

Programme Major Modification report

Section one

Programme provider name:	University of Salford
Programmes reviewed: <i>This is the NMC programme title(s)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Children’s <input checked="" type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input checked="" type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input checked="" type="checkbox"/></p> <p>NDA Children’s <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input type="checkbox"/></p> <p>Dual award - adult/children’s <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/children’s <input type="checkbox"/></p> <p>Dual award - learning disabilities/children’s <input type="checkbox"/></p>
AEI programme title(s):	
Current AEI programme title(s): <i>Please include all currently approved programme titles</i>	<p>BSc (Hons) Nursing (adult)</p> <p>BSc (Hons) Nursing (adult) Nurse Degree</p> <p>Apprentice</p> <p>BSc (Hons) Nursing (Children and Young Persons)</p> <p>BSc (Hons) Nursing (Mental Health)</p> <p>BSc (Hons) Integrated Practice Learning Disabilities</p> <p>Nursing and Social Work</p> <p>MA Nursing (adult)</p> <p>MA Nursing (Children and Young Persons)</p> <p>MA Nursing (Mental Health)</p>
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as</i>	N/A

<p><i>a result of this modification or add N/A</i></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 checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Registered Nurse – Children’s</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Registered Nurse - 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 checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input 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 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 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/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>
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 checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse – Children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
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 checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>

NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input 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>
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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>	22 August 2019
Date(s) of NMC approval of any modifications since last approval:	5 August 2022
Programme start dates:	
Current modification programme start date:	
RN – Adult	9 September 2024
RN – Children’s	9 September 2024
RN - Learning Disabilities	9 September 2024
RN - Mental Health	9 September 2024
NDA Adult	9 September 2024
NDA Children’s	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children’s	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children’s	
Dual award – Learning Disabilities/Children’s	
Date of modification:	24 April 2024
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Joanne Rouse

Section two

Summary of review and findings

The University of Salford (UoS) is a Nursing and Midwifery Council (NMC) established approved education institution (AEI) and provider of pre-registration nursing. The UoS school of health and society (the school) present programme documentation for a major modification to the adult, mental health, children and learning disability fields of the pre-registration nursing programme. These modifications seek to strengthen and enhance field identity, student experience and programme content.

The programme was initially approved from 22 August 2019 with Bachelor of science (BSc) with honours (Hons) nursing routes in the fields of adult, mental health, children and young persons and learning disability (integrated with social work). Also approved is a BSc (Hons) nursing (adult) nurse degree apprenticeship and Master of arts (MA) nursing routes in the fields of adult, mental health and children and young persons. Theory is taught at the Frederick Road campus at the UoS. A modification from 5 August 2022 approved delivery of year one of the BSc (Hons) nursing (adult) route at a new satellite site in partnership with Bury College.

Within the BSc (Hons) routes in adult, children and young persons and mental health nursing this modification seeks approval to transform curricular content and intended learning outcomes in one 40 credit module per year, creating one 20 credit field specific module and one 20 credit practice learning module. In addition, this major modification seeks to refresh a 40-credit module, 'evidenced based intervention nursing', to simplify the wording of the learning outcomes and change the assessment to meet the new learning outcomes.

The major modification to the MA routes in adult, children and young persons and mental health nursing seeks to change the programme structure. Here, the modification involves changing a 60-credit module in year one to a 30-credit module and in year two changing a 30-credit module to a 60-credit module.

Within the BSc (Hons) in learning disabilities nursing and social work route this modification seeks to review the assessment loading, to enhance bio-psychosocial and pharmacology content and to separate theory modules from practice modules to align with the other nursing fields.

Across all routes, this major modification also seeks to change the sequence of delivery of modules.

Across all routes the school seeks to transition students onto the updated northwest regional practice assessment document (PAD) and the practice

assessment record and evaluation (PARE) platform. This will align UoS with other Greater Manchester AEs.

The school seeks approval to commence the modified programme for students from September 2024. They offer a plan to transition current students to the modified programme from the start of their second year. Students starting or studying in their final year will remain on their current programme.

Partnership working remains effective at strategic and operational levels across the approved pre-registration programme. Documentary evidence and the modification visit demonstrate a range of strategies to consult with students, people who use services and carers (PUSCs), practice learning partners (PLPs) and employer partners (EPs) in the proposed modifications. Documentary review and the modification visit assures that programme development, design, delivery, evaluation and improvement are co-produced, valuing an ethical, collaborative, transparent, person-centred approach that recognises diversity and difference. Through online consultations and stakeholder meetings, documentary evidence and the modification visit, PLPs/EPs, PUSCs and students confirm their support and enthusiasm for this modification.

Documentary evidence and the modification visit demonstrate that strategic and operational meetings are embedded in governance strategies to monitor the quality of practice learning, student evaluations and any practice learning concerns. There's evidence of a partnership approach to address, monitor and manage any adverse systems regulator reports, including Care Quality Commission (CQC) outcomes.

Documentary review and discussions with stakeholders confirm that the planned learning of skills and procedures in the UoS is designed to expose students to the application of skills, knowledge and professional practice in diverse settings and with PUSCs from a diverse range of backgrounds across the life course and with physical and mental health needs. Further documentary review assures that practice learning experiences are designed to enable students and apprentices to experience both opportunistic and planned exposure to other fields of nursing practice, which are recorded in the PAD. At the modification visit students tell us they're encouraged to follow the patient journey, gaining insight into the varied practice of nursing, as well as the contribution of other professions.

The programme documentation and modification visit confirm that the UoS have processes in place to monitor student population and diversity data. The programme documentation confirms that plans are in place for monitoring and supporting diversity of the student population, including plans for addressing any identified attainment gaps in NMC approved programmes.

The modification visit is undertaken by remote means.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as a condition applies.

The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met at programme level.

The programme is recommended to the NMC subject to one NMC condition. There's one university condition.

Updated 24 May 2024:

The UoS provide evidence to demonstrate the NMC condition is met. The AEI confirm the university condition is met.

The programme 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 type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>Condition one: To ensure students have accurate information about curriculum and approaches to teaching, the programme team must provide documentary evidence, including module specifications, programme specifications and programme handbooks, ensuring consistency of terminology for simulated practice learning (SPL), to make explicit the number of hours students will spend in SPL in each part of the programme. (SFNME R3.2;</p>

	<p>Standards for pre-registration nursing programmes (SPNP) (NMC 2018, updated 2023) R2.1)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: To complete documentation housekeeping to include any typographical and grammatical errors and meet university quality assurance requirements. (University condition)</p>
Date condition(s) to be met:	24 May 2024
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	Implementation and evaluation of SPL.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>The programme team submit documentary evidence to confirm that students are provided with accurate information about the number of hours of SPL they experience and how SPL relates to practice learning hours relevant to their programme. Programme specifications, module specifications and programme handbooks are amended to show consistent application of SPL and how SPL aligns with approaches to teaching within modules. Module specifications and programme handbooks state the number of SPL hours students complete. Condition one is met.</p> <p>The AEI confirm the university condition is met.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	24 May 2024

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points: 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)</p>
Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>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</p> <p>Standard 2: Educational governance and quality:</p>

S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, 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 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 R2.2:

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.

Programme documentation and the modification visit confirm that the UoS is committed to effective partnership working with PLPs/EPs, PUSCs and students at strategic and operational levels. Documentary evidence, including the results of

online consultations and stakeholder meetings, confirms the UoS seeks the views and opinions of PLPs/EPs, PUSCs and students regarding this modification through established forums. PLPs/EPs, PUSCs and students confirm their support and enthusiasm for this modification.

The school's senior management team and senior managers representing PLPs/EPs confirm there's an effective strategic working relationship. We're assured that robust arrangements are in place in relation to concerns raised about students' learning experiences and adverse CQC inspection outcomes.

There's documentary evidence of placement agreements between the UoS and PLPs/EPs. PLPs/EPs tell us there are satisfactory processes in place for sharing information between the UoS and PLPs/EPs on matters such as curriculum content and delivery and student attendance, and processes for students and PLPs/EPs to raise concerns. We hear of established forums that facilitate communication between the UoS, PLPs/EPs, PUSCs and students, for example, forums with other Greater Manchester AEIs to share learning from exceptional reporting and the collaborative development of policies and processes to keep students and the public safe. The programme team tell us of plans to become early adopters of the NHS England workforce, training and education student learning environment charter.

At the modification visit students tell us of opportunities to collaborate in the design of the nursing programme through discussions with the programme team and through documentary review. Students are enthusiastic that this modification will increase the specific field content in theoretical learning and in SPL. Students tell us their views and opinions are listened to, with opportunity to give feedback on their learning experiences through a variety of formats, including module and practice learning evaluations, student representatives, classroom discussions and debriefs and student surveys. Students confirm their supernumerary status, timely placement allocation and appropriate support during placements to ensure their safe and effective learning. They confirm exposure to all four fields of nursing and to PUSCs from a diversity of backgrounds and across the lifespan. Students tell us of opportunities for inter-professional learning in theory and practice learning.

At the modification visit, PUSCs tell us they're involved in delivery of the current programme, including processes for student recruitment and selection, teaching, assessment and feedback. They confirm they've been consulted and involved with these programme modifications which they describe as a positive experience.

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. Documentary review confirms that numeracy, literacy and digital and technological literacy are mapped against the updated programme outcomes, module learning outcomes and indicative content in module specifications and the PAD. Documentary review and students at the modification visit tell us they're supported, and their learning is scaffolded across their programme to enable continuous skills development.

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.

Documentary evidence and the programme team confirm a plan to transition students to the modified programme. BSc (Hons) students who commenced their studies on or after September 2023 will transition to the modified programme at the start of their next academic year. MA students who commenced their studies on or after January 2024 will transition to the modified programme at the start of their next programme year. Students in their final year (part) of their programme will remain on their original 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.

Documentary evidence and discussion with stakeholders confirm that current students' learning in practice is mapped to the SSSA and support systems are in place.

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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 24 April 2024		
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 2: Curriculum
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R2.1 ensure that programmes comply with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the NMC <i>Standards for student supervision and assessment</i></p> <p>R2.3 ensure that programme learning outcomes reflect the <i>Standards of proficiency for registered nurses</i> and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>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</p> <p>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</p> <p>R2.6 set out the general and professional content necessary to meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes</p> <p>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</p> <p>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</p> <p>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</p> <p>R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment</p>

- 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, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; 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

R2.1 is not met. We find that terminology used for SPL varies across field of practice module specifications including how SPL aligns with approaches to teaching and learning within modules. Programme documentation and discussion with the programme team at the modification visit confirm that BSc (Hons) adult, children and young persons and mental health students complete up to 450 hours of SPL. The programme architecture documentation and discussion with the programme team confirm that students complete 187.5 hours of SPL in year one, 150 hours in year two and 112.5 hours in year three. However, we find that some student facing documentation such as the programme specifications, modules specifications and programme handbooks lack clarity about the number of hours students experience. The inconsistency in terminology and lack of clarity regarding SPL hours in some programme documentation means students may be unclear about whether these hours contribute to the achievement of practice learning hours or theoretical instruction. (Condition one)

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

YES

NO

- Mapping to show how the 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. Documentary review and students at the modification visit confirm they're provided with a variety of learning opportunities and experiences facilitating the achievement of the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) and programme outcomes, and enabling the development of person-centred, inter-professional and evidence-based practice. Students tell us they learn from experienced academics and practice supervisors who share clinical experiences to contextualise learning. Students tell us of opportunities to attend and present at national conferences. We hear students' perspectives on how this modification will enhance field of practice content in theoretical instruction and SPL. We're told practice learning experiences are designed to enable both opportunistic and planned exposure to other fields of nursing practice which are recorded in the PAD. Students tell us that changes to the PARE through this modification will clarify and simplify processes, creating efficiencies.

- 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. Documentary review evidences mapping to confirm that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included in the new modules in all years/levels of study.

- 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. Documentary evidence and discussion with the programme team at the modification visit confirm that the programme structure demonstrates an equal balance of theory and practice learning. Programme architecture documentation details designated hours and programme handbooks confirm arrangements for monitoring students' attendance during theoretical instruction, practice learning and SPL to ensure the designated minimum number of hours for the programme are achieved.

- 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. Unchanged through this modification.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.11)

YES NO N/A

The programme is delivered in the English language.

- 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

The programme leads to registration in one field of nursing practice only.

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

YES NO N/A

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

YES NO

We find that terminology used for SPL varies across field of practice module specifications including how SPL aligns with approaches to teaching within modules. We also find some student facing documentation such as the programme specifications, module specifications and programme handbooks don't provide students with accurate information about the number of hours of SPL they experience and how SPL relates to practice learning hours relevant to their programme. (Condition one)

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

We find that terminology used for SPL varies across field of practice module specifications including how SPL aligns with approaches to teaching within modules. We also find some student facing documentation such as the programme specifications, module specifications and programme handbooks don't provide students with accurate information about the number of hours of SPL they experience and how SPL relates to practice learning hours relevant to their programme.

Condition one: To ensure students have accurate information about curriculum and approaches to teaching, the programme team must provide documentary evidence, including module specifications, programme specifications and programme handbooks, ensuring consistency of terminology for SPL, to make explicit the number of hours students will spend in SPL in each part of the programme. (SFNME R3.2; SPNP R2.1)

Date: 24 April 2024

Post event review

Identify how the condition(s) is met:

Condition one: The programme team submit documentary evidence to confirm students are provided with accurate information about number of hours of SPL they experience and how SPL relates to practice learning hours relevant to their programme. Programme specifications, module specifications and programme handbooks have been amended to show consistent application of SPL and how SPL aligns with approaches to teaching within modules. Module specifications and programme handbooks state the number of SPL hours students complete.

Condition one is met.

Evidence:

Programme specifications, 24 May 2024

Programme handbooks, 24 May 2024

Module specifications, 24 May 2024

BSc (Hons) nursing assessment map, 24 May 2024

Letter from chair, academic regulations subcommittee, 24 May 2024

Date condition(s) met: 24 May 2024

Revised outcome after condition(s) met:

MET

NOT MET

Standard 3: Practice learning

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

- R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children’s nursing
- R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages
- R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children’s nursing
- R3.4 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, R2.15; 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. The programme team confirm the northwest PAD is developed across the Greater Manchester region and is adapted from the pan-London document. We hear that the northwest practice education group explore ways to make the completion of the PAD more efficient for practice assessors, practice supervisors, students and academic assessors. Documentary review and the programme team confirm the learning outcomes and the FN:SPRN within the updated PAD remain unchanged. We’re told this modification includes reconfiguration and streamlining,

and facilitates an overview of the students' progression for each placement, for the part and for the programme. The programme team confirm the OAR is recorded in the PARE.

At the modification visit, the programme team and PLPs/EPs tell us that other AElS across the Greater Manchester region introduced the updated version of the PAD in September 2023. At the modification visit, practice assessors and practice supervisors confirm they're familiar with the PAD and are supportive of the changes. PLPs tell us this modification makes completion of the PAD on PARE more efficient. At the modification visit the programme team and students tell us that students are introduced to the PAD and PARE via the practice modules. There are scheduled review points throughout the year in the UoS. Students, practice supervisors and practice assessors seek support from academic assessors via the PARE platform.

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

MET **NOT MET**

R3.2 is met. Unchanged through this modification.

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

MET **NOT MET**

R3.3 is met. Unchanged through this modification.

- Evidence to ensure 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**

R3.4 is met. The programme team tell us that the UoS received NMC approval to deliver up to 600 hours SPL under RN(6)D (discretionary recovery standard). They tell us they engage with the NMC in monitoring and evaluation of SPL. The programme team reflect that through this engagement they've enhanced the student experience of SPL by increasing alignment with practice learning, enhancing commitments to professionalism, attitudes and values as real-life scenarios are developed in collaboration with PUSCs. The programme team confirm the curriculum is up to 450 hours SPL across BSc (Hons) adult, children and young persons and mental health nursing. We're told that students who study

level four (part one) at the satellite centre in Bury College receive SPL at the UoS. The programme team confirm there's up to 37.5 hours across the MA programme routes. We're told there's no SPL in the learning disability field. However, the programme team and students studying the learning disability field of practice tell us of opportunities to engage in inter-professional simulations. The programme team and senior managers tell us of plans to further enhance and develop resources to enable a measured and sustainable increase of SPL up to 600 hours. Students tell us they value SPL opportunities to rehearse clinical skills in authentic situations, to receive feedback from practice supervisors in a safe environment and to develop proficiency in skills encountered less frequently in practice learning environments.

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

MET NOT MET

R3.5 is met. Unchanged through this modification.

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

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

YES NO

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

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 24 April 2024

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 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 constructive 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*.

Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17; R4.2, 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. Unchanged through this modification.

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

MET **NOT MET**

R4.2 is met. Unchanged through this modification.

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

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

YES **NO**

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

- There are processes in place to provide students with 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. Unchanged through this modification.

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

MET **NOT MET**

R4.5 is met. Unchanged through this modification.

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

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

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met
YES NO

Assurance is provided that Gateway 2: Standards for student supervision and assessment are met
YES NO

Outcome

Is the standard met? MET NOT MET

Date: 24 April 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 5: Qualification to be awarded

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

- R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and
- R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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

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

There are no fall back exit awards that lead to NMC registration.

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: 24 April 2024		
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 checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for registered nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC 2018, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit evidence to meet conditions: Programme specifications, 24 May 2024 Programme handbooks, 24 May 2024 Module specifications, 24 May 2024 BSc (Hons) nursing assessment map, 24 May 2024 Letter from chair, academic regulations subcommittee, 24 May 2024		
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 checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: BSc (Hons) nursing (adult): two x year one (level four) students and one x year two (level five) student BSc (Hons) nursing (children and young persons): two x year one (level four) students BSc (Hons) nursing (mental health): one x year three (level six) student BSc (Hons) learning disabilities nursing and social work (integrated practice): two x year one (level four) students, one x year two (level five) student and two x year three (level six) students		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

None identified.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: CQC inspection report, Bolton NHS Foundation Trust, 18 October 2023 CQC inspection report, Affinity Healthcare Limited Cheadle Royal Hospital, 25 October 2023 CQC inspection report, Eleanor Equilibrium Healthcare Limited, Eleanor, 6 October 2023 CQC inspection report, Greater Manchester Mental Health NHS Foundation Trust, 21 July 2023 CQC inspection report, Tameside and Glossop Integrated Care NHS Foundation Trust, 4 April 2019 CQC inspection report, The Christie NHS Foundation Trust, 12 May 2023		
If you stated no above, please provide the reason and mitigation: The UoS is an established AEI and visits to resources isn't required.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Joanne Rouse	Date:	27 April 2024
Checked by:	Ian Felstead-Watts	Date:	10 May 2024
Submitted by:	Amy Young	Date:	13 June 2024
Approved by:	Natasha Thompson	Date:	13 June 2024