Programme Major Modification report

Section one

Programme provider name:	University of York
Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☐ Registered Nurse – Children's ☐ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☐ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☒ NDA Children's ☒ NDA Learning Disabilities ☐ NDA Mental Health ☒ *Dual award - pre-registration nursing* 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 ☐
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Mental Health) BSc (Hons) Nursing (Learning Disabilities) BSc (Hons) Nursing (Child) MNursing (Adult) MNursing (Mental Health) MNursing (Learning Disabilities) MNursing (Child) MSc Nursing (Adult) MSc Nursing (Mental Health)
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being*	N/A

modified as a result of this modification or add N/A	
Additional AEI programme title(s) if applicable: *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*	BSc Nursing (Adult) BSc Nursing (Child) BSc Nursing (Mental Health)

Academic levels of current programme:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7

	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A

	England, Wales, Northern Ireland
Dual award - adult/children's	☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF

	☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A

NDA Learning Disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Mental Health	**England, Wales, Northern Ireland** ☐ Level 5 ☒ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Dual award - adult/mental health	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/children's	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	**England, Wales, Northern Ireland** ☐ Level 5 ☐ Level 6 ☐ Level 7 **SCQF** ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

	☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A

Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	4 September 2019
Date(s) of NMC approval of any modifications since last approval:	25 October 2021

Programme start dates:	
Current modification programme start date:	
RN – Adult	
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	18 March 2024
NDA Children's	18 March 2024
NDA Learning Disabilities	
NDA Mental Health	18 March 2024
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:	28 November 2023
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Elizabeth Mason

Summary of review and findings
The University of York (UoY), department of health sciences present a modification to add a full-time Bachelor of science (BSc) registered nurse degree apprenticeship (RNDA) route in the adult, mental health and children's fields of nursing to the approved pre-registration nursing programme. The current pre-registration nursing programme was approved by the Nursing and Midwifery Council (NMC) on 4 September 2019 with two routes, a BSc (Hons) and a Masters degree in nursing (MNursing) in all four fields of nursing practice. A modification to deliver a graduate entry Master of science (MSc) in the adult and mental health fields of nursing and to add a summative numeracy assessment to the final year of the approved BSc (Hons) and MNursing routes was approved by the NMC on the 25 October 2021.   Documentation and the modification visit demonstrate that the development of the proposed RNDA route is in response to employer partner (EP) need to meet local workforce plans. There's written evidence of a statement of commitment and support for the proposed route is confirmed by York and Scarborough Teaching Hospitals NHS Foundation Trust.   The following current practice learning partners (PLPs) Harrogate and District NHS Foundation Trust, Tees, Esk and Wear NHS Foundation Trust, Springfield Healthcare, Haxby Group Training and St Leonard's Hospice confirm future support and have contributed to the development of the proposed route. They confirm an intention to provide written statements of commitment on confirmation of future RNDA student numbers. PLPs are aware of the process of EP approval by the NMC. They confirm they'll work with the UoY to complete this process at the point when RNDA student numbers are confirmed. They tell us they work in partnership with the UoY to deliver the NMC approved foundation degree in health and social care nursing associate (NA) apprenticeship programme.   There's confirmation of EP and PLP involvement in the development of the proposed RNDA. There's evidence of the supernumerary status of RDNA students in practice learning environments.   Documentation confirms evidence of effective partnership working between the UoY and key stakeholders. The route is developed in consultation with EPs, PLPs, students and people who use services and carers (PUSCs). There's evidence that the UoY, EPs and PLPs work collaboratively to address any concerns arising from Care Quality Commission (CQC) reviews that impact on the safety of people and students in practice learning environments. Concerns are managed through a systematic partnership process and are reported through the NMC exceptional reporting process.

The UoY access and participation plan provides a detailed strategy to support equality and opportunity for all students. Equality, diversity and inclusion (EDI) and differential attainment are addressed from the point of programme application to completion. The student equality and diversity policy ensures there's evidence of a commitment to EDI. The UoY collect student population and diversity data at cohort and programme level. There's evidence of how the UoY address differential attainment enabling programme teams to understand individual student levels of attainment in relation to differing cultural backgrounds and previous learning opportunities. This approach facilitates the development of individual student support.

The RNDA route can be accessed by NMC registered NAs who undertake a recognition of prior learning (RPL) process. NA programme outcomes and proficiencies are mapped to Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) and pre-registration nursing programme outcomes to allow a maximum of 50 percent RPL.

The modification visit is undertaken face-to-face.

Programme documentation and the modification visit confirm that the proposed route is mapped to the Standards for pre-registration nursing programmes (SPNP) (NMC 2018, updated 2023), the FN:SPRN, the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).

The SFNME and SSSA are met at programme level.

The programme modification is recommended to the NMC for approval. One NMC recommendation is made.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐

Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: Provide RDNA students with examples of what supernumerary status means in practice learning and what should be considered as participatory learning. (SPNP R3.7)
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** ☐ **NO** ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒

	Recommended to refuse approval of the programme ☐
Date condition(s) met:	N/A

Section three

NMC Programme standards
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)

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC 2018, 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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.

Documentary evidence and the visit demonstrates that education, quality and governance are managed in collaboration with EPs, PLPs, the programme team and the UoY. The practice education support partnership group (PESP) meets every three months and membership includes UoY academic staff, EPs, PLPs and practice education facilitator leads. Partnership working across PESP ensures that the requirements of the SSSA are monitored through ongoing educational audits to ensure the safety of practice learning environments. Students tell us they understand how to report and escalate any practice learning concerns and about the need to maintain supernumerary status. This information is clearly detailed in

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student facing documentation. PESP quality assurance processes include reviews of CQC reports and how these are managed through risk assessment processes and NMC exceptional reporting.

A senior stakeholder group (SSG) are responsible for the development and implementation of the strategic vision for nursing programmes in collaboration with EPs and PLPs. The SSG meet three times a year. Membership includes the UoY senior team and EP and PLP lead nurses who have responsibility for practice learning. The UoY senior team, EPs and PLPs confirm ongoing and future investment in building practice learning environments, practice supervisor and practice assessor capacity. The UoY senior team tell us they're committed to the ongoing review of the academic staff/student ratio, and there's evidence of plans to increase academic resources to support the growth of the proposed route.

There's evidence of collaboration to support the ongoing development and delivery of the proposed route. There's documentary evidence of co-production meetings with EPs, PLPs, students and PUSC representatives. Collaboration includes the programme design, length and structure and the process for RPL. Consultation evidence includes confirmation that the pan-Midlands, Yorkshire and East practice assessment document (MYEPAD) supports the development of practice learning and assessment and how simulated learning is applied to the adult, child and mental health fields of nursing practice. Students must record learning and achievement in an e-portfolio that supports the MYEPAD.

PUSC representatives tell us that their views were listened to during the development process and that they can see these are incorporated into the programme design. Discussion at the visit confirms there's a partnership approach to the selection processes. EPs' and PUSCs' involvement with interviews, post-interview discussions and candidate scoring prior to an offer of the place on the RNDA are evidenced in programme documentation. PUSC engagement is established in the approved programme. There's confirmation by PUSCs about their involvement in the student learning journey through participation in theory sessions, including clinical skills teaching and summative assessments, and in practice learning environments across all parts of the programme. They tell us that they feel included in decision making and listened to when they participate in activities. Students tell us they enjoy and value the contributions of PUSCs in their learning particularly in relation to the development of communication and therapeutic relationships and hearing their stories.

The student EDI policy evidences an ongoing commitment to EDI. There's evidence of a decolonised curriculum approach. Examples of how the UoY support EDI includes on campus gender neutral accessible facilities, prayer rooms, a breast-feeding room, a nursery and family friendly rooms. Hearing loops are available in lecture theatres and lectures are recorded and annotations captured to support students' diverse learning needs. An academic skills community provide support services for writing, numeracy and academic skills development. The

Northern College of Further Education (NCFE) platform is used to establish an initial starting point for student learning.

Students confirm that support systems are in place and provide support for theory and practice learning. They tell us that reasonable adjustments are in place for theory learning and assessment through student support plans. They confirm they're able to share information to support reasonable adjustments in practice learning environments.

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

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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 <u>evaluative summary</u> 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** ☐

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R1.5 is met. There's evidence of a robust RPL process. NMC registered NAs can access the proposed route through the RPL process. This must be supported by EPs. NA programme outcomes and proficiencies are mapped to the FN:SPRN and the approved UoY pre-registration nursing programme outcomes to allow a maximum of 50 percent RPL.

- 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 <u>evaluative summary</u> to confirm provide an evaluative summary to confirm 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.

Current students won't transfer to the proposed RNDA.

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.

The SSSA is implemented across the approved programme.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met   **YES** ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐

Date: 28 November 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 <u>evaluative summary</u> 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. Documentation evidences an equal balance of theory and practice learning hours. Students share elements of theory learning with current pre-registration students. Programme documentation confirms that the design and delivery support theory and practice learning across all fields of nursing practice. Shared cross field modules are supplemented by field specific learning, delivered by subject specialists. Programme documentation and the programme team tell us modules are undertaken by students across the four fields of practice to ensure a broad and generic knowledge base across the life continuum is applicable to all fields of practice. Opportunities for students to reflect on module content and key concepts through field-specific seminar groups enable them to apply field specific concepts. Field specific learning is contextualised through reflection on practice learning.

Programme documentation and the visit confirm that practice learning opportunities for the proposed route are in place through the UoY base and spoke model. The model enables students to learn and develop skills in caring for people with complex and diverse needs. Practice learning allocations are managed by a practice education support team using the ARC online allocation placement management system (ARC is the name of the software, not an acronym or abbreviation). ARC enables mapping of practice learning requirements to student learning needs and to specific fields of nursing practice. The programme team tell us students participate in inclusive placements that provides exposure to a range of families, patients and clients across the four fields of nursing practice. Students tell us about the range of experiences that inclusive placements support and how they value the opportunities this approach provides.

- 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)

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	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 <u>evaluative summary</u> 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. The programme structure demonstrates an equal balance of 50 percent theory and 50 percent practice learning. The proposed full-time route confirms a balance of 2,340 theory and practice hours. Module descriptors and the student handbook confirms there are three 20 academic credits and two 20 practice credits in each part of the proposed route. There's documentary evidence of appropriate learning and teaching strategies that include lectures, seminars, simulation, reflective practice, presentations and coursework activities using a range of technology to support learning. Teaching and learning strategies are supported through directed and self-directed learning. Students must evidence and record their ongoing achievement of practice and theory learning in the MYEPAD e-portfolio. This is monitored and completion is verified by academic staff.

- 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. Documentary evidence confirms and the programme team tell us how technology enhanced learning and simulated based education is used and continually being developed to support pre-registration nursing education. All theoretical modules have a virtual learning environment (VLE) that enables lecture capture facilities for students to revisit learning. Learning materials can also be accessed in the VLE including discussion boards and a variety of online learning tools opportunities that allow audience response tools to enable students to interact during online learning sessions. Digital skills are mapped across the programme to support the development literacy and numeracy.

The UoY simulation policy details how simulation activities are integrated across programmes. Model descriptors evidence how simulation links theory and practice and how it's integrated and applied to the FN:SPRN. Contextualised simulated scenarios are detailed in the student handbook, examples include the management of acute deterioration, bladder and bowel care and communication skills.

Documentary evidence confirms and the programme team tell us that there's up to 250 hours of simulated practice learning hours. Programme documentation details a range of appropriate equipment used to support simulation opportunities. Examples include low, medium and high-fidelity manikins, simulation suite filming facilities and video-enhanced debriefing workshops.

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 proposed RNDA 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** ☒

The proposed RNDA doesn't lead to registration in two fields of nursing.

- 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 proposed RNDA doesn't lead to nursing registration and registration in another profession.

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: 28 November 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

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

  MET ☒   **NOT MET** ☐

R3.1 is met. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R3.2 is met. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R3.3 is met. Unchanged through this modification.

- Evidence to ensure 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. Unchanged through this modification.

- 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:** 28 November 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 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, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

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Standards for student supervision and assessment

Findings against the standards and requirements

Provide an <u>evaluative summary</u> 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 <u>evaluative summary</u> 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. Documentary evidence of mapping of the FN:SPRN to the programme and modules outcomes confirms students can successfully achieve the programme. All theory and practice learning must be successfully achieved. Students are positive about practice experiences and tell us there's support from practice supervisors, practice assessors and academic assessors that enables them to develop and successfully achieve the required field specific knowledge and experience across the four fields of nursing.

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: 28 November 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 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's no fall back exit award conferring eligibility to apply for entry to the NMC register.

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 ☒	NOT MET ☐

Date: 28 November 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

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	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC 2018, updated 2023) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation:		
List additional documentation: None identified.		
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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
NA, apprenticeship, year two x two BSc nursing (child), year two x one BSc nursing (mental health), year three x one MSc nursing (adult), year two x one Alumni, BSc nursing (adult) x two		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments: Current PLPs who attended the visit confirm future commitment to the proposed apprenticeship route.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒

Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: CQC, quality report, Southwest Yorkshire Partnership NHS Foundation Trust, 23 August 2019 CQC, quality report, Tees, Esk and Wear Valleys NHS Foundation Trust, 10 December 2021 CQC, quality report, York and Scarborough Teaching Hospitals NHS Foundation Trust, 30 June 2023		
If you stated no above, please provide the reason and mitigation: The UoY is an established AEI, practice and resources visits aren't needed.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Elizabeth Mason	Date:	6 December 2023
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Submitted by:	Amy Young	Date:	29 January 2024
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