

Programme approval visit report

Section one

Programme provider name:	Leeds Trinity University
Programmes reviewed:	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Children’s <input type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input checked="" type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input type="checkbox"/></p> <p>NDA Children’s <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input type="checkbox"/></p> <p>Dual award - adult/children’s <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/children’s <input type="checkbox"/></p> <p>Dual award - learning disabilities/children’s <input type="checkbox"/></p>
Title of programme(s):	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Mental Health) BSc (Hons) Nursing (Learning Disabilities)
Academic levels:	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Registered Nurse – Children’s	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

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

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Dual award - adult/learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Dual award - learning disabilities/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Date of approval visit:	16-17 May 2023
Programme start date:	
RN – Adult	3 January 2024
RN – Children's	
RN - Learning Disabilities	3 January 2024
RN - Mental Health	3 January 2024
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	

Dual award – Mental Health/Children’s	
Dual award – Learning Disabilities/Children’s	
QA visitor(s):	Registrant Visitor: Rachel Game Lay Visitor: Phillip Stephenson

Section two

Summary of review and findings

Leeds Trinity University (LTU) is seeking approved education institution (AEI) status with the Nursing and Midwifery Council (NMC). The faculty of social and health sciences (the faculty), school of health and life sciences (the school) present a full-time pre-registration bachelor of science with honours (BSc (Hons)) nursing programme for approval, with routes in the adult, mental health and learning disabilities fields of practice. The programme is presented for approval against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

The approval visit is undertaken face to face.

Documentary evidence and the approval visit confirm that stakeholder co-creation is a key strength in the development of this programme. There's clear partnership working at both operational and strategic levels, with evidence of regular meetings and working groups during the development of the programme. We're assured that these will continue to ensure both theory and practice are delivered at a high standard. This three-year, full-time programme is developed in partnership with regional health and social care practice learning partners (PLPs) from the NHS, Leeds City Council, social care and private and voluntary organisations. Students and people who use services and carers (PUSCs) tell us they've been consulted and are able to add their input into the development of this programme.

We meet with senior representatives from both LTU and PLPs who confirm the rationale for the development of this programme and how it will assist Leeds to meet the government requirements to increase nursing numbers in the geographical area. Discussions assure us that partnership working is evident from the initial meetings to discuss the proposed programme.

LTU is committed to investment in developing a "state of the art" health facilities building which is co-designed and created with industry experts. The building will provide an immersive experience to support simulated practice learning. Planning permission is approved (March 2023), building commenced in early April 2023 and work is on target for completion by August 2023. This is a two-phase project with phase one being a temporary modular building. Phase two is a permanent health and life science building anticipated to be completed for 2025/2026. Clinical skills and simulation equipment is mapped to the FN:SPRN and includes a range of culturally, gender and age diverse equipment. We view the current provision for skills and simulation training at LTU and the ongoing building works of a new simulation centre. Discussions at the approval visit confirm that LTU have a business plan in place to increase the number of academics employed to deliver

the programme. LTU has contingency measures in place should any issues disrupt their planned development.

LTU is a member of the Midlands, Yorkshire and East practice learning group (MYEPLG) who meet monthly to share good practice, ideas and resolve issues in relation to practice learning, including supervision and assessment. Along with existing local AEs they're also part of the West Yorkshire practice allocation network (PAN)/learning environment and placement (LEAP) group. The Standards for student supervision and assessment (SSSA) (NMC, 2018) is implemented regionally and is co-ordinated by MYEPLG. LTU adopt the regional Midlands, Yorkshire and East practice assessment document (MYEPAD) and ongoing achievement record (OAR) as part of their programme.

LTU gained full university status in 2012 and for many years work placements have been part of other degree programmes. Local hospital and community trusts have a longstanding history of supporting health courses, including nursing programmes at existing AEs. PLPs currently accept nursing students from a number of AEs in the region and have robust mechanisms in place to support nursing students. The pre-registration nursing programme operates a placement model to ensure that students get a wide range of learning opportunities across all four fields of nursing practice. This includes opportunities provided by NHS trusts, social care providers, private, independent, and voluntary organisations (PIVO) and the prison service, as well as schools, colleges and special school providers. PLPs tell us that LTU are approachable and receptive, and have developed innovative ways of working to avoid practice learning placement capacity issues and to ensure their students get exposure to all four fields of nursing practice.

Documentation states that the three core principles for being a LTU nurse are the development of a person-centred care approach, culturally informed practice and a focus on social justice. The programme uses a spiral curriculum allowing students to build upon their learning as they progress. LTU believes the wide variety of practice learning placement opportunities and the diversity of placements offered is a unique selling point for the programme. LTU states a key feature of the programme is the small cohort sizes, currently 40, 40 and 20 across adult, mental health and learning disabilities fields respectively, with a five percent annual increase. LTU maintain that the small student numbers will facilitate a personalised student learning experience as well as support the university's widening participation plans. In documentation and at the approval visit, the programme team and LTU students state that at LTU 'you're a name not just a number'.

LTU is aware of underrepresented groups and is keen to increase diversity of the student body. The university run a 10-week autumn school from October to December to support students before they begin the programme. LTU has a detailed access and participation plan (APP) which sets out their strategy to increase student access, success and progression. The APP considers diversity data from a range of groups including people from ethnic minority backgrounds,

care leavers, students with disabilities and mature and low-income students. Ongoing monitoring shows that key areas of progress include increasing the ethnic diversity of the student population, improved access for students with disabilities and narrowing the attainment gap between student groups.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are met at programme level.

The SSSA are met at programme level.

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

Updated 16 June 2023:

The chair of the conjoint approval visit has confirmed that the university condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p>

	<p>Assessment, fitness for practice and award:</p> <p>Condition one: The programme team must review the assessment load and scheduling to minimise potential overassessment. (University condition)</p> <p>Education governance: management and quality assurance:</p> <p>None identified.</p>
Date condition(s) to be met:	14 June 2023
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	Exposure to all four fields of nursing practice.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
The chair of the conjoint approval visit has confirmed that the university condition is met. Condition one is met.	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	14 June 2023

Section three

NMC Programme standards

Please refer to NMC standards reference points:

[Standards for pre-registration nursing programmes](#) (NMC, 2018)

[Future nurse: Standards of proficiency for registered nurses](#) (NMC, 2018)

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

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

[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, 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.

Documentary evidence and the approval visit demonstrate collaboration and effective co-production by LTU with a wide range of stakeholders in the development of the programme. Signed partnership agreements between LTU and PLP organisations demonstrate collaboration at a strategic and operational level. PLPs tell us they've been involved in the development of the programme. There's clear evidence of effective communication between LTU and stakeholder groups including PUSCs and students, in addition to PLPs. PLPs tell us LTU is a responsive partner to work with and that there's dialogue back and forth illustrating effective communication. The visit assures us there's senior PLP support for the development of this programme.

LTU is a member of the MYEPLG who meet monthly to share good practice, ideas and resolve issues in relation to practice learning, including supervision and assessment. This group is the source of the regional MYEPAD adopted for the nursing programme. MYEPLG has also produced a range of resources to support AEIs with implementation of the SSSA. The school's senior team, in partnership with PLPs, confirm that any issues arising from Care Quality Commission quality inspections which may impact on the practice learning environment are managed through a systematic partnership process.

Local hospital and community trusts have a long-standing history of supporting health students, including those from nursing programmes at existing AEs. They currently work with LTU students from across its portfolio of health courses. PLPs currently accept nursing students from existing AEs in the region and have robust mechanisms in place to support nursing students. Nursing students from existing AEs tell us they're welcomed into their practice settings, are well supported and feel very much part of a team. Within the PLPs there's a clear, supportive student culture.

LTU is part of the West Yorkshire PAN. All AEs within the region are members of this group and provide updates on strategic and operational matters. All the regional NHS trusts and many independent providers are also members, demonstrating a collaborative approach to practice learning provision within the area. All local AEs and PLPs use the electronic version of the MYEPAD.

Documentation and discussion at the approval visit confirm that PLPs are invited to a series of meetings to help develop and give feedback on the programme, and they confirm that LTU is receptive to their ideas and have developed innovative approaches to programme delivery and practice learning placements. Three stakeholder groups (adult, mental health and learning disabilities) continue to meet.

Allocation of student placements is undertaken in collaboration with existing local AEs. Leeds has an established practice placement unit (PPU), hosted by an existing AEI, which allocates their pre-registration nursing students as well as those of another AEI in the region. LTU has developed effective working relationships with existing local AEs and is in the process of establishing a formal agreement with the Leeds PPU to support NHS trust, PIVO and social care placement allocation.

The implementation of the SSSA is confirmed. The programme team and PLPs tell us of a shared approach to the preparation of practice supervisors and practice assessors using established MYEPLG materials. PLPs tell us there's placement capacity for students recruited to the proposed programme and, along with the programme team, confirm there's a variety of placements to enable them to experience nursing across all four fields of nursing practice.

Documentation and discussions at the visit confirm clear and varied opportunities for interprofessional learning (IPL). LTU are well placed to achieve this through students on their existing programmes for example, policing, unlocked prison service, health and social care, teaching, psychology and counselling, law and working with children, young people and families. Students tell us on their programmes at LTU that opportunities are provided to learn with students from other disciplines and they're looking forward to working with the nursing students. There's also opportunity for IPL in several practice learning environments.

The PUSC implementation plan clearly sets out LTU’s commitment to purposeful engagement and active participation of PUSCs. The programme team work collaboratively with established PUSCs from Healthwatch Leeds, Leeds People First and Bradford People Matters. They meet regularly to discuss the design and delivery of the programme. There’s a designated team member in the school who is responsible for the recruitment of PUSCs through external organisations, groups and the local community. A LTU PUSC involvement group is being developed through recruitment from existing patient carer and public involvement groups. There’s been a very good response to the recent advert for team members. There’s a clear commitment to using PUSCs in student selection as well as involving them in student learning, teaching and assessment. This is through role play, simulation, lectures, assessing student work and providing feedback. PUSCs tell us they feel part of the team and highly valued. They feel they’re listened to and can identify elements of the proposed programme based on their feedback to LTU. They tell us they are keen to be involved in interviews, teaching and assessment of LTU student nurses.

LTU involved students in the co-production of the programme through a series of focus groups and consultation with LTU health students, children’s nursing students from an existing AEI and BSc psychology and health and social care students. The proposed programme was outlined and the students were able to discuss the design and delivery of the curriculum, make suggestions and give feedback which has subsequently informed the programme. Students tell us they feel listened to and they’ve been actively involved in the process.

Students at the approval visit tell us they’re involved in partnership working at LTU. Current students tell us elected cohort representatives attend programme management meetings to share information and views. It’s expected that students on the nursing programme will be part of this process.

The student handbook sets out the wide range of support and additional opportunities offered by LTU to encourage students to make the most of the programme and their experience whilst studying at LTU. Students tell us there’s a real sense of community at LTU and they feel well supported and find the staff very accommodating.

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 **NOT 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 **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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
	N/A

Student journey through the programme
Standard 1: Selection, admission and progression
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R1.1 Confirm on entry to the programme that students:</p> <p>R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>R1.1.2 demonstrate values in accordance with the Code</p> <p>R1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>R1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>R1.1.5 can demonstrate proficiency in English language</p> <p>R1.1.6 have capability in literacy to meet programme outcomes</p> <p>R1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p> <p>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</p> <p>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</p> <p>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</p>

- 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).

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

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 service users 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 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. (R1.3)

YES NO

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

YES NO

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

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

MET NOT MET

R1.5 is met. There's a robust recognition of prior learning (RPL) policy and process in place at LTU. The taught programme academic regulations set out RPL requirements. LTU recognise the value of learning gained from prior experience and has set out RPL guidelines and processes to ensure that applicants are admitted to the appropriate level of award for which they are qualified. Permitted RPL is up to a maximum of 50 percent.

RPL is mapped against the FN:SPRN and is reviewed on an individual basis, dependent on education and previous experience. In line with the university's RPL policy and processes, there's an appropriate match in both level of content between the applicant's previous studies and the BSc (Hons) nursing programme outcomes. LTU have a process of assessment which is carried out to enable a

decision to be made on the application. The academic lead for nursing reviews and approves all RPL requests, ensuring the learning outcomes are met. Completed RPL documents are sent to the external examiner for approval and are then presented at the assessment panel for consideration, approval or rejection.

- 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. For an NMC registered nurse without restrictions on their practice, RPL of more than 50 percent is permitted. In the case of NMC registered nurses applying for a second field of nursing practice, RPL is mapped to the FN:SPRN and the programme outcomes. While this may be more than 50 percent, total RPL complies with the university regulation of a maximum of two thirds of total credits of the award.

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

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

MET **NOT MET**

R1.7 is met. Documentary evidence confirms that evidence of capability in numeracy and literacy are required for entry onto the programme. Applicants are expected to have a general certificate in secondary education in both maths and English or alternatives as stated in the programme specification. Medicines management is assessed in each part of the programme as a component of the achievement of the FN:SPRN in the MYEPAD. Students undertake a summative numeracy assessment each year and then in the final year are required to pass at 100 percent. Students have access to safeMedicate, which is an online tool that supports safe clinical practice in relation to medicine administration.

Documentation states that at the start of each academic year a 30-credit module includes a specific theme focussed on numeracy, literacy and digital technology skills. This theme is supported by workshops provided by the learning hub and library, to support students in the development of academic study skills and good academic practice. Students have access to a range of digital technologies to support their theory learning and assessment including clinicalskills.net,

safeMedicate, the NHS learning hub, Moodle (LTU's virtual learning environment (VLE)), the Microsoft suite and the myLTU application. Simulated practice learning also exposes students to a range of digitally enhanced simulation technologies.

Students communicate verbally and in written form during the programme so there's an ongoing assessment of language and literacy skills. In the programme, processes are in place to ensure that all learning outcomes are met. Written assessments address literacy requirements and oral assessments address language skills. The assessments each year support the development of language, numeracy and literacy skills with a variety of approaches including written assignments and oral presentations.

To support LTU's widening participation policy students have an opportunity to attend an autumn school prior to commencement of the programme. This runs for one day per week, for 10 weeks, between October and mid-December. The aim is to support applicants to enhance and develop their numeracy, literacy and digital technology skills and to increase their confidence prior to starting the programme. It's also hoped this approach will help student retention and reduce attrition in the local and regional area.

The MYEPAD and OAR document student progression and competence in practice learning and incorporate the development, progression and achievement of numeracy, literacy and digital and technological literacy. The module and programme learning outcomes are mapped against the FN:SPRN.

The proposed programme ensures that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Moodle is used by students and staff to support learning and teaching activities, including access to online learning materials and module activities such as discussions, quizzes and assignments.

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

NO

Proposed transfer of current students to the programme under review

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

There are currently no nursing programmes offered, so there are no existing students.

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

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.

This is a new programme and LTU are seeking AEI status. Students are supported in line with the requirements of the SSSA.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 17 May 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 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

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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> There is evidence that the programme complies with the NMC <i>Standards for student supervision and assessment</i> (R2.2) 	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> Mapping to show how the programme learning outcomes reflect the <i>Standards of proficiency for registered nurses</i> and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3) 	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<p>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.</p>		
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
<p>R2.4 is met. The programme is designed in collaboration with key stakeholders including students, PLPs from across all four fields of nursing practice and PUSCs to support students to deliver high quality, safe and compassionate nursing care. The programme incorporates exposure across all four fields of nursing practice; adult, mental health, learning disabilities and children's nursing. A spiral curriculum is planned to build on and enhance the students' learning of key concepts and topics.</p> <p>Documentary evidence demonstrates where students experience all four fields of nursing practice. Theoretical content is mapped to the SPNP and the FN:SPRN and meets the requirement for support to experience all fields of nursing. At the approval visit PLPs tell us how they support students to experience all four fields of nursing practice using a hub and spoke model. They confirm the types of experiences that are available within their clinical environments.</p> <p>Programme documents reflect all nursing fields and the programme team tell us of the simulation weeks, where students are exposed to scenarios contextualised to the four fields.</p> <p>Allocation of student placements is undertaken in collaboration with existing local AEI partners. Leeds has an established PPU hosted by a local AEI. Students undertake 50 hours of simulated practice learning in each year of the programme which covers all four fields of nursing practice. All students are allocated a two week spoke placement within a children's service. A wide variety of placements</p>		

such as primary care, community, social care, accident and emergency and non-traditional healthcare settings give students the opportunity to deliver nursing care to patients of all ages across all four fields of nursing practice. LTU is exploring a range of specialist services for hub and spoke placements, for example, health visiting, school nursing and sexual health services, to provide exposure to the child field.

- 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. Documentation including the programme specification and student handbook show that students can apply to enter the NMC register as an adult, mental health or learning disabilities nurse on completion of the BSc (Hons) nursing programme.

Students are exposed to all four fields of nursing practice through theoretical input, practice learning and simulated practice learning. The structure, design and delivery of the programme ensures that students are capable of safe and effective nursing practice in their specific fields.

Documentation illustrates that the structure, learning outcomes and programme content enable students to develop a field identity whilst gaining exposure and knowledge in all four fields of nursing practice. Documentary evidence and discussion with the programme team and PLPs confirm that modules are developed to address core and field specific content.

Students access a variety of practice learning placements that include primary care, community services, medical, surgical and care of the older adult, critical care, paediatrics, specialist services for example health visiting, sexual health, child and adolescent mental health services, drug and alcohol. Students have the opportunity to take a spoke placement so they can access areas outside the field in which they're studying.

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

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

YES

NO

- There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing

practice: adult, mental health, learning disabilities and children's nursing
(R2.7)

YES NO

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

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

MET NOT MET

R2.8 is met. There's mapping to field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. Documentation shows that topics introduced in year one in the fundamentals module are revisited in the fundamentals modules in year two and three for deeper learning. Law, safeguarding and consent sit within the policy, legislation and ethics theme and cover both integrated and relevant field-specific content. Students also complete mandatory training at the start of each academic year which includes safeguarding, equality, diversity, human rights, health, safety, welfare, information governance and data security.

Students develop their clinical critical thinking and decision-making in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation through interprofessional education (IPE) opportunities and within simulated practice learning. LTU has an IPE practice group who consider the development of a range of different learning themes including collaboration, prevention of errors and patient safety.

Numeracy is assessed through the online programme safeMedicate. There's a summative assessment of numeracy in each year of the programme with a 100 percent pass mark required in year three. In practice modules students complete the relevant part of the MYEPAD for their medicines management assessment.

The programme team and PLPs confirm that there's sufficient field specific content within the modules and practice learning environments to enable students to achieve the outcomes related to their field of nursing practice.

- 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

NOT MET

R2.9 is met. Documentary evidence shows the programme has an equal balance of theory and practice learning using a range of learning and teaching strategies over the three-year programme. The programme consists of 2400 theory hours and 2400 practice hours (including 150 hours of simulated practice learning) equating to 4800 hours.

Programme documentation indicates a range of teaching and learning approaches across each part of the programme. Learning and teaching strategies include in class and online lectures, student group work, simulation, skills practice and development, seminars, one to one student support, self-directed learning, reflection, student presentations and IPE opportunities. Technology enhances the students' learning through use of the VLE, safeMedicate, clinicalskills.net, the NHS learning hub and interaction with a range of simulation education models and manikins. A spiral curriculum is planned so that key concepts and topics are revisited throughout the programme which builds on, extends and enhances the prior knowledge of students. Module descriptors include appropriate aims and outcomes and detail teaching and learning strategies.

It's planned that the simulated community living flat will be fitted with a range of digital healthcare technologies to support clinical practice in primary care and community settings.

Students learn and develop knowledge, skills and behaviours in a variety of practice learning placements throughout their three-year programme. The programme planner shows when students are based in practice. The students are supported in practice by practice educators, practice assessors, practice supervisors, academic assessors, link lecturers and personal tutors. Support is provided to facilitate students to become confident and competent registered nurses through a combination of observation, supervision, feedback and reflection. Practice placements are allocated in partnership with PLPs and demonstrate how practice hours are met on the programme.

There's a 50-hour simulated placement in each year of the programme equating to 150 hours of simulated practice learning overall. This provides exposure to all four fields of nursing and offers a safe space for learning, reflection and development of knowledge, skills and behaviours.

Documentation states that PUSCs are an integral part of the programme team and are involved in the learning, teaching and assessment of students. At the approval

visit PUSCs demonstrate their keenness in continuing to be involved in the proposed programme.

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)
YES NO N/A

This programme 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 NO
- 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 NO
- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)
YES NO N/A

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

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)
YES NO N/A

The proposed programme doesn't lead to nursing registration and registration in another profession.

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

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

Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 17 May 2023		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 3: Practice learning
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R3.1 provide practice learning opportunities that allow students to develop and meet the <i>Standards of proficiency for registered nurses</i> 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</p> <p>R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages</p> <p>R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in <i>Standards of proficiency for registered nurses</i>, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>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)</p> <p>R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities</p> <p>R3.6 ensure students experience the range of hours expected of registered nurses, and</p> <p>R3.7 ensure that students are supernumerary.</p> <p><i>Standards framework for nursing and midwifery education, specifically:</i> 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</p>

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Students are exposed to all four fields of nursing practice through theory, practice learning and simulated practice learning. Documentary evidence demonstrates that students have practice learning opportunities across Leeds and Bradford that allow them to develop and meet the FN:SPRN. LTU work with West Yorkshire PAN to provide clinical placements across a variety of areas for the students. There are opportunities for clinical placements in primary, community, secondary, tertiary, independent and voluntary healthcare organisations so that students have a wide variety of experiences. Electronic placement audits are shared across the region along with student feedback about placement experiences.

Students have the opportunity to undertake a single spoke placement of up to two weeks during their eight-to-10-week placements. This gives them opportunity to have additional and alternative practice experiences, for example in prisons, social care settings, schools and colleges.

There's a simulated practice placement in each year equating to 150 hours over the three-year programme. This provides exposure to all four fields of nursing practice and to a diverse range of people across the lifespan.

The MYEPAD is mapped to the FN:SPRN and is used to record experiences when students deliver care to PUSCs in another field of nursing.

Visits to PLPs allow us to view some of the practice learning environments that nursing students access. The visits assure us that the practice learning environments are appropriate to support nursing students to achieve the programme learning outcomes and the FN:SPRN. Students tell us they experience a variety of practice learning environments that enable them to deliver care to a diverse range of people across all four fields of nursing practice.

- 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. LTU work with the existing AEs in the region to provide clinical placements across a variety of areas for the students. An allocation model is agreed which helps partnership working and placement allocations. LTU is in the process of developing formal agreements with the PPU. A university link lecturer from the nursing programme at LTU is allocated to specific clinical areas for concerns or queries from students and PLPs. LTU have also appointed a practice placement manager and a part-time administrator to develop new processes including the placement education management system. These colleagues work alongside the PPU.

Students learn and develop knowledge, skills and behaviours in clinical practice within different placement settings during the three-year programme. Students have placements in primary, community, secondary, tertiary, independent and voluntary healthcare organisations as well as simulated practice placements to meet the holistic needs of people of all ages.

The students are exposed to all four fields of nursing practice and maternity. Potential placements in specialist services, such as health visiting, school nursing and sexual health services, also provide exposure to the child field. Mental health conditions and learning disabilities are inherent across all nursing fields.

Processes are in place for students to evaluate practice learning. Documentary evidence shows that effective processes are in place for assessing, monitoring and evaluating practice experiences. Electronic educational audits are shared across the region along with student feedback and placement experiences.

- 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. Documentary evidence, the programme team and PLPs confirm that students experience appropriate practice learning experiences to enable them to meet communication and relationship management skills and nursing procedures, as set out in the FN:SPRN, within their selected field of nursing practice. A mapping document identifies where communication and relationship management skills are taught in the programme. LTU has developed modules that enable

students to develop the communication and relationship skills required to deliver safe, effective and holistic care to individuals, carers and families in a range of different healthcare environments. Students develop knowledge of the principles, policies and models of care that support collaborative working. Through the theoretical content and practice placements students understand the communication and relationship skills required to engage children, young people and adults from diverse backgrounds in person-centred and holistic care.

LTU has established working relationships with PUSCs from Healthwatch Leeds, Leeds People First and Bradford People Matters. These are community-based organisations for PUSCs, adults with learning disabilities or other vulnerable people in the community. Students work with members from these groups and they will assist with recruitment of students, teaching and assessments.

There are opportunities for IPL and education with students on other health programmes within the school, for example, policing, psychology, working with children, young people and families and health and social care.

Students are exposed to all four fields of nursing practice and pre-conception and maternity care through to post-death care via theoretical input, practice learning and simulated practice learning.

The MYEPAD is used to record the student's progress and achievements in relation to communication and relationship management 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 **NOT MET**

R3.4 is met. Documentary evidence confirms that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. This also supports the development of skills linked to assessment, decision-making and leadership.

Students experience a variety of placement learning experiences in the NHS as well as independent and voluntary healthcare organisations. Simulated practice learning equates to 150 hours over the three-year programme. This provides exposure to all four fields of nursing and is a safe space for learning, reflection and the development of knowledge, skills and behaviours for effective, evidence-based nursing practice that's representative of local communities and diverse populations. Documentary evidence, the programme team, PUSCs and PLPs confirm that they've been involved in the development and co-production of simulated activities.

The digital literacy of the students is developed throughout the programme as students are required to engage with the digital systems both in practice placements and LTU. During induction to LTU and placements students are required to undertake relevant online and virtual learning. In practice, students are required to develop knowledge, skills and behaviours related to using technology such as electronic data capture of patients' conditions and accessing patient information such as blood test results. The VLE at LTU (Moodle) is used to support student learning, teaching and assessment. Students have access to a variety of digital technologies, for example, clinicalskills.net, the NHS learning hub and the MyLTU application. Pharmacology and medicines administration is introduced in year one and the safeMedicate online application is used throughout the three-year programme.

At the start of each academic year a 30-credit module includes a specific theme focused on numeracy, literacy and digital technology skills. This theme is supported by workshops provided by the learning hub and library, to support students in the development of academic study skills.

- 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. There are processes in place that take account of students' individual needs and personal circumstances. LTU is a widening participation university and is committed to equality and diversity and supporting students who require reasonable adjustments. Current students tell us they appreciate the personalised feel of the university and those with individual needs tell us there's always someone there to help.

Documentation, including the student handbook clearly show the wide range of support available. Declared and identified additional needs are recorded on e:Vision, a secure web portal accessible to students and staff. All students can seek information, advice and guidance from the disability service which may result in recommendations for support and the development of a student inclusion plan (SIP). This could include accessing dyslexia screening, appropriate accommodation, adaptations on campus and guidance for staff. Students are supported to develop a SIP which is shared with the programme leader, module leader and personal tutor via the e:Vision platform.

Students receive a placement induction where local trust policies are identified and discussed. The allocation of placements considers students' individual needs as far as possible. If reasonable adjustments are required by the student, these are communicated by the nursing team to the PPU and placement allocation team who have responsibility for allocating placements. The preparation for the students' first

clinical placement is included in these discussions. Students are supported in practice by both academic staff and their personal tutor, and are advised to disclose any reasonable adjustments recommended by the disability team. Students are encouraged to be proactive and share any changes to their needs and personal circumstances with practice assessors and practice supervisors at initial meetings so that a practice plan can be developed, to ensure that the level of supervision is appropriate to meet the student's individual learning needs. PLPs tell us they're experienced in supporting students with reasonable adjustments.

At the commencement of each placement practice supervisors and practice assessors meet with students, and their learning and development needs are identified and planned. This learning plan forms the basis for ongoing formal and informal student supervision. Documentation states that where a student isn't meeting their negotiated learning plan, a meeting is arranged with the student, practice assessor, practice supervisor and academic assessor to identify the actions needed to enable the student to meet their learning needs. Key roles of academic assessor and personal tutor are explained in the student handbook together with an outline of the support services available including the learning hub, student information point, Moodle, library and information technology support, peer mentoring, counselling and financial support.

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 May 2023

Post event review

Identify how the condition(s) is met:

N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 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, specifically R4.1 – R4.11

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. LTU adopts a partnership approach with PLPs, PUSCs and students, with shared responsibility for theory and practice learning and assessment. Documentary evidence and discussion at the approval visit demonstrates how the programme ensures that the support, supervision, learning and assessment provided complies with the SFNME. University academic regulations, moderation and external examiner processes ensure fairness of assessment processes. The service level agreements provided are signed by each PLP and show that they're committed to quality standards and monitoring arrangements. Partnership agreements are in place for resources, accountability and commitment to support students to meet the SFNME.

LTU is part of the West Yorkshire PAN and LEAP and a member of the MYEPLG which aims to develop and provide a consistent approach for PLPs. The MYEPLG meets monthly to share good practice, ideas and resolve issues in relation to practice learning, including supervision and assessment. Roles and responsibilities for the practice supervisor, practice assessor and academic assessor are clearly articulated in the MYEPAD.

PLPs tell us they've been actively consulted including monthly meetings so they can feedback on the curriculum, assessment and placement allocation within the programme. Programme committee meetings involve all stakeholders in curriculum review and development, recruitment, identification of placement learning opportunities, simulation, placement capacity and student allocation, sharing information related to student progress and responding to fitness to practise issues. PLPs are invited to attend programme committees. Documentation suggests practice partner curriculum stakeholder meetings and the quarterly LTU practice partner meetings enable ongoing curriculum review and development and address a full range of management issues.

LTU is committed to providing strong pastoral care and support for students. The personal tutoring handbook sets out a framework of core principles for personal tutoring and a minimum standard of expectations for all students and staff, to ensure consistency and a comparable experience. Students are encouraged to engage with their learning, support and their own wellbeing and future development needs through a range of dedicated support services. Student induction aims to facilitate orientation to blended learning, academic writing, information literacy, managing wellbeing, community building and peer mentoring.

- 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. LTU adopts a partnership approach with PLPs, PUSCs and students, with shared responsibility for theory and practice learning and assessment. The service level agreements, signed by LTU and the PLP, stipulate responsibilities in respect of student learning, provision of support, quality standards and monitoring processes and sets out partner expectations.

Documentary evidence and discussion at the approval visit confirm that support, supervision, learning and assessment comply with the SSSA. Practice supervisors and practice assessors are already experienced in the role through supporting nursing students from existing AElS.

Documentation evidences that the academic team provides a link lecturer role, where each member has specific responsibility for each of the key localities in which students are placed. This enables the offer of support to the student and monitoring of the quality of the learning environments. The practice team consist of the academic team and placement team who work together strategically and operationally to support students and monitor and develop the quality of practice learning.

The pre-registration nursing programme operates a placement model to ensure that students get a range of learning opportunities across acute and community placements, the NHS and the independent sector.

PLPs use the NHS England e-learning for healthcare practice educator and assessor course, to prepare registrants to become a practice assessor or practice supervisor. Updates for practice supervisors and practice assessors are led by PLPs. LTU support these updates. The names and titles of the practice assessors and practice supervisors are recorded in the MYEPAD.

The MYEPAD includes information on the roles of practice supervisors, practice assessors and academic assessors and provides guidance on the assessment

process. The MYEPAD contains action plans where students identify and develop their learning needs.

The programme team tell us academic assessors are allocated from registrant nurse LTU staff. Training is delivered through a web-based programme developed with the MYEPLG. There's a robust plan for allocation of students to academic assessors to ensure the current academic assessor isn't the academic assessor for a student in the subsequent part of the programme.

In settings where there's no NMC registrant that can supervise or provide practice assessment, this is supported by LTU's approach of indirect practice supervisors and practice assessors. Their model for indirect supervision and assessment doesn't use their own academic staff to take on the role. The programme team tell us they're currently recruiting indirect practice supervisors and practice assessors who will act within the role for students who are in placement learning environments where there's no NMC registrant. The PPU tell us there'll be a record for each student on where they've been on placement and who has acted as practice supervisor and practice assessor to avoid any duplication in the subsequent part of the programme.

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

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

YES NO

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

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

MET NOT MET

R4.4 is met. Documentary evidence confirms that clear processes are in place to provide students with formative and summative feedback throughout the programme. There's a formative and summative assessment strategy. Students undertake a variety of assessments in the programme including examinations, presentations, posters and reflective accounts. Each module has one or more summative assessment which is graded and counts towards the overall module grade.

Documentation states that assessment processes are designed to be developmental using a non-deficit, anti-discriminatory approach to promote

inclusivity and remove barriers to student progress and success. Use of formative feedback, including that received from peers, PUSCs, practice supervisors and practice assessors, is positively encouraged. Students are also required to submit a self-assessment for all summative assessed work. Methods of assessment take into consideration outcomes and feedback from students, academic staff, PLPs and PUSCs.

Practice assessment is based on continuous assessment with ongoing feedback and review. The MYEPAD provides opportunities for students to receive formative and summative feedback on their progression and achievement from practice supervisors, practice assessors, peers and PUSCs. Assessment in practice has key points identified for feedback, and supportive mechanisms are in place for students who are experiencing progression difficulties. Students maintain a reflective log during placement and complete an extended reflective account as part of the summative assessment.

Personal tutors support students in engaging with feedback and in a pastoral role. The joint information systems committee data explorer provides learner analytics about students' attendance, engagement with key online resources and use of on campus study spaces. Information is shared with the personal tutor and module leader via LTU's student liaison and engagement officer to improve dialogue, engagement and support. The system enables timely intervention via early warning signs to support students and develop action plans.

- 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. Comprehensive mapping of the programme ensures students can meet the FN:SPRN and programme outcomes for adult nursing, mental health nursing or learning disabilities nursing practice. Student facing documents identify where and when the FN:SPRN can be achieved. Documentary evidence and the approval process assure us that practice learning placements and programme content meet the FN:SPRN for the fields of nursing practice proposed.

There are clear steps to confirm that students meet the FN:SPRN and programme outcomes in full, demonstrating their fitness to practise and eligibility for academic and professional award. Assessed work is internally and externally moderated to comply with academic regulations.

Placement allocations are completed in partnership to enable pre-registration students to meet their programme outcomes and complete the requirements of the MYEPAD. The internal moderation and verification of practice assessment aims to

ensure students meet all the assessment requirements and that student supervision and assessment is appropriate and consistent. An e-portfolio is used to host the electronic version of the MYEPAD.

Students complete a declaration of good health and good character each year. At the award and progression board at the end of the programme, the programme leader, personal tutors and academic assessors provide evidence in relation to each student indicating that they've met all the NMC requirements. The student information system interface accurately records learning achievement and hours completed. The LTU digital register records theory hours. The outcome of students' achievement is considered at the progression and award board, after which the programme administrator and academic team complete the appropriate declarations and NMC uploads.

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
- 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 17 May 2023		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 5: Qualification to be awarded
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and</p> <p>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.</p> <p><i>Standards framework for nursing and midwifery education, specifically R2.11, R2.20</i></p>
Findings against the standards and requirements
Evidence provides assurance that the following QA approval criteria are met:

<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<p>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</p>		
	YES <input type="checkbox"/>	NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
<p>There's no fall back exit award with registration as a nurse.</p>		
<p>Assurance is provided that the <i>Standards framework for nursing and midwifery education</i> relevant to the qualification to be awarded are met</p>		
	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 17 May 2023		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed as part of the programme.		
List additional documentation: Post condition documentary evidence to meet the university condition: Programme proposal – final approval sign-off, 8 June 2023		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: MSc physiotherapy student x one Primary education student, year two x one Counselling and psychotherapy student, year one x two MSc education student x one Early childhood student, year one x one Children, young people and families student, year three x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed as part of the programme.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Technology enhanced learning/virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If practice learning environments are visited, state where visited/findings: Leeds and York Partnership NHS Foundation trust, St Marys hospital, Armley St James' University Hospital Leeds Airedale NHS Foundation Trust.</p> <p>In each setting we visit ward areas and speak with PLP senior management, practice education staff, practice assessors and practice supervisors. Although there have been some capacity issues in the area, staff tell us they've sufficient placement learning opportunities available to enable students to experience nursing across all four fields of nursing practice and across the lifespan. They tell us they've formed good relationships with LTU staff and look forward to supporting the programme in the future. We speak to nursing students from existing AEs in the locality. They feel they've been well supported in the practice learning environment with sufficient opportunities to enable them to meet programme learning outcomes and the FN:SPRN.</p>		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, system regulator reports list:		
If you stated no above, please provide the reason and mitigation: New education provider so no system regulator reports reviewed.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Rachel Game Philip Stephenson	Date:	22 May 2023
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