Programme Major Modification report

Section one

Programme provider name:	Staffordshire University
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) Registered Nurse (Adult) BSc (Hons) Registered Nurse (Mental Health) BSc (Hons) Registered Nurse (Child) BSc (Hons) Nursing Practice (Adult) BSc (Hons) Nursing Practice (Mental Health) BSc (Hons) Nursing Practice (Child) MSc Nursing Practice (Adult) MSc Nursing Practice (Mental Health)
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	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*	MSc Nursing Practice (Child)

Academic levels of current programme:	

	England, Wales, Northern Ireland
Registered Nurse – Adult	☐ 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
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 | | | |

	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7			
Dual award - learning disabilities/children's	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.*	24 April 2020
Date(s) of NMC approval of any modifications since last approval:	6 July 2021 21 August 2021

Programme start dates:	
Current modification programme start date:	
RN – Adult	8 January 2024
RN – Children's	8 January 2024
RN - Learning Disabilities	N/A
RN - Mental Health	8 January 2024
NDA Adult	N/A
NDA Children's	N/A
NDA Learning Disabilities	N/A
NDA Mental Health	N/A
Dual award - Adult/Mental Health	N/A
Dual award - Adult/Children's	N/A
Dual award - Adult/Learning Disabilities	N/A

Dual award – Mental Health/Learning Disabilities	N/A
Dual award – Mental Health/Children's	N/A
Dual award – Learning Disabilities/Children's	N/A
Date of modification:	17 October 2023
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Lesley Saunders

Section two

Summary of review and findings
Staffordshire University (SU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The original pre-registration nursing programme was approved by the NMC on 24 April 2020. The routes within the approved programme include full-time three-year bachelor of science with honours (BSc (Hons)) registered nurse routes in the adult, mental health or child nursing fields of practice. A modification approved from 6 July 2021 added full-time two-year master of science (MSc) nursing practice routes in the adult or mental health fields. A further modification approved from 21 August 2021 added three-year full-time registered nurse degree apprenticeship (NDA) BSc (Hons) nursing practice routes in the adult, mental health or child fields. This proposal is to modify the approved pre-registration programme to add a MSc nursing practice (child) route. Theory delivery of SUs pre-registration nursing programme is across the Stafford, Stoke and Royal Shrewsbury hospital campus sites. Documentary evidence and discussion with the programme development team and representatives of the practice learning partners (PLPs) indicates support for the development of the new children's nursing route at level seven. This programme modification is in response to PLP requests to include a MSc nursing practice (child) route to address local workforce plans. The proposed start date for the new route is 13 January 2025. SU include an additional proposal to modify the BSc (Hons) registered nurse routes to include up to 600 hours of simulated practice learning (SPL). This proposal is to include SPL across adult, mental health and child fields for both current and future students. The proposed start date for the inclusion of up to 600 hours of SPL is 8 January 2024. The visit is undertaken by remote means. Programme documentation and the modification visit confirm evidence of effective partnership working between SU and PLPs. There's assurance that governance arrangements are in place to ensure the quality and safety of practice learning. Documentary evidence confirms SU have effective collaborative arrangements

and effective lines of communication with PLPs to ensure effective and timely response to system regulator concerns and all internal and external quality concerns.

Documentary evidence confirms SU have an effective equality, diversity and inclusion (EDI) strategy. The recruitment, teaching, learning and assessment processes are designed to ensure a socially and culturally inclusive experience for students. The programme team don't provide student population and diversity data and an action plan for addressing any attainment gaps as per NMC requirements. This is subject to a condition.

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

The modified programme meets the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) at programme level.

The programme is recommended to the NMC for approval subject to two joint NMC and university conditions. The university apply one further condition. The university make one recommendation.

Updated 15 November 2023:

SU has provided evidence to meet the joint NMC and university conditions. SU confirm the joint and university conditions are met.

The programme is recommended to the NMC for approval.

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:
	Condition one: The programme team must provide student population and diversity data and an action plan for addressing any attainment gaps. (SFNME R2.1; SPNP R2.1) (Joint NMC and university condition)
	Condition two: The team must review the programme level learning outcomes and ensure multiple outcomes are not contained within each. (SFNME R2.1; SPNP R2.1) (Joint NMC and university condition)
	Condition three: The team must amend references to blended learning contained within the course documentation. (University condition)
Date condition(s) to be met:	14 November 2023
Recommendations to enhance the programme delivery:	Recommendation one: Moving forward the team should further explore the inclusion of the child voice in the people who use services and carers (PUSC) group. (University recommendation)
Focused areas for future monitoring:	Review SPL experiences to ensure breadth and depth of learning, appropriate assessment of students and that students are learning to practise.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team provide the required student population and diversity data and an action plan for addressing any attainment gaps. Condition one is met.

The programme team provide evidence of a review of the programme level learning outcomes to ensure multiple outcomes aren't contained within each. These changes don't impact on NMC standards. Condition two is met.

SU provides evidence to confirm that the joint and university conditions are met. Conditions one, two and three are met.

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:	14 November 2023

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. Programme documentation and evidence from the modification visit confirms effective partnership working between SU, PLPs, PUSCs and students. Stakeholders tell us and documentary evidence confirms involvement in the co-production of the MSc nursing practice (child) route and in the development of SPL scenarios and learning and teaching material. A steering group comprising pre-registration and post-registration students, PUSCs and PLPs is developed for the consultation process for both the MSc nursing practice (child) route and the development of SPL across the pre-registration undergraduate programme. The programme team and PLPs tell us there are graduates who wish to access the profession and current NMC registrants who wish to attain a NMC registered children's nursing field qualification. PLPs closely involved with the development of the MSc nursing practice (child) route confirm their commitment to support the route. Statements of compliance are in place. PLPs tell us they're involved in the selection and interview process of candidates and that they work with SU to identify ways in which candidates can achieve the 600 hours of practice learning required to gain entry to the programme through the RPL process. SU has an existing forum for PUSCs. Documentary evidence and PUSC representatives tell us they're involved in curriculum development. PUSC representatives who are carers and advocates for children are involved in the development of the curriculum for the proposed MSc nursing practice (child) route. SU have employed a SPL manager and PUSCs tell us they work with this lead in the co-production of scenarios and teaching and learning materials for SPL activity. PUSCs tell us they're actively and regularly involved in teaching activities, including simulation and in assessment activities for objective structured clinical assessments.

SU has developed a 'buddy system' for PUSCs and PUSC representatives confirm they've one to one meetings at least twice yearly with the PUSC co-ordinator. PUSCs tell us they're involved in values-based recruitment activities and they receive training and yearly updates in EDI. PUSCs tell us their contribution is appreciated by the programme team and by the students. They confirm they're supported and feel valued when they participate in SU meetings and activities.

There's documentary evidence and confirmation from students at the modification visit that they've been consulted and have contributed to the design and development of the new route. Students confirm they're supported by the programme team and by PLPs. Documentary evidence and students tell us they've opportunities to learn from a range of people in practice learning environments, including PUSCs and through inter-professional learning.

Senior nurses and practice education leads tell us there are effective processes in place to respond to the needs of students, practice supervisors and practice assessors.

The programme team tell us there are systems and processes in place to ensure academic assessors are supported within their role to support students undertaking practice learning opportunities, including SPL opportunities.

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
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** ☐

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Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

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- 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** ☐

R1.5 is met. Documentary evidence confirms recognition of prior learning (RPL) processes are in place. Candidates are required to have a minimum of a second-class honours degree. They're allocated an RPL advisor to support the process and the RPL process is mapped against the programme outcomes and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). 600 hours of practice learning and 500 hours of theory is verified and the practice-based FN:SPRN are signed off by a NMC registered nurse from the same field of nursing the student will enrol on. These equate to year one of the programme.

Discussion with the programme team and PLPs at the visit confirms robust RPL processes are in place. The programme team confirm candidates have support throughout the RPL process which is submitted in the form of an application form and an RPL portfolio. The claim must provide evidence of prior credit bearing learning which equates to 500 theory hours and 600 hours of practice learning. RPL claims are seen and reviewed by an external examiner and verified by an assessment board before students can enrol on the programme.

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

  MET ☒   **NOT MET** ☐

R1.6 is met. In the case of candidates who are current NMC registrants SU will permit RPL that is capable of being mapped to the FN:SPRN and programme outcomes that may be more than 50 percent. These candidates need to have a minimum of two years' experience as a registrant in their current registered field. These candidates join the programme at year two to complete part two and part three of the MSc nursing practice (child) route.

- 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 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.

SU confirm there are no current students to be transferred onto the proposed new children's nursing route.

The introduction of up to 600 hours SPL across adult, mental health and child fields applies to current students, although no transfer of programme is required.

Proposed transfer of current students to the *<u>Standards for student supervision and assessment</u> (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.

SSSA is embedded in all pre-registration nursing programme routes at SU.

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: 17 October 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** ☒

R2.1 is not met. There's a requirement from the NMC for AEIs to submit EDI evidence and data. This needs to include student population and diversity data, plans for monitoring and supporting diversity of the student population and action plans for addressing any identified attainment gaps. This isn't provided and therefore a condition is applied. (Condition one)

Programme documentation and the modification process confirms programme level learning outcomes contain multiple outcomes which are repetitive and unclear. The team must review the programme level learning outcomes and ensure multiple outcomes aren't contained within each. (Condition two)

- 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. Unchanged through this modification.

- 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. The modification process confirms the new route allows students on successful completion to enter the child field of nursing practice. Learning outcomes and content in module descriptors promote field specific learning. Students tell us of programme opportunities which enable them to become confident in developing their field identity.

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 <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. Unchanged through this modification.

- 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 and discussion with the programme team confirm SPL is considered as an integral part of the learning and teaching strategy for the programme and the enhancement of the student experience. The programme team tell us SPL utilises a mixture of high fidelity and low fidelity manikins and equipment and also incorporates 'softer' skills to ensure SPL and simulation in general are used effectively and proportionately. SU have employed a SPL manager to oversee and ensure the SPL student experience effectively enables them to meet the programme outcomes. SU have developed a simulation centre for SPL activity.

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

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

YES ☐   NO ☐   N/A ☒

The programme is delivered in England.

- 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 a single field 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 programme leads to registration with the NMC only.

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

YES ☐ **NO** ☒

There's a requirement from the NMC for AEIs to submit EDI evidence and data. This needs to include student population and diversity data, plans for monitoring and supporting diversity of the student population and action plans for addressing any identified attainment gaps. This isn't provided and therefore SU haven't complied with all regulatory requirements. (Condition one)

Programme documentation and the modification process confirms programme level learning outcomes contain multiple outcomes which are repetitive and unclear. The team must review the programme level learning outcomes and ensure multiple outcomes aren't contained within each. (Condition two)

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** ☒

There's a requirement from the NMC for AEIs to submit EDI evidence and data. This isn't provided by SU.

Condition one: The programme team must provide student population and diversity data and an action plan for addressing any attainment gaps. (SFNME R2.1; SPNP R2.1) (Joint NMC and university condition)

Programme documentation and the modification process confirms programme level learning outcomes contain multiple outcomes which are repetitive and unclear.

Condition two: The team must review the programme level learning outcomes and ensure multiple outcomes aren't contained within each. (SFNME R2.1; SPNP R2.1) (Joint NMC and university condition)

Date: 17 October 2023
Post event review
Identify how the condition(s) is met: Condition one: The programme team provide the required student population and diversity data and an action plan for addressing any attainment gaps. Condition one is met. Evidence: SU response to conditions, 14 November 2023 SU inclusive curriculum health check document, undated Condition two: The programme team provide evidence of a review of the programme level learning outcomes to ensure multiple outcomes aren't contained within each. These changes don't impact on NMC standards. Condition two is met. Evidence: SU response to conditions, 14 November 2023 MSc nursing practice (child) programme specification, undated
Date condition(s) met: 14 November 2023
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

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Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

![Mott MacDonald logo]

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. Documentary evidence and the modification visit confirm the MSc nursing practice (child) route provides opportunities for students to meet the FN:SPRN caring for a diverse range of people, across all the four fields of nursing practice. Students tell us they've opportunities to deliver safe and effective care to a diverse range of people in practice placement experiences. PLPs and students confirm the sharing of examples of good practice is encouraged as well as the identification of any causes for concern. Student placements are recorded on the SU placement management system to enable the programme team to track and monitor placement experiences.

Documentation and the modification visit confirm SPL includes scenarios and simulation activities which provide opportunities to care for a diverse range of people across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.

- 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. PLPs confirm arrangements are in place for current students on the pre-registration MSc route to be allocated to a 'home base' partner trust. This arrangement is replicated for students on the new pre-registration MSc route in children's nursing. Practice placement learning experiences are provided away from the 'home base' to other PLPs to increase the scope and the depth of practice learning experiences.

The modification process confirms established processes are in place to monitor and evaluate practice placements. SPL is subject to educational audit and student evaluation via the practice assessment record and evaluation (PARE) system.

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

MET ☒   **NOT MET** ☐

R3.3 is met. Documentation and the modification visit confirms that partnership working between SU and PLPs ensures practice placement experiences and SPL opportunities are provided that allow students to meet the communication and relationship management skills and nursing procedures as set out in the FN:SPRN, within their selected fields of nursing.

- 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. Documentary evidence and the modification visit confirms that the minimum 2300 practice learning hours is maintained, of which a maximum of 600 hours is met in SPL.

Discussion with the programme team confirms SPL is considered as an integral part of the learning and teaching strategy for the programme and the enhancement of the student experience. A gap analysis ensures that planned SPL activities are aligned to the FN:SPRN. Feedback from PLPs, students and PUSCs confirm their involvement in co-production of learning and teaching materials for SPL and assurance that students can achieve the FN:SPRN. Documentary evidence and discussion with the programme team confirms SPL provides opportunities across four fields of practice adult, child, mental health and learning disability nursing to a diverse range of people.

The programme team and documentary evidence tell us students complete one hour of practice learning for each hour of simulated practice. SPL is delivered as a blend of online and face to face delivery. The programme team tell us there are plans to employ practice supervisors and practice assessors on a secondment basis from practice areas to support delivery of online and face to face SPL to comply with the SSSA. Academic staff act as academic assessors. Students are assessed in SPL via the practice assessment document (PAD) and the ongoing achievement record (OAR). SPL is subject to educational audit and student evaluation via the PARE system.

- 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: 17 October 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

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. The SU simulation centre is audited as a placement learning environment for the four fields of nursing practice. The programme team tell us there are plans to employ practice supervisors and practice assessors on a secondment basis to support the delivery of SPL. SU maintains a register of practice supervisors and practice assessors who are involved in the supervision and assessment of SPL.

Programme documentation and discussion with the programme team confirm how the roles of practice supervisor, practice assessor and academic assessor are implemented in the simulation centre and how people within these roles are prepared and supported. The evidence confirms the preparation and support provided to practice supervisors, practice assessors and academic assessors is sufficiently robust for them to effectively support and assess students during SPL experiences. We're told SU requires practice supervisors and practice assessors to evidence completion of the SU continuing professional development course 'foundations of simulation and debriefing'.

- 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. SU has a process in place to identify and employ individuals from PLPs and external agencies to act as practice supervisor and/or practice assessor. The role of academic assessor is fulfilled by academic staff. The roles and responsibilities of practice supervisor, practice assessor and academic assessor are clearly detailed in programme documentation including student and practice supervisor and practice assessor facing documents.

Programme documentation, the programme team and PLPs tell us they're part of the steering group for the development of SPL across the pre-registration undergraduate programme. This group has oversight of the development, implementation and quality monitoring of placement learning activities including supervision and assessment in the SPL environment. We're told the SPL manager works closely with PLPs to jointly plan simulated practice learning weeks, clinical scenarios and simulation activities.

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

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

YES ☒   NO ☐

Provide an <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. SPL is appropriately mapped to the FN:SPRN.

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: 17 October 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: N/A	**MET** ☐	**NOT MET** ☐

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 conferring NMC registration as a nurse.

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: 17 October 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: An apprenticeship route isn't presented for this modification.		
List additional documentation: Post approval visit documentation to meet conditions: SU response to conditions, 14 November 2023 SU inclusive curriculum health check document, undated MSc nursing practice (child) programme specification, undated		
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	☒	☐
If yes, please identify cohort year/programme of study: Three undergraduate pre-registration, year three, child field students One undergraduate pre-registration, year three, adult field student One MSc nursing practice (mental health) alumnus.		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't presented for modification.		
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)	☐	☒
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 inspection report, Birmingham Women's and Children's NHS Foundation Trust, 3 March 2023 CQC inspection report, Midlands Partnership NHS Foundation Trust, 5 July 2019 CQC inspection report, Shrewsbury and Telford Hospital NHS Trust, 18 November 2021 CQC quality report, University Hospitals of Derby and Burton NHS Foundation Trust, 16 June 2021 CQC inspection report, Walsall Healthcare NHS Trust, 25 January 2023		
If you stated no above, please provide the reason and mitigation: SU is an established AEI and there's no requirement for a review of resources as part of this modification.		
Additional comments: None identified.		

Issue record			
Final Report			
Author(s):	Lesley Saunders	Date:	26 October 2023
Checked by:	Ian Felstead-Watts	Date:	8 November 2023
Submitted by:	Mubaraq Sanusi	Date:	11 December 2023
Approved by:	Natasha Thompson	Date:	11 December 2023