's nursing. The spoke experiences allow students to experience care in another field. SPL forms one of the spokes and is developed to enhance learning gained in practice.

A mapping exercise across all nursing fields was undertaken looking at previous practice placement documentation and identifying those proficiencies which students had difficulty in obtaining within the practice settings. Opportunities to meet some of these proficiencies are met through simulated activities during theory hours. SPL builds on those areas where practice learning opportunities aren't fully meeting proficiencies and programme outcomes. In part one, SPL focus is on developing confidence with clinical skills and communication, supporting proficiency within both annexe A and B of the FN:SPRN. Scenarios are relevant to all fields. In part two scenarios relate to inter-professional team working, long term

conditions, physical health monitoring and communication and relationship management. In part three SPL allows students to gain confidence in leadership, management, delegation, clinical decision-making including co-ordination of complex care and managing risk.

An example of a scenario which introduces all students to working with children and families is a scenario of a child who's needle phobic. Skills explored include distraction techniques and appreciation of the impact of psychological issues on children. A young adult is involved in the role play of a teenager with a learning disability and/or a mental health condition and again participants explore strategies to maintain psychological safety. There are scenarios which look at transition care for long term conditions such as cystic fibrosis or diabetes. A session is being developed within the Institute of Justice regarding disclosure. The young person plays a teenager who discloses some form of coercion or grooming. Learners explore their role in receiving this information. National Society for the Prevention of Cruelty to Children's guidelines are used for the debrief, as would be the case in practice.

Simulation facilities include ward environments as well as in a home living room/bedsit facility. Immersive technologies simulate a range of settings. Simulation equipment reflects the lifespan from neonates to older adults.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

MET **NOT MET**

R2.5 is met. Unchanged through this modification.

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

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

YES **NO**

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

YES **NO**

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

- There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice (R2.8)

MET

NOT MET

R2.8 is met. Unchanged through this modification.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET

NOT MET

R2.9 is met. Documentation demonstrates an equal balance of theory and practice hours is maintained. The addition of up to 300 hours SPL replaces the same number of hours spent in practice placements.

SPL takes different forms of learning such as performance of contextualised clinical proficiencies and communications skills. Models of delivery include the use of virtual reality, immersive suites, simulated ward areas, Thinglink (a digital learning product) and online platforms such as clinical skills.net. All activities are evaluated to ensure aims, descriptors and outcomes are met.

Students say undertaking academic assignments while working on placement is challenging, particularly when incorporating travel time. Students report that deadlines feel close together and assessments need to be spread out to avoid extra pressure and stress. Some students say they're overwhelmed at times by course work and expectations. They say the programme isn't student/family friendly. The programme team have made changes to the programme timetable in response to student feedback. Minor adjustments to assessments and assessment schedules are in response to student feedback.

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment (R2.10)

MET

NOT MET

R2.10 is met. Technology and simulation are used not only in SPL but also to support teaching and learning during theory hours. Students are supported in SPL by the programme team in their role as practice supervisors. Academic staff undergo practice supervisor and academic assessor training. Following initial training staff are required to self-declare participation in updates. Evidence of practice supervisor and academic assessor status is held on a database. SPL planning resources confirm that academic staff aren't both practice supervisor and academic assessor for the same student.

In their role as practice supervisor, academic staff facilitate the learner's demonstration of the achievement of the FN:SPRN set out within the NWPAD. Feedback to students on SPL is documented in the NWPAD. During the following practice learning experience, the PLP/EP practice assessor can utilise the feedback towards their overall judgement regarding assessment of practice.

Academic staff who've continued professional development needs in relation to coaching activities and use of technologies used during SPL, have their needs addressed and actioned during the annual staff personal professional development review appraisal process. The programme team has support from a designated team of technicians aligned to the institute of health who provide guidance and instruction with ongoing simulation technology and the procurement of resources.

SPL debrief models used by all participants and supervisors ensure technology and simulation opportunities are used effectively and proportionately. These are used as a basis to evaluate the efficacy of SPL in achieving the learning outcomes set for each session.

A virtual learning environment (VLE) is available for staff, students and PUSCs to contribute to SPL ideas/scenarios and case studies. Evidence is seen of simulation scenario templates; simulation models and simulation debrief tools. Details of 'patients' in the SPL scenarios are housed in an electronic patient record platform. Students access the 'patient' records in much the same way as they would across health and social care settings. We're assured that scenarios are based on people across the age span and contexts of care. A good example of how SPL offers students the opportunities to experience care otherwise not gained, is those scenarios based in acute mental health, prison, custody suites, care homes, supervised living contexts and hospices.

The undergraduate nursing programme and SPL are informed by a philosophy which privileges the lived experience of individuals and narrative inquiry as the evidence base for practice. Scenarios reflect the complexities of clinical cases and the first-person perspective.

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 (R2.11)

YES NO N/A

The programme is delivered in England only.

- Evidence to ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours (R2.12)

YES NO

- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)

YES NO N/A

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)

YES NO N/A

The programme leads to registration in nursing only.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 21 August 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 3: Practice learning

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

- R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages
- R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R3.4 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning
- 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; R2.10, R2.12; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

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

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

MET

NOT MET

R3.1 is met. Following extensive stakeholder feedback, the functionality of the online NWPAD and how it's presented on the online PARE system is being reviewed. The contents of the NWPAD which detail the assessment of the FN:SPRN is unchanged. The programme leader for nursing is part of NWPEG. This group are coordinating the functionality changes.

SPL supports the nursing programme to provide additional learning opportunities which students may not experience in practice. The gap analysis of all years' NWPADs highlights the FN:SPRN students often have issues achieving and/or getting the opportunity in practice. SPL focuses on these proficiencies for all four fields and provides the students with contextualised opportunities to achieve proficiencies. An example of proficiencies which aren't always met are managing effective confrontation strategies, de-escalation strategies and techniques used when dealing with conflict.

Programme planners demonstrate a student's final placement is in a practice placement setting relevant to their field. This enables students to demonstrate the confidence and proficiency required to become a registered professional prior to qualification and transition into employment.

We're assured of rigorous processes in place to ensure practice learning opportunities are available to allow students to develop and meet the FN:SPRN 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. UC have monthly placement partnership meetings (PPM), chaired by the head of practice learning and partnership engagement (PLPE). Membership of the PPMs includes PLPs and EPs, stakeholder organisations and representatives from academic teams within the institute. A weekly online informal drop-in is also offered by UC to all PLPs. These forums ensure there are regular opportunities for practice education and learning partner colleagues to discuss with the UC team any events, to share good practice and to address any questions that have arisen in between the formal agenda items related to learner experiences and compliance with the SSSA. Placement capacity and staffing workload is an agenda item in the PPM. Despite considerable workload pressures in partnership organisations, there are no occasions where students haven't been allocated a practice supervisor or practice assessor.

UC use the online electronic PARE evaluation tool and, in liaison with practice partners and other AEIs, the academic team monitor all evaluation outcomes and respond appropriately.

UC employed a full-time practice development facilitator (PDF) into post in March 2022. The PDF works in collaboration with the UC placement unit and the academic team, to monitor and undertake auditing of placement environments.

This ensures a standardised approach. The PDF works closely with NHS trust PEFs and the enabling effective learning environments team to complete the audits collaboratively. Having a central point of contact for nursing programmes supports work with PLPs and EPs to open placement learning capacity. This is useful where reconfigurations to teams are made and new teams are created in practice. The PDF has supported previous capacity being reinstated through supporting the environments with educating practice staff regarding the SSSA. An example of capacity expansion is collaborative work with St Johns Hospice in Lancaster.

Following publication of the CQC inspection report for Blackpool Teaching Hospitals NHS Foundation Trust in January 2022, the head of UC institute of health and head of PLPE met with senior staff in the trust to implement action plans to protect student learning journeys. An exception report was forwarded to the NMC (24 June 2022). An additional exception report was submitted following the outcome of a further inspection (8 September 2022). Regular meetings are organised with continuing dialogue between the head of PLPE, lead midwife for education (LME) and the trust's senior nurse and midwifery leaders, midwifery PEF and practice education and placement lead. A joint action plan produced serves as an addendum to the trust's required CQC action plans.

UC managers and the programme team are assured through liaison with the workforce education team, associated PEFs and academic assessors that learners have continuing support in practice to ensure compliance with the SSSA.

Following publication of the CQC UHMBT inspection report (22 July 2022), immediate contact was made with the UHMBT senior nurse managers who confirmed that no concerns were raised in the CQC report or in the inspectors' verbal feedback regarding the learner's experience. An exceptional report was sent to the NMC (27 August 2022). Subsequently, actions plans are written in partnership with the associate chief nurse, head of midwifery, gynaecology and obstetrics and PEFs (with head of PLPE, LME and NMC official correspondent). These provide assurance of compliance with the SSSA. All stakeholders involved are assured NMC standards are met.

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

MET **NOT MET**

R3.2 is met. A simulation operational strategy is in place with processes to assess, monitor and evaluate SPL. Programme leaders and principal lecturers have a quality monitoring role for SPL activity. SPL activity is audited using the NWPEG audit tool. SPL has a practice profile. This allows the placement unit to allocate

students to SPL activity. Students allocated to SPL utilise the online PARE to evaluate the experience.

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

MET **NOT MET**

R3.3 is met. Documentation identifies that in every part of the programme SPL activities allow students to meet the FN:SPRN communication and relationship management skills and nursing procedures. Opportunities are available for cross field and field specific learning. In year one all students have SPL which practises recognising deteriorating mental, cognitive and behavioural health. In year two this is built on with interventions to determine level of risk with first aid interventions such as positive behavioural therapy, distraction and diversion strategies. In year three the scenarios centre on managing the care for people with complex co-morbidities. SPL in year three highlights the principles of inter-professional partnership collaboration and interagency working in managing multiple care needs.

- Evidence to ensure the programme is no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning (R3.4)

MET **NOT MET**

R3.3 is met. The addition of up to 300 hours of SPL replaces the same amount of practice learning hours in placement. No change is made to the whole programme hours, just how those hours are delivered to students. Compliance with the SSSA for SPL hours is assured.

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

MET **NOT MET**

R3.5 is met. Students who have a placement learning support plan (PLSP) in place which supports them for any reasonable adjustments needed during practice learning, are supported in the same way for SPL. Students are encouraged to review their PLSP with the support of the disabilities team to identify whether any further adjustments need to be made for a student in the context of SPL.

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

<ul style="list-style-type: none"> 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) 	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> Processes are in place to ensure that students are supernumerary (R3.7) 	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met</p>	
	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met</p>	
	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p>	
<p>Is the standard met?</p>	<p>MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>Date: 21 August 2023</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p>	
<p>N/A</p>	
<p>Date condition(s) met:</p>	
<p>N/A</p>	
<p>Revised outcome after condition(s) met:</p>	<p>MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>N/A</p>	

<p>Standard 4: Supervision and assessment</p>
<p>Approved education institutions, together with practice learning partners, must:</p>
<p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards framework for nursing and midwifery education</i></p>
<p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards for student supervision and assessment</i></p>
<p>R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme</p>
<p>R4.4 provide students with constructive feedback throughout the programme to support their development</p>

- 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*.

Standards framework for nursing and midwifery education, specifically:
R2.12; R3.5, R3.6, R3.8, 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

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. SPL meets the requirements for students to be supervised during practice learning in accordance with the SFNME and the SSSA. SPL activity aims to promote reflective, independent practice. Using a coaching model of supervision students are encouraged to take responsibility for their own and their peers' learning.

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

MET **NOT MET**

R4.2 is met. Documentary evidence demonstrates how academics are prepared for the practice supervisor and academic assessor role. Practice supervisors are not simultaneously the academic assessor. SPL doesn't include assessment of practice. This is done by practice assessors within health and social care organisations. Students are encouraged to record reflections in their NWPAD after SPL activities.

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

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

YES NO

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

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

MET NOT MET

R4.4 is met. Documentation identifies that feedback and evaluation is actively sought. Students are debriefed following SPL activity. Feedback to students is recorded in the NWPAD. Students are able to provide feedback of SPL as they would any placement activity through an online placement evaluation tool. The online PARE system allows for SPL evaluation reports to be downloaded and sent to the practice placement hub for dissemination.

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

MET NOT MET

R4.5 is met. Unchanged through this modification.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

YES NO

<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8) 	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <i>Standards of proficiency for registered nurses</i> (R4.10) 	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 21 August 2023		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 5: Qualification to be awarded

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

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

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

Standards framework for nursing and midwifery education, specifically R2.12, R2.21

Findings against the standards and requirements

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

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

YES NO

R5.1 is met. Unchanged through this modification.

- 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. (R5.2)

YES NO

R5.2 is met. Unchanged through this modification.

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

YES NO N/A

Fall back exit awards don't carry registration with the NMC.

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

YES NO

Outcome

Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 21 August 2023		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes and mapped against <i>Standards of proficiency for registered nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education (NMC 2018, updated 2023) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC 2018, updated 2023)</i> apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes (NMC 2018, updated 2023) (Gateway 3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There are minor changes to some assessment modes to reduce burden of assessment and align assessments to learning outcomes. Theory/practice balance stays as previously approved, 300 practice placement hours are replaced with SPL. This hasn't required any changes to the university handbook. No changes to external examiner appointments and arrangements. Structures, processes and agreements between UC and EPs/PLPs haven't changed.		
List additional documentation:		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		
People who use services and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Major modification is a desktop review. Meetings with stakeholder groups are not required.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list:</p> <p>CQC inspection report Blackpool Teaching Hospitals NHS Foundation Trust, 19 January 2021</p> <p>CQC inspection report St Nicholas Hospital, Gosforth: acute wards for adults of working age and psychiatric intensive care units, 19 April 2023</p> <p>CQC inspection report Royal Lancaster Infirmary (UHMBT), 22 July 2022</p> <p>CQC inspection report Westmoreland General Hospital (UHMBT), 20 August 2021</p>		
<p>If you stated no above, please provide the reason and mitigation: This major modification is a desktop review. Resource checks are not required.</p>		
<p>Additional comments: None identified.</p>		

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Issue record

Final Report

Author(s):	Maureen Harrison	Date:	21 August 2023
Checked by:	Pamela Page	Date:	21 August 2023
Submitted by:	Amy Young	Date:	9 October 2023

Approved by:	Natasha Thompson	Date:	9 October 2023
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