

Major Modification report

Section one

<p>Programme provider name:</p>	<p>Edge Hill University</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Alder Hey Children's NHS Foundation Trust Mersey Care NHS Trust Lancashire Care NHS Foundation Trust North West Ambulance Service NHS Trust Cheshire and Wirral Partnership NHS Foundation Trust Wirral Community NHS Foundation Trust Wirral University Teaching Hospital NHS Foundation Trust North West Boroughs Healthcare NHS Foundation Trust Bridgewater Community Healthcare NHS Foundation Trust West Lancashire CCG East Lancashire Hospitals NHS Trust Royal Liverpool and Broadgreen University Hospitals NHS Trust Lancashire Teaching Hospitals NHS Foundation Trust Countess of Chester Hospital NHS Foundation Trust Liverpool Community Health NHS Trust NHS Warrington CCG Wrightington, Wigan and Leigh NHS Foundation Trust NHS Blood and Transplant Services Liverpool Heart and Chest Hospital NHS Foundation Trust Liverpool Women's NHS Foundation Trust Wigan CCG NHS South Sefton, Formby and Southport CCG Halton CCG Wirral CCG Southport and Ormskirk Hospital NHS Trust St Helens and Knowsley Teaching Hospitals NHS Trust Pemberton Surgery Wigan Borough CCG Bolton NHS Foundation Trust NHS Western Cheshire</p>

	<p>Aintree University Hospital NHS Foundation Trust The Walton Centre NHS Foundation Trust Warrington and Halton Hospitals NHS Foundation Trust Private, voluntary and independent health care providers Education and social care providers</p>
<p>Provision(s) reviewed:</p> <p>Provision: Pre-registration nursing - Adult Title of current programme: MSci Nurse Paramedic (Adult) Title of modified programme, if changed: N/A Programme start date: 28 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 7</p> <p>Academic level of modified programme, if changed: N/A</p>	
<p>Date of review</p>	<p>11 March 2020</p>
<p>Type of Modification</p>	<p>Major Modification (Visit)</p>
<p>QA visitor(s):</p>	<p>Registrant Visitor: Maureen Harrison Lay Visitor: Carol Rowe</p>

Section two

Summary of review and findings

Edge Hill university (EHU), the approved education institution (AEI), faculty of health, social care and medicine, department of nursing education and department of allied health is presenting a full-time MSci nurse paramedic (adult) route. The programme is a major modification to the BSc (Hons), MSc, PgDip, MSci nursing, MNSW nursing and social work programme that was recommended for approval on 2 March 2020. The route is four years in length. The programme is structured to meet the Health and care professions council's standards for education and training (HCPC, 2018), the Standards of proficiency for paramedics (SoPpP) (HCPC, 2017) and the Standards for Nurses (NMC, 2018) which include: Future nurse: Standards of proficiency for registered Nurses (SPRN); Standards framework for nursing and midwifery education (SFNME); Standards for student supervision and assessment (SSSA) and the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018).

A key feature of the proposed programme is to produce dynamic, flexible, highly skilled practitioners able to work across primary and community intermediate and emergency care services, preventing unnecessary admissions to hospital. This is the first nurse and paramedic programme in the United Kingdom (UK). Similar dual role qualification posts are established in Australia and Finland and the programme team has collaborated with providers in these countries.

The programme will be delivered at two sites, the Edge Hill campus at Ormskirk (years one and four) and the St James, Oxford Rd site in Manchester (years two and three). The later site is new to the AEI portfolio. The Manchester site was opened in 2016. Paramedics and operating department practitioners are currently supported at the site. Recently the site has been expanded and has the capacity to support up to 50 students per cohort on the nurse paramedic programme.

The comprehensive programme documentation and approval process confirm evidence of extensive and effective partnership working between EHU and key stakeholders, including the North west ambulance service NHS Trust. Other partners who are very supportive of the route are hospital and community based NHS Trusts in the north west. Students and service users and carers (SUCs) participate fully in the design and development of the initiative. The programme team have worked with the chair of the pan London practice assessment document (PAD) group and the developers of the adapted north west PAD. A PAD has been developed which incorporates all SPRN and SoPpP.

The approval process confirms arrangements at programme level between the AEI and practice learning partners (PLPs) meet SFNME, SSSA and SPRN (NMC 2018).

The programme is recommended to the NMC for approval subject to university conditions.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: In the programme specification:</p> <ul style="list-style-type: none"> (s. 23ai Student ‘learning journey’) In the list of non-professional exit awards, include reference to ‘BSc Health and social care studies (300 credits)’. (University condition) <p>Condition two: In the Part B document:</p> <ul style="list-style-type: none"> (s.1 Technical Information) replace ‘Intermediate exit awards’ with ‘alternative’ exit awards’. (s.12 Organisation and Management) Remove the reference to ‘year of study leads’ and expand the description of the Curriculum advisory group’s terms of reference to reflect ‘paramedic’ curriculum. (University condition) <p>Condition three: In the practice assessment document, make explicit where nursing and</p>

	<p>paramedic competencies are evidenced and signed off by practice assessors (for nursing) and practice educators (for paramedic). (University condition)</p> <p>Condition four: Confirm the external examiner and programme board arrangements to be in place for the start of level four in September 2020. (University condition)</p>
Date condition(s) to be met:	9 April 2020
Recommendations to enhance the programme delivery:	
Focused areas for future monitoring:	<p>Policies and processes are in place to prepare future practice supervisors and practice assessors. particularly in the north west ambulance NHS Trust. Senior partners in the north west ambulance NHS Trust say the training will happen in the late spring and summer. The completion of preparation practice supervisor (PS) and practice assessor (PA) needs confirmation.</p>

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>The AEI has provided documentation which details the meeting of the four university conditions. The conditions are met. The programme is recommended to the NMC for approval.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	22 April 2020

Section three

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

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section: Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders

Documentation and the approval process evidence the proposed programme has been developed in consultation with key stakeholders including PLPs, SUCs, students and international providers to ensure the curriculum meets the future workforce needs.

The programme team, employers and PLPs identify a need for change in service delivery, which will reduce unnecessary admissions to hospital. An idea for a novel practitioner who will bridge the gap between emergency and primary care, health and social care, has emerged. Employers and PLPs confirm students with the dual qualification would be very employable in triage situations and caring for people closer to home. Examples were given of the nurse paramedic working in emergency response teams, urgent and primary care centres, rapid response and integrated discharge teams.

A nursing student representative has given an opinion of the student perspective of how the new programme could function. The student undertook an Erasmus elective experience working with nurse paramedics (NP's) in Finland. The student worked with NP's in a community and an accident and emergency unit. Their feedback is NP's can use their particular skill set and knowledge to try and ensure patients can be treated at home. They believe the role has the potential to deliver high quality patient care which is sustainable. They confirm working with the programme team on the programme structure which has practice and academia integrated throughout. Other students we met were knowledgeable and supportive of the proposed route. Students and the programme team spoke of the advantages of managing the programme from two sites. They say this provides opportunities to experience campus and inner city life.

SUCs spoke of their involvement in programme development and design. They say the proposed role breaks boundaries to enhance a SUC experience of care. They consider such roles complement care and should not be feared in practice. We met senior university staff who were involved in the business development of the Manchester site. We saw space which is designed for flexibility and adaptability depending on the education needs of students groups. Currently students on paramedic and operating department practitioner programmes are based at the site. The site has up-to-date facilities for technology-enhanced learning and simulation. The resources are student-centred with a large student

space, library and computer terminals with access to laptops and iPads. EHU academic study skills support services and the well-being and counselling team are available on the Manchester site with signposting to other support services through the virtual learning environment (VLE).

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education

Met

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met: 12 March 2020

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1. Selection, admission and progression

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

R1.1 Confirm on entry to the programme that students:

R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

R1.1.7 have capability for digital and technological literacy to meet programme outcomes

R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.

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R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme

R1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of

Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes that may be more than 50 percent of the programme

R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards For pre-registration nursing programmes (NMC, 2018).

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record

checks and fitness for practice processes detailed (R1.2)

Yes

Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

Yes

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

Yes

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

Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

Met

R1.5 is met. There are robust policies and processes for recognition of prior learning (RPL) applications. A RPL claim would be mapped against programme outcomes which comply with Article 31(3) of Directive 2005/36/EC. The programme and module learning outcomes are unique in that both nursing and paramedic outcomes are integrated throughout. Credit accumulation from another institution could normally not be mapped against the integrated outcomes. Suitable candidates will be considered on an individual basis where RPL against level four (year one) may be credited; this is 25 percent of 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

R1.6 is met. The College of Paramedics (CoP, 2018) identifies no clear fast track course for registered nurses (RNs) to transfer onto a paramedic programme

without rigorous RPL processes in place. The programme team envisage that an RN would not need to apply to the proposed undergraduate programme. They have identified other post graduate provisions in England for RNs to have a paramedic registration.

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

R1.7 is met. Unchanged since original approval visit on 2 March 2020.

Module learning outcomes and programme mapping demonstrates competence outcomes in numeracy, literacy, digital and technological literacy are developed through the programme. Interaction with digital technologies support the students' development of key transferrable digital literacy capabilities required for professional practice. Technological applications such as e-learning and simulation support a blended approach to learning.

The programme team have worked with the developers of the pan London PAD to use a moderated version of north west practice assessment document (NWPAD) which maps all proficiencies, clinical skills and procedures for nurses (SPRN, 2018), and paramedics (HCPC, 2014). There is a PAD for each programme part. The OAR and NWPAD are mapped to competence outcomes in numeracy, literacy, digital and technological literacy.

Support for the development of numeracy, literacy, digital and technological literacy is available on both sites. Students identify the VLE signposts them to sources of support. Students say personal tutors are very important in making them aware of the supportive services available at EHU.

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

Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

Yes

Proposed transfer of current students to the programme under review

There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place

Met

As this is a new programme no phasing in arrangements are required.

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

N/A

NMC RNs will most likely access a post graduate rather than undergraduate route. SPRN are mapped to programme outcomes.

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

Yes

Outcome

Is the standard met?

Met

Date: 12 March 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2. Curriculum

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

R2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education

R2.2 comply with the NMC Standards for student supervision and assessment

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing

R2.6 set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes

R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice

R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies

R2.10 ensure that programmes delivered in Wales comply with legislation which

supports use of the Welsh language

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and

R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

There is evidence that the programme complies with the NMC Standards for nursing and midwifery education (R2.1)

Yes

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

Yes

Mapping to show how the curriculum and practice learning content reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's

nursing (R2.3)

Yes

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

There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

Met

R2.4 is met. HCPC and NMC require knowledge and understanding, with application to practice, of human growth, development, anatomy, physiology and pathophysiology across the lifespan. In addition, cognitive, emotional and social maturation across the lifespan is addressed. Indicative content embraces the other fields of nursing; learning disability, mental health and children's nursing allowing students to have understanding of service user groups across the lifespan.

Documentation and the programme team confirm students will have blocks of practice learning in fundamental and specialist care areas such care of the older person, critical care, mental health, and urgent and emergency care settings. PLPs from the ambulance services say there are hub (the ambulance service) and spoke learning opportunities in children and family environments, the homeless outreach teams, voluntary services, hospice and social care settings. Paramedic and nursing students confirm their interaction with service user groups across the lifespan and with a variety of healthcare needs.

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

Met

R2.5 is met. Curriculum requirements for paramedic practice and adult nursing are very similar and the core proficiencies for each profession are addressed equally throughout the programme using a spiral matrix. The programme team identify 95 percent of proficiencies for the RN and paramedic match. Based on this observation, the integrated curriculum was developed. The design aims to produce a flexible practitioner whose role will cross professional boundaries. The decision to support adult nursing only is because of the applicability of this role to general practice. The programme team identify adult nursing mirrors paramedic practice

which has no field specification. There is evidence of adult field specific learning outcomes and content in the programme learning outcomes and modular descriptions. Senior AEI managers say that once the route has been evaluated, they may offer other routes, for example the nurse paramedic (mental health).

Evidence provides assurance that the following QA approval criteria are met

There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the Standards of proficiency for registered nurses (R2.6)

Yes

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

Yes

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

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

Met

R2.8 is met. Documentation demonstrates law, safeguarding, consent, pharmacology and medicines administration are addressed throughout the curriculum. In the final year of the programme there is enhancement of theory in the above subjects with application to adult nursing in preparation for registration.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the

programme detailed. (R2.9)

Met

R2.9 is met. Documentation and the programme team confirm the programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. The programme has five themes: professional practice, perspectives of health and illness, key skills for nurse paramedic practice, research and practice and simulated learning. Each year, four x 20 credit theory modules and one x 40 credit practice module are paired together to enable the development of knowledge and application together. An example is Social and public health is paired with Essential skills for primary care. Each module pair is delivered over a semester. The full-time programme runs over three semesters with 11 weeks annual leave in the summer. This is a more traditional academic year unlike BSc, MSci and MSc routes that was recommended for approval on 2 March 2020. There are 2500 theory hours and 2584 practice hours. Simulated learning is in addition to practice learning.

Learning outcomes for each module of study have been mapped to the SPRN (NMC, 2018), and the HCPC (2017) Standards of proficiency for paramedics. The practice allocation model allows for three practice learning blocks per academic year. In each of the summatively assessed practice learning experiences, both NMC and HCPC proficiencies are assessed together.

Evidence provides assurance that the following QA approval criteria are met

Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

N/A

The route is delivered in England.

Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11)

Yes

Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)

Yes

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

No

Adult field only.

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 12 March 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3. Practice learning

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

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

R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

R3.6 ensure students experience the range of hours expected of registered nurses, and

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

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

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

Met

R3.1 is met. Procedures in place for the delivery of safe and effective care are unchanged since the original approval visit on 2 March 2020. Practice learning on the nurse paramedic route provides exposure to a wide range of service users, groups and environments where holistic needs are met in a safe and effective manner. PLPs and students confirm practice learning opportunities cover fundamental care, patient assessment, critical care, care of mental health needs, children and families care and urgent and emergency care.

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

Met

R3.2 Unchanged since original approval visit on 2 March 2020.

Documentation and the approval process confirms collaboration with PLPs in designing the practice learning journey. Mapping illustrates the range of service opportunities allowing the students to meet the holistic needs of people of all ages. During practice learning there are scheduled academic sessions which are specifically focused on personal development in practice, allowing reflection, the development of resilience and refinement of professional identity. The programme team gave examples of enhanced practice days which include working with SUCs on domestic violence, interprofessional days with a coroners, the police and the fire rescue service.

EHU has rigorous processes in place to assess, monitor and evaluate practice

experiences. All paramedic practice learning areas are audited using the north west learning environment education audit.

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

Met

R3.3 Unchanged since original approval visit on 2 March 2020. Programme documentation, including the NWPAD and OAR, demonstrate communication and relationship management skills are met during simulation and practice placements for adult nurses. SUCs say they are involved in supporting students to develop communication skills.

Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (R3.4)

Met

R3.4 There are many opportunities for students to engage with simulation. Simulated real-world scenarios are mapped against SPRN (annexe A and B). Simulation suites are in the Ormskirk campus, a fully fitted ward-based simulation suite and the mock-ambulance at the Manchester campus. We saw how immersive technology is used in Manchester. This is where scenarios are set up for street or home environments. Students practice with background 'surround sight and sound' of streets/homes.

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

Met

R3.5 is met. Procedures to support students' individual needs and personal circumstances are in place and accessible at both sites. Students based at the Manchester site confirm this. The programme team showed us a room where counsellors who come from Ormskirk will meet with students on the Manchester site.

Students and PLP's say there are situations students meet whilst on placement with the ambulance service that are upsetting. PLPs and a student, who had

experienced an incident involving a child, say there is an alert system in the ambulance trust which identifies whenever crews may need debriefing. Support services are available for all the crew, including students. An alert of an incident is communicated to the ambulance service practice education facilitator (PEF), who contacts the university. Another student confirmed the efficacy of the alert system. Within a very short time after being involved in a trauma scenario his personal tutor had contacted him offering support and debriefing.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 12 March 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4. Supervision and assessment

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%

R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

R4.9 ensure that there is equal weighting in the assessment of theory and practice

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

R4.1 – R4.11

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

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

Met

R4.1 is met. Unchanged since original approval visit on 2 March 2020.

The approval process demonstrates robust strategies and policies in place for student and staff support. All partners show commitment to the development of this novel practitioner, a nurse paramedic.

Processes are in place to find an external examiner. As it's unlikely the team will find a practitioner with both qualifications, they're committed to find one for adult nursing and one for paramedic practice. SUCs provide examples of their

participation in programme delivery and assessment. This includes involvement in simulation as patients and in objective, structured clinical exams, involvement in moderation of practice-based portfolios and attendance at programme enhancement and monitoring boards.

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

Met

R4.2 is met. Unchanged since original approval on visit 2 March 2020.

Documentation and the approval process demonstrate the preparation for practice supervisors, practice assessors and academic assessors is advanced across the north west. SSSA is already operationalised across the region. A PEF told us there are 150 nurses within the ambulance service. Many of these nurses will have training and preparation for SSSA in the late spring/early summer. The training will consist of: an overview of the proposed programme, the role of the nurse paramedic, programme aims and objectives, required proficiencies of the nurse paramedic, an overview of the NWPAD and associated learning logs. Clarification of role terminology used by the HCPC and NMC will be covered to ensure consistency of approach by PLP's.

We're assured during practice learning all student nurse paramedics will be allocated appropriate and suitably prepared practice supervisors, practice assessors and academic assessors. PLPs from the ambulance service say they have a model of team mentoring/supervision because students go out with different ambulance crews. PLPs say the team approach helps the students to develop independence. They say it's easier to identify, support and if necessary fail students who do not meet proficiencies. The programme team confirm the academic assessor will be an NMC registrant.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. Unchanged since original approval on visit 2 March 2020. Students confirm feedback in academic and practice development is given throughout the programme. Formative and summative assessments for each module are detailed in the programme and module specifications and the student handbook. There are four practice-based exams. SUCs confirmed their contribution to these exams and opportunities they have for feedback. The final practice-based exam includes a numeracy assessment and calculation of medicines which must be passed with a score of 100 percent.

The programme team told us a system of mid-module evaluation is in place with 'feedback leads' who respond to student feedback and take necessary actions.

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

Met

R4.5 is met. Each academic year of the programme is aligned to 'a part'. Parts are identified in the NWPAD. The NWPAD incorporates practice proficiencies from the NMC, HCPC and CoP. To complete yearly modules in the theme Practice and simulated learning (NPP1004, NPP2004, NPP3004 and NPP4004), the student must complete 'professional values' (each placement), 'proficiencies' (end of academic year) and 'medicines management' (end of academic year) sections in conjunction with a practice assessor. Proficiencies are recorded in the ongoing record of achievement (OAR), personal development plan and clinical skills record. Mapping clearly demonstrates students meet the SPRN for adult nurses. The practice learning journey starts in year one with two observation placements, one in fundamental care (nursing) and one with the ambulance service. In year two students have mental health, urgent and emergency care and critical care learning experiences. In year three practice learning is with children and families, patient assessment, and supplementary care (voluntary and social care organisations). In the final year students will be allocated placements where achievement of the integrated paramedic and nursing proficiencies will be confirmed.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that all programmes include a health numeracy

assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

Yes

Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)

Yes

Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)

Yes

There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

Yes

There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the Standards of proficiency for registered nurses (R4.10)

Yes

Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 12 March 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5. Qualification to be awarded

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

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

R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student

failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

Yes

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

Yes

EHU regulations state within an integrated master's degree, a minimum level five average pass mark of 50 percent is required for progression to level six. Students falling below 50 percent but with sufficient passes to progress on to an associated honours degree will be transferred on to either the BSc (Hons) Nursing single award or the BSc (Hons) Paramedic Practice programmes.

In the case of transfer to BSc (Hons) single field the module learning outcomes for years one and two are mapped across. Students will be required to undertake additional hours of practice learning with exposure to allow meeting the Directive 2005/36/EC of the European Parliament and of the Council on the recognition of professional qualifications (as amended by Directive 2013/55/EU).

The following awards do not allow registration with the HCPC or NMC
Certificate in Higher Education (Health and Social Care Studies) 120 credits
Diploma in Higher Education (Health and Social Care Studies) 240 credits
BSc Ordinary (Health and Social Care Studies) 300 credits.

For those students who achieve 360 credits but do not pass all of the practice learning assessments: BSc (Hons) Acute Care Studies.

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

Yes

Outcome

Is the standard met?

Met

Date: 12 March 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	No
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
Arrangements for external examiner appointments are in place but no one has been appointed yet.	

List additional documentation:

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:	
A paramedic who is a student on an advanced clinical practice module. They are a mentor (HCPC term). A paramedic student, BSc paramedic practice September 2018 cohort. Three BSc (Hons) nursing (adult), September 2017 cohort.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	Yes
Library facilities	Yes
Technology enhanced learning / virtual learning environment	Yes
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Care Quality Commission (CQC) report North west ambulance NHS Trust, 27 November 2018 CQC University hospital Aintree, 26 September 2019	
If you stated no above, please provide the reason and mitigation	

Additional comments:

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Issue record

Final Report

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