Programme Major Modification report

Section one

Programme provider name:	Teesside University
Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☒ Registered Nurse - Learning Disabilities ☒ Registered Nurse - Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☒ NDA Children's ☒ NDA Learning Disabilities ☒ NDA Mental Health ☒ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	Nursing Studies (Adult) (Pre-Registration) BSc (Hons) Nursing Studies (Child) (Pre-Registration) BSc (Hons) Nursing Studies (Learning Disabilities) (Pre-Registration) BSc (Hons) Nursing Studies (Mental Health) (Pre-Registration) BSc (Hons) BSc (Hons) Nursing Studies (Adult) (Pre-registration) Apprenticeship route BSc (Hons) Nursing Studies (Children's) (Pre-registration) Apprenticeship route BSc (Hons) Nursing Studies (Learning Disabilities) (Pre-registration) Apprenticeship route BSc (Hons) Nursing Studies (Mental Health) (Pre-registration) Apprenticeship route

	Nursing Studies (Adult) (Pre-Registration) MSc Nursing Studies (Child) (Pre-Registration) MSc Nursing Studies (Learning Disabilities) (Pre-Registration) MSc Nursing Studies (Mental Health) (Pre-Registration) MSc MSc Nursing Studies (Adult Apprenticeship) MSc Nursing Studies (Child Apprenticeship) MSc Nursing Studies (Learning Disabilities Apprenticeship) MSc Nursing Studies (Mental Health Apprenticeship)
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A*	N/A
Academic levels of current programme:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5　☒ Level 6　☒　Level 7 SCQF ☐ Level 8　☐ Level 9　☐ Level 10　☐ Level 11 ☐ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5　☒ Level 6　☒　Level 7

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

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

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

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

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

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

Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	2 August 2019
Date(s) of NMC approval of any modifications since last approval:	20 December 2019 25 November 2020 18 March 2021

Programme start dates:	
Current modification programme start date:	
RN – Adult	16 September 2024
RN – Children's	16 September 2024
RN - Learning Disabilities	16 September 2024
RN - Mental Health	16 September 2024
NDA Adult	16 September 2024
NDA Children's	16 September 2024
NDA Learning Disabilities	16 September 2024
NDA Mental Health	16 September 2024
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	

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Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of modification:	13 March 2024
Type of modification:	Remote
QA visitor(s):	Registrant Visitor: David Clarke

Section two

Summary of review and findings
Teesside University (TU) is an approved education institution (AEI). TU school of health and life sciences (the school) is seeking approval of a modification to the existing pre-registration nursing programme.

The pre-registration nursing programme was approved by the Nursing and Midwifery Council (NMC) on the 2 August 2019 for three-year Bachelor of Science with Honours (BSc (Hons)) direct entry routes in adult, child, learning disability and mental health nursing and two-year Master of Science (MSc) (pre-registration) direct entry routes in adult, child, learning disability and mental health nursing. The four-field nurse degree apprenticeship (NDA) full-time BSc (Hons) was approved by major modification on 20 December 2019 and the part-time BSc (Hons) NDA route on 18 March 2021. TU also modified the programme from 25 November 2020 to add a MSc NDA route across all fields.

This modification is to approve changes to the BSc (Hons) direct entry and NDA routes across all fields. The modification includes changes to the structure of the programme, the number of modules, learning outcomes and module assessments. This will bring the programme in line with the new TU delivery model and in response to changes in the national and local health economy.

Each year of the BSc (Hons) route has four modules. In year one, for the full-time direct entry and NDA routes these are generic. Years two and three comprise of three field specific modules and one generic module. The part-time NDA route shares the same modules and is split into four stages, with year two being split across two stages of the four-year programme.

Following students', practice learning partners' (PLPs) and employer partners' (EPs) feedback, there's a focus on professionalism in year one and an early assessment relating to this area of practice. This is reviewed as part of the modification. The school also seek approval for up to 600 hours of simulated practice learning and present an implementation plan for 240 hours for the BSc (Hons) direct entry route, 80 hours being delivered each year. There are no simulated practice hours in the NDA route. The BSc (Hons) route includes increased time in the student's first home placement area to ensure familiarity and expectations. The NDA route continues to be delivered via blended learning.

There are no new EPs proposed as part of this modification.

TU have systems in place to monitor the equality, diversity and inclusion (EDI) of their students, including attainment by ethnicity. The AEI have an EDI policy and action plan in place. The programme team are aware of the EDI monitoring within |

the programme and are engaging with TU resources regarding decolonisation of the curriculum.

TU confirm any issues arising from Care Quality Commission (CQC) quality reviews or inspections which impact on the practice learning environment are managed through a systematic partnership process with PLPs.

The programme is mapped against the NMC Standards for pre-registration nursing programmes (SPNP) (NMC 2018, updated 2023) and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

The modification visit is undertaken by remote means.

Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018).

Arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).

The programme is recommended for approval subject to one joint NMC and university condition and four university conditions being met.

Updated 9 May 2024:

TU provide evidence to meet the joint NMC and university condition. TU confirms the university conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:**

	None identified.
	Selection, admission and progression:
	None identified.
	Practice learning:
	None identified.
	Assessment, fitness for practice and award:
	None identified.
	Education governance: management and quality assurance:
	Condition one: Revisit course and module level learning outcomes to ensure there's clear differentiation and that module learning outcomes are contextualised appropriately to the module content, updating programme documentation accordingly. (SPNP R2.3) (NMC and university condition)
	Condition two: Team to provide confirmation from legal services that the student consultation which has taken place regarding the phased approach to transition of existing students meets competition and market authority requirements. (University condition)
	Condition three: Team to review student facing documentation (in particular the course specification) to ensure the apprenticeship route is clearly articulated, including admissions requirements, support mechanisms, course structure and delivery; and revisit the apprenticeship mapping template to utilise the latest version and clearly demonstrate the 'British values' and knowledge, skills and behaviour mappings appropriately. (University condition)
	Condition four: Revisit critical read template to ensure all points have been addressed, and resubmit the critical read template, with added page reference numbers and details of what has been done. (University condition)

	Condition five: Undertake a comprehensive review of documentation to address inconsistencies as identified in annexe A, provide evidence of an approved course costing template and an approved apprenticeship training plan on a TU template. (University condition)
Date condition(s) to be met:	1 May 2024
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	Implementation of the 240 hours simulated practice learning within the programme, with the potential for up to 600 hours to be used.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: TU provide updated programme documentation that demonstrates programme and module level learning outcomes are clearly differentiated and that module learning outcomes are contextualised appropriately to the module content. Condition one is met. The university conditions are met and confirmed by the chair of the conjoint approval panel. Conditions two to five are met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	1 May 2024

Section three

NMC Programme standards
Please refer to NMC standards reference points: *Standards for pre-registration nursing programmes* (NMC 2018, updated 2023) *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018) *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) *Standards for student supervision and assessment* (NMC 2018, updated 2023) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2022)

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders R2.4 comply with NMC *Standards for student supervision and assessment* R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

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R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including people who use services contribute to student assessment

Standards for student supervision and assessment (NMC 2018, updated 2023)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including users of services, registered and non-registered individuals, and other students as appropriate

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

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.

Documentary analysis and findings from the modification visit provides evidence of shared responsibility for theory and practice learning, supervision and assessment with EPs and PLPs. Partnership working is robust and effective at strategic and operational levels for the delivery of the nursing programme. Lines of communication and accountability for the quality assurance, development, delivery and evaluation of the nursing programme are established. Partnership meetings occur monthly and practice education facilitator meetings are held regularly throughout each year to review and provide feedback on student practice learning experiences. EPs and PLPs confirm they're actively engaged in the consultation for the proposed modification.

There's a people who use services and carers (PUSC) group which has a co-ordinator to support their activities, induction and training. We find enthusiastic representatives from the PUSC group who identify their involvement in the nursing

programmes and who confirm they've been part of the consultation for changes to the programmes. There's documentary evidence and the visit confirms that PUSC are involved in student recruitment, teaching and assessment. They confirm EDI training is undertaken, they talk about their involvement in the programmes and that they feel listened to. In year one of the programme, the professionalism, relationships and communication module is co-produced with PUSCs. It uses experiential learning activities, co-facilitated with PUSCs, to help students develop their understanding of PUSC journeys and the emotional, psychological, physical and social impact of altered health and wellbeing, treatment and recovery. There are plans to implement co-production of modules in other years of the programme.

Students tell us partnership working with the school is effective and they're supported in their learning. They confirm a range of practice learning opportunities are available to support learning. Students understand and use the raising and escalating concerns procedures and, where applicable, are supported with reasonable adjustments. We hear from the programme team about the student consultation process followed for the proposed modifications, and a student representative tells us that programme issues are discussed and changes made where possible.

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

MET ☒　　**NOT MET** ☐

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

MET ☒　　**NOT MET** ☐

Post Event Review
Identify how the condition is met:
N/A
Date condition(s) met:
N/A
Revised outcome after condition(s) met:　　**MET** ☐　　**NOT MET** ☐
N/A

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 Confirm on entry to the programme that students: R1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing R1.1.2 demonstrate values in accordance with the Code R1.1.3 have capability to learn behaviours in accordance with the Code R1.1.4 have capability to develop numeracy skills required to meet programme outcomes R1.1.5 can demonstrate proficiency in English language R1.1.6 have capability in literacy to meet programme outcomes R1.1.7 have capability for digital and technological literacy to meet programme outcomes. R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks R1.3 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes, up to a maximum of 50 percent of the programme R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and *Standards framework for nursing and midwifery education* specifically R2.6, R2.7, R2.8, R2.9, R2.11
Proposed of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for pre-registration nursing programmes (*NMC 2018, updated 2023).

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the ***Standards for student supervision and assessment* (**NMC 2018, updated 2023).

Findings against the standard and requirements

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

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

  YES ☒　　**NO** ☐

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

  YES ☒　　**NO** ☐

- Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.2)

  YES ☒　　**NO** ☐

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully. (R1.3)

  YES ☒　　**NO** ☐

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nursing associate education.

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

  YES ☒   **NO** ☐

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

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme (R1.5)

  MET ☒   **NOT MET** ☐

R1.5 is met. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R1.6 is met. Unchanged through this modification.

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

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

  MET ☒   **NOT MET** ☐

R1.7 is met. There's documentary evidence that numeracy, literacy and technological literacy are mapped against programme outcomes and the NMC requirements. The online resource 'safeMedicate' is used for medicines and numeracy formative and summative assessment across all the nursing routes.

Proposed transfer of current students to the programme under review

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From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will

be met through the transfer of existing students onto the proposed programme.

Students moving from year one of the existing programme to year two will commence the modified programme. Learning outcomes, practice competencies and placement journeys are mapped to the modified programme to provide a cohesive transition. As there are two intakes a year, this affects both cohorts.

Students moving from year two of the existing programme to year three won't transfer and year three of the existing programme will run for one further year. Students are consulted on this change to their existing programme through the student representative system and by email from the programme team.

Proposed transfer of current students to the _Standards for student supervision and assessment (SSSA)_ (NMC 2018, updated 2023).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.   There are no current students who'll transfer to the SSSA. The SSSA are applied to the approved programme.
Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to selection, admission and progression are met **YES** ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 13 March 2024		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A		

Standard 2: Curriculum

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

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

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

R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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

R2.9 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies

R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment

R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours

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

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

Standards framework for nursing and midwifery education, specifically R1.9, R1.13; R2.2, R2.15, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 - R5.16.

Standards for student supervision and assessment, specifically R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

- Mapping to show how the programme learning outcomes reflect the *Standards* of *proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)

    YES ☐   **NO** ☒

R2.3 is not met. The programme and module learning outcomes are mapped to the SPNP and the FN:SPRN, however they're not consistently and clearly differentiated in programme documentation. The programme team are therefore required to revisit programme and module level learning outcomes to ensure there's clear differentiation and that they're contextualised appropriately to the module content. (Condition one)

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

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

    MET ☒   **NOT MET** ☐

R2.4 is met. Module descriptors detail the ways the nursing programme routes support students in theory and practice across the four fields of nursing practice. Generic and field specific modules are taught across all parts and routes of the programme.

The TU placements programme team, PLPs and EPs confirm there are practice learning opportunities for students on the nursing routes to experience the four fields of nursing practice. Students tell us they're supported in theory and practice to experience all four fields of nursing practice and confirm they've spoke placement experiences across all four fields of practice. Documentary evidence and the programme team confirm that school academic staff have a range of

clinical backgrounds in all four fields of nursing practice to support student learning across the lifespan and diverse settings relevant to the programme. Suitably qualified external examiners are identified.

- 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. In response to student evaluation and PLP feedback, there's an increase in field specific modules in the modified programme with three field specific modules in years two and three.

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

- There is evidence that mapping has been undertaken to show how the general and professional content meets NMC requirements of the *Standards of proficiency for registered nurses* and programme outcomes (R2.6)
  YES ☒   **NO** ☐

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)
  YES ☒   **NO** ☐

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

- There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice (R2.8)
  MET ☒   **NOT MET** ☐

R2.8 is met. There's evidence of mapping in the programme design that ensures field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is applied in the modified routes.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme

specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET ☒   **NOT MET** ☐

R2.9 is met. An appropriate and detailed range of learning and teaching methods are presented in the documentation. All modules include appropriate academic level aims, learning outcomes and module content. There's a practice learning allocation model which ensures students have access to a range of risk-assessed practice learning environments that consider the 24-hour nature of delivery of nursing care. EPs and PLPs tell us that students undertake a range of working hours in practice learning environments covering 24 hours and weekends. This is confirmed by students at the visit. Documentary evidence confirms that the designated hours needed to meet NMC requirements comprise 50 percent theory and 50 percent supernumerary practice learning. This demonstrates an equal balance of theory and practice learning for all routes.

For NDA students, practice learning takes place in the student's normal place of employment with additional opportunities allocated elsewhere to ensure placements across a wide range of settings. NDA student placement learning is supernumerary.

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment (R2.10)

MET ☒   **NOT MET** ☐

R2.10 is met. There's documentary evidence that supports the proportionate use of technology and simulation across the curriculum to support supervision, learning and assessment. We hear from the simulation team how this is managed and of positive evaluations from students. The online resource, 'safeMedicate', is used to support medicines and numeracy formative and summative assessment across all the nursing routes which encourages students' use of learning technology.

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

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

YES ☐   **NO** ☐   **N/A** ☒

The programme isn't delivered in Wales.

- Evidence to ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours (R2.12)

  YES ☒   **NO** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

TU doesn't offer dual award programmes leading 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** ☒

TU doesn't offer dual award programmes leading to nursing registration and registration in another profession.

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome

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

The programme and module learning outcomes are designed to meet the FN:SPRN and outcomes relevant to the programme, however they're not consistently and clearly differentiated in programme documentation.

Condition one: Revisit course and module level learning outcomes to ensure there's clear differentiation and that module learning outcomes are contextualised appropriately to the module content, updating programme documentation accordingly. (SPNP R2.3)

Date: 13 March 2024

Post event review

Identify how the condition(s) is met:

Condition one: TU provide updated programme documentation that demonstrates programme and module level learning outcomes are clearly differentiated and that module learning outcomes are contextualised appropriately to the module content.

Condition one is met.

Evidence:
Course specification BSc (Hons) nursing studies (updated April 2024), undated
Module booklet part one BSc (Hons) nursing studies (updated April 2024), undated
Module booklet part two BSc (Hons) nursing studies (updated April 2024), undated
Level learning outcomes BSc (Hons) nursing studies (updated April 2024), undated
Module outcomes mapped to course outcomes BSc (Hons) nursing studies (updated April 2024), undated

Date condition(s) met: 1 May 2024	
Revised outcome after condition(s) met:	MET ☒ NOT MET ☐

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must:

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

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

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

R3.4 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically R1.1, R1.3, R1.5; R2.10, R2.15; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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![Mott MacDonald logo]

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

Findings against the standard and requirements

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

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

  MET ☒   **NOT MET** ☐

R3.1 is met. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R3.2 is met. Unchanged through this modification.

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

  MET ☒   **NOT MET** ☐

R3.3 is met. Unchanged through this modification.

- Evidence to ensure the programme is no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning (R3.4)

  MET ☒   **NOT MET** ☐

R3.4 is met. Documentary evidence and discussion with the programme team confirms that each route includes 2300 practice hours with some routes utilising simulated practice learning hours. TU request approval to use up to 600 hours of simulated practice learning with an initial delivery plan for 240 hours across three years. The BSc (Hons) direct-entry nursing route includes 240 hours of simulated

practice learning with 80 hours in each year. The NDA route doesn't include simulated practice learning hours.

There's a simulation strategy to support delivery of simulated practice learning hours. The simulation team describe the process of simulated practice learning and how PUSCs are involved. Documentary evidence in the form of staff curriculum vitae confirms the wide range of skills the staff have. Three groups of staff support students in simulated practice learning. These are simulation technicians, academic registrants and clinical nurses. We hear that TU staff who've been prepared as practice supervisors supervise students during simulated practice learning hours. They also support FN:SPRN sign-off in practice by practice assessors using the electronic practice assessment document (e-PAD). The AEI tell us there are mechanisms in place to update simulation staff acting as practice supervisors which utilise the resources available regionally.

Documentation details the school has new simulation facilities hosted in the BIOS building (this is the name of the building, not an acronym), TU's new facility at the main campus. This houses laboratories for the sciences and clinical subjects including anatomy, pharmacy, microbiology, chemistry, earth sciences and food sciences. For the nursing programme, the new facilities support immersive, high fidelity learning experiences and a range of simulated clinical areas. Inter-professional learning (IPL) takes place during theory learning and is then supported in the practice learning environment to promote the delivery of holistic patient care. Access to shared laboratories and simulation facilities in the new building aims to enhance IPL in the curriculum further.

Senior school staff tell us that additional resources are needed to support 600 hours of simulated practice learning and that a university business case is required to support this and that the process occurs regularly. Simulated practice is identified as an area for monitoring as additional resources are required if more than 240 hours are delivered.

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

   MET ☒   **NOT MET** ☐

R3.5 is met. Unchanged through this modification.

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

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

   YES ☒   **NO** ☐

• Processes are in place to ensure that students are supernumerary (R3.7)
YES ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met
YES ☒   **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met
YES ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐
Date: 13 March 2024
Post event review
Identify how the condition(s) is met:
N/A
Date condition(s) met:
N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐
N/A

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must:
R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*
R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*
R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme
R4.4 provide students with constructive feedback throughout the programme to support their development
R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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

Standards framework for nursing and midwifery education, specifically*: R2.12; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

    MET ☒   NOT MET ☐

R4.1 is met. The simulation team tell us how simulated practice learning works, including student assessment. We hear that TU staff who've been prepared as practice supervisors supervise students during simulated practice learning hours. They'll also support FN:SPRN sign-off in practice by practice assessors using the e-PAD. The AEI tell us there are mechanisms in place to update simulation staff acting as practice supervisors which utilise the resources available regionally.

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

    MET ☒   NOT MET ☐

R4.2 is met. Unchanged through this modification.

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

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

  YES ☒   NO ☐

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

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

  MET ☒   NOT MET ☐

R4.4 is met. The formative and summative assessment strategy is revised across all routes in response to student feedback. A variety of assessments continue to be used including examinations, essays, drug calculation tests, a talking heads video and assessment of clinical skills and values and behaviours in the e-PAD. The modified assessment strategy spreads the assessment load more equally across each year/section of the programme.

- 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. There's documentary evidence of mapping to the FN:SPRN and to meet the programme outcomes and practice learning for all modified routes and fields of nursing practice.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

  YES ☒   NO ☐

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

  YES ☒   NO ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐
Date: 13 March 2024
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐ N/A

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and

R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Standards framework for nursing and midwifery education, specifically R2.12, R2.21

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

- Notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards. (R5.2)

  YES ☒   **NO** ☐

Fall Back Award
If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award

YES ☐   **NO** ☐   **N/A** ☒

There's no fall back exit award that leads to registration with the NMC as a nurse.

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

YES ☒   **NO** ☐

Outcome

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

Date: 13 March 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

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assurance of nursing, midwifery and
nursing associate education.

N/A		
Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC 2018, updated 2023) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐

Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit documentation to meet conditions: Course specification BSc (Hons) nursing studies (updated April 2024), undated Module booklet part one BSc (Hons) nursing studies (updated April 2024), undated Module booklet part two BSc (Hons) nursing studies (updated April 2024), undated Level learning outcomes BSc (Hons) nursing studies (updated April 2024), undated Module outcomes mapped to course outcomes BSc (Hons) nursing studies (updated April 2024), undated Course review event report BSc (Hons) nursing studies, 29 April 2024		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Year two, BSc (Hons) learning disability x one. Year three, BSc (Hons) learning disability x three. Year three, BSc (Hons) child x two.		

Year three, BSc (Hons) adult x six.		
Year three, BSc (Hons) mental health x two.		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: Circle Health Group Limited, The Ridgeway Hospital, CQC inspection report, 29 June 2022 County Durham and Darlington NHS Foundation Trust, CQC inspection report, 3 December 2019 County Durham and Darlington NHS Foundation Trust, Darlington Memorial Hospital, CQC inspection report, 15 September 2023 County Durham and Darlington NHS Foundation Trust, University Hospital North Durham, CQC inspection report, 15 September 2023 Northumberland, Tyne and Wear NHS Foundation Trust, St Nicholas Hospital, CQC inspection report, 26 July 2018 North Tees and Hartlepool NHS Foundation Trust, CQC inspection report, 16 September 2022 South Tees Hospitals NHS Foundation Trust, The James Cook University Hospital, CQC inspection report, 24 May 2023 Tees, Esk and Wear Valleys NHS Foundation Trust, West Park Hospital, CQC inspection report, 25 October 2023 York and Scarborough Teaching Hospitals NHS Foundation Trust, CQC inspection report, 30 June 2023		
If you stated no above, please provide the reason and mitigation:		

TU is an established AEI. Visits to the practice learning environment and university resources isn't required.
Additional comments: None identified.

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record			
Final Report			
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Submitted by:	Leeann Greer	Date:	16 May 2024
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