

**Programme Major Modification report**

**Section one**

<b>Programme provider name:</b>	University of Central Lancashire
<b>Programmes reviewed:</b> <i>This is the NMC programme title(s)</i>	<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 checked="" 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 checked="" type="checkbox"/></p> <p>NDA Children’s <input checked="" type="checkbox"/></p> <p>NDA Learning Disabilities <input checked="" type="checkbox"/></p> <p>NDA Mental Health <input checked="" 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>
<b>AEI programme title(s):</b>	
<b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i>	<p>BSc (Hons) nursing degree apprenticeship route - adult</p> <p>BSc (Hons) nursing with registered nurse (adult)</p> <p>BSc (Hons) nursing degree apprenticeship route – children and young people</p> <p>BSc (Hons) nursing with registered nurse (children and young people)</p> <p>BSc (Hons) nursing with registered nurse (learning disabilities)</p> <p>BSc (Hons) nursing with registered nurse (learning disabilities) (apprenticeship)</p> <p>BSc (Hons) nursing with registered nurse (mental health)</p> <p>BSc (Hons) nursing degree apprenticeship route – mental health</p> <p>MSc nursing with registered nurse (children and young people)</p>

	<p>MSc nursing with registered nurse (mental health) MSc nursing degree apprenticeship route – adult MSc nursing degree apprenticeship route – children and young people MSc nursing with registered nurse (adult) MSc nursing degree apprenticeship route – mental health</p>
<p><b>Modified AEI programme title(s) if applicable:</b> <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i></p>	N/A
<p><b>Additional AEI programme title(s) if applicable:</b> <i>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</i></p>	N/A
<p><b>Academic levels of current programme:</b></p>	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" 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> <p><input type="checkbox"/> N/A</p>
Registered Nurse – Children’s	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" 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> <p><input type="checkbox"/> N/A</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> <p><input type="checkbox"/> N/A</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" 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> <p><input type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" 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> <p><input type="checkbox"/> N/A</p>
NDA Children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" 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> <p><input type="checkbox"/> N/A</p>
NDA 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> <p><input type="checkbox"/> N/A</p>

<p>NDA Mental Health</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" 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> <p><input type="checkbox"/> N/A</p>
<p>Dual award - adult/mental health</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/children's</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/learning disabilities</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - mental health/learning disabilities</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>

<p>Dual award - mental health/children's</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - learning disabilities/children's</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>
<p><b>Academic levels of modified/additional programme(s)/route(s):</b></p>	
<p>Registered Nurse – Adult</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" 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> <p><input type="checkbox"/> N/A</p>
<p>Registered Nurse – Children's</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" 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> <p><input type="checkbox"/> N/A</p>
<p>Registered Nurse - Learning Disabilities</p>	<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> <p><input type="checkbox"/> N/A</p>

Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" 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> <p><input type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" 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> <p><input type="checkbox"/> N/A</p>
NDA Children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" 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> <p><input type="checkbox"/> N/A</p>
NDA 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> <p><input type="checkbox"/> N/A</p>
NDA Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" 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> <p><input type="checkbox"/> N/A</p>

<p>Dual award - adult/mental health</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/children's</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/learning disabilities</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - mental health/learning disabilities</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - mental health/children's</p>	<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> <p><input checked="" type="checkbox"/> N/A</p>

Dual award - learning disabilities/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> <p><input checked="" type="checkbox"/> N/A</p>
<b>Programme approval dates:</b>	
<b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i>	10 June 2019
<b>Date(s) of NMC approval of any modifications since last approval:</b>	24 February 2020 2 July 2021 5 September 2022
<b>Programme start dates:</b>	
<b>Current modification programme start date:</b>	<i>Insert date below for each relevant route</i>
RN – Adult	22 September 2024
RN – Children's	22 September 2024
RN - Learning Disabilities	22 September 2024
RN - Mental Health	22 September 2024
NDA Adult	22 September 2024
NDA Children's	22 September 2024
NDA Learning Disabilities	22 September 2024
NDA Mental Health	22 September 2024
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	



Dual award – Learning Disabilities/Children’s	
<b>Date of modification:</b>	2 April 2024
<b>Type of modification:</b>	Desktop
<b>QA visitor(s):</b>	Registrant Visitor: Kudzai Mafuba

## Section two

### Summary of review and findings

The University of Central Lancashire (UCLan), faculty of health and wellbeing, school of nursing (the school) is an established approved education institution (AEI). The pre-registration nursing programme was approved for delivery by the Nursing and Midwifery Council (NMC) against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018) on 10 June 2019.

Initial approval was for direct entry Bachelor of science with honours (BSc (Hons)) and Master of science (MSc) routes in adult, children and young people and mental health nursing. A modification approved from 24 February 2020 added nurse degree apprenticeship (NDA) routes at undergraduate and postgraduate level in all three fields. A further modification approved from 2 July 2021 added undergraduate direct entry and NDA routes in learning disabilities nursing. A further modification from 5 September 2022 approved delivery of the direct entry BSc (Hons) adult field route at a new joint satellite site based at Preston College and Royal Preston Hospital, part of the Lancashire Teaching Hospitals NHS Trust.

The programme is delivered from the Preston, Burnley and Westlakes campuses as well as at the Preston College satellite site. The modification will apply across all sites.

The purpose of this modification is:

- To revise programme learning outcomes and to create new modules with new learning outcomes,
- Change module structures to replace 60 credit modules with shorter ones (20 and 40 credit modules for the BSc (Hons) routes, 25 and 40 credit modules for the MSc routes),
- Change assessment methods,
- Change support structures for students to enable a greater level of support and
- Include up to 600 hours of simulated practice learning.

The changes apply to the BSc (Hons) nursing with registered nurse (adult, children and young people, learning disabilities, mental health), BSc (Hons) NDA route (adult, children and young people, learning disabilities, mental health) MSc nursing with registered nurse (adult, children and young people, mental health) and MSc NDA route (adult, children and young people, mental health).

The modification is designed to meet the Standards for pre-registration nursing programmes (SPNP) (NMC 2018, updated 2023) and the FN:SPRN.

There's evidence of effective partnership working between the school and practice learning partners (PLPs) and employer partners (EPs). There's documentary evidence that UCLan is committed to effective partnership working with all stakeholders including students, people who use services and carers (PUSCs), PLPs and EPs in the development, delivery and evaluation of simulated practice at strategic and operational levels. Programme documentation, the programme team and EPs who participate in the modification confirm that there are resources in the university and practice learning environments to support the delivery of up to 600 hours of simulated practice learning.

There's evidence of strategic leadership of simulated practice and effective communication systems to manage simulated practice learning risks. The programme team confirm they're committed to working collaboratively with PLPs/EPs to ensure effective delivery of simulated practice learning.

The modification is undertaken as a desktop review.

The modification process confirms that the programme meets the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).

The SFNME and the SSSA are met at programme level.

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

Updated 17 May 2024:

UCLan confirm that the university condition is met.

The programme modification is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<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>

<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition one: Provide written correspondence from the UCLan academic quality department confirming that programme and module specifications for the BSc (Hons) and MSc routes are approved. (University condition)</p>
<b>Date condition(s) to be met:</b>	16 May 2024
<b>Recommendations to enhance the programme delivery:</b>	None identified.
<b>Focused areas for future monitoring:</b>	Use and monitoring of simulated practice learning experiences.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>UCLan confirm that the university condition is met.</p> <p>Condition one is met.</p>	

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	16 May 2024

### Section three

<b>NMC Programme standards</b>
<p>Please refer to NMC standards reference points:  <a href="#">Standards for pre-registration nursing programmes</a> (NMC 2018, updated 2023)  <a href="#">Future nurse: Standards of proficiency for registered nurses</a> (NMC, 2018)  <a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023)  <a href="#">Standards for student supervision and assessment</a> (NMC 2018, updated 2023)  <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)  <a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020)  <a href="#">QA Handbook</a> (NMC, 2022)</p>
<b>Partnerships</b>
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023)</p> <p><b>Standard 1: The learning culture:</b>  R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders</p>

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

**Standard 2: Educational governance and quality:**

R2.2 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme

R2.4 comply with NMC [\*Standards for student supervision and assessment\*](#)

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

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

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

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

R5.14 a range of people including people who use services contribute to student assessment

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

**Standard 1: Organisation of practice learning:**

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

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

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

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

**Findings against the standard and requirements**

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

Documentation and the modification process provide evidence of partnership working with stakeholders and shared responsibility for developing the new modules, programme delivery in both theory and practice learning and student supervision and assessment in both theory and practice. The programme team confirm that the programme is developed in partnership with experienced PLP/EP educators ensuring theory learning and practice learning experiences reflect the needs of contemporary nursing practice.

Documentary evidence and the modification telephone discussion with the programme team and PLPs/EPs confirm that there are enough appropriately academic staff, qualified practice assessors, practice supervisors and academic assessors to provide support for theory learning, simulated practice learning, practice learning, and for the assessment of skills and proficiencies for nursing students to meet the requirements of the FN:SPRN.

Programme documentation describes how UCLan and all stakeholders work collaboratively to deliver the proposed programme. The programme team and PLPs/EPs who attend the telephone discussion confirm this. Programme documentation describes the educational audit process applied to areas where simulated practice learning is undertaken. Documentation describes how academic staff are prepared in their roles to deliver the new modules, as well as for their roles as practice supervisors and practice assessors when supporting the delivery of simulated practice learning. There's confirmation that preparation is compulsory prior to staff acting in these roles during students' simulated practice learning experiences. The programme team tell us they work collaboratively with PLP/EP staff to facilitate simulated practice learning and assessment. PLPs/EPs who attended the telephone discussion confirm this.

Programme documentation shows that students evaluate their theory and practice learning experiences. Module evaluation reports, simulated practice learning reports and practice learning reports demonstrate that students' views are listened to and that they've contributed to the development of theory learning, simulated practice learning and practice learning experiences within the programme.

Programme documentation shows that PUSCs are involved in developing the programme, developing case studies for simulated practice learning, programme delivery and in providing feedback to students. Documentation also shows that PUSCs are involved in the delivery of simulated practice learning through role plays.

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

**MET**

**NOT MET**



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

MET  NOT MET

**Post Event Review**

**Identify how the condition is met:**

N/A

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

MET  NOT MET

N/A

**Student journey through the programme**

**Standard 1: Selection, admission and progression**

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

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

R1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

R1.3 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other

- regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully
- R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme
- R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes, up to a maximum of 50 percent of the programme
- R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme
- R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

[Standards framework for nursing and midwifery education](#) specifically R2.6, R2.7, R2.8, R2.9, R2.11

**Proposed transfer of current students to the programme under review**

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

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

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

**Findings against the standard and requirements**

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

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

YES  NO

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

YES  NO

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

YES  NO

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

YES  NO

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

YES  NO

**Provide an 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 (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. Unchanged through this modification.

### Proposed transfer of current students to the programme under review

**From your documentary analysis and your meeting with students, provide an 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.**

Students on the MSc routes will remain on the current programme.

BSc (Hons) students (both direct entry route and apprentices) currently in the final year and those entering the final year in the next academic year will remain on the current programme.

It's proposed that BSc (Hons) students (both direct entry route and apprentices) who are going into the second year of the programme in the next academic year move onto the modified curriculum. The current programme is mapped to the proposed programme. To support with this move, some additional scaffolding sessions are planned to enable them to build up some of the learning behaviours the modified curriculum focuses on in the first year of the programme and to support them in getting into a new routine. Final decisions regarding the movement of students onto the proposed programme are based on full consultation with students following the processes set out by the university's academic quality department.

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

**From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.**

The SSSA is established in UCLan's approved pre-registration nursing 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: 2 April 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, R2.16, R2.19, R2.20; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

*Standards for student supervision and assessment specifically:*

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

### Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)  
YES  NO
- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)  
YES  NO
- Mapping to show how the programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)  
YES  NO

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

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

**MET**  **NOT MET**

R2.4 is met. Module descriptors detail how the programme supports students in theory and practice across the four fields of nursing practice. Generic and field specific modules are taught across all parts of the programme. Modules specific to all fields of nursing evidence how the programme supports learning and achievement for students undertaking all nursing routes.

There’s clear evidence that practice learning environments are committed to supporting students who undertake all nursing routes. Programme documentation, the programme team and PLPs/EPs confirm that there are practice learning opportunities for students to experience the four fields of nursing practice. Documentary evidence shows that students are supported in theory and practice to gain experience in their fields of nursing practice. Documentary evidence confirms and the programme team tell us that school academic staff have a range of clinical backgrounds in the four fields of nursing practice. This supports student learning across the lifespan and the diverse settings relevant to the programme. The programme team includes academic staff with expertise in all fields of nursing who can support the proposed modified programme.

- 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. Documentary evidence confirms the structure, learning outcomes and content of the undergraduate and postgraduate programme routes clearly outline routes to register with the NMC in specific field of nursing practice. Students are facilitated to develop a field specific identity as well as gain exposure and knowledge related to all four fields of nursing practice. There are field specific modules.

**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 evidence of mapping in the programme design that ensures that there's field specific content for all fields for each route. In addition, there are field specific modules and there's field specific learning time allocated on the programme plan. There are learning resources specific to each of the four fields of nursing in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. Programme documentation confirms that the content is applied in module delivery. There's evidence of how theory is applied to practice and assessed in the practice assessment document (PAD). Field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration is present in field specific modules and practice modules as per module specifications.

- 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 content. The modified programme and module learning outcomes are clearly mapped against the FN:SPRN. Documentary evidence confirms that the programme comprises of an equal balance of 50 percent theory and 50 percent supernumerary practice learning. There's evidence



to confirm that apprentices' supernumerary practice learning is outside of their normal place of employment.

Students complete a minimum of 2300 hours of theory and 2300 hours of practice learning over the course of the programme (this is less for MSc students owing to hours brought in on entry to the programme through recognition of prior learning). This is unevenly split across the length of the programme, providing students with a greater ratio of practice to theory learning time towards the end. This provides a great degree of theory input in the early development of knowledge and skills and more opportunity to implement and consolidate these in practice towards the end of the programme.

A broad range of assessments is adopted to ensure that students are able to demonstrate a wide range of knowledge and skills consistent with the academic level of their qualification. All assessments are developed to support the development of real-world nursing skills.

- 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. Programme documentation and discussion with the programme team and PLPs/EPs demonstrate that technology-based simulated practice learning and assessment are used to support achievement of the programme outcomes.

Simulated practice uses a blended approach of online and face-to-face supervised learning. Simulated practice learning involves use of clinical scenarios, patient scenarios, virtual simulation technologies and high-fidelity mannikins. Documentation shows that UCLan and their partners have identified specific proficiencies from the FN:SPRN, specific annex a communication and relationship management skills and annex b nursing procedures that are learnt and assessed during simulated practice learning. The identified specific proficiencies from the FN:SPRN, specific annex a communication and relationship management skills and annex b nursing procedures are appropriate for simulated practice learning and justify an increase of up to 600 hours. The programme team and PLPs/EPs confirm they've invested in additional simulation facilities and spaces that support increased simulated practice learning in the university and in practice settings. Documentation and discussions with the programme team show that the planned simulated practice learning is consistent with NMC requirements for practice learning.

The school has appointed a substantive senior lecturer and lecturer in simulation-based education to support the strategic simulation lead in creating and operationalising authentic simulation-based learning practice placement

experiences at all levels of the academic programme in the school. Simulated practice learning is supported by other academics including a team of 10 nurse educators whose role is primarily the delivery of the simulated practice placement learning alongside other academics with specialist field knowledge. Simulated practice placement learning is facilitated in groups of 12 students.

The simulated practice placement learning for part one of the programme for both BSc (Hons) direct entry and MSc direct entry students is delivered over a four-week block and equates to 175 hours of practice learning time. 75 hours involves hands on practice that includes, for example, delivery of specific episodes of care and associated documentation, medication rounds, handover, PUSC experience, telemedicine and multi-disciplinary case reviews. 100 hours of hands-off simulated practice learning includes, for example, near miss reporting, debriefing and reflection, referral documentation and practice assessor and practice supervisor meetings. Programme documentation and telephone discussion with the programme team confirm that all hands-off activities are still supervised and therefore meet the SSSA requirements. In part two BSc (Hons) direct entry students undertake simulated practice learning equivalent to 175 hours of practice learning with the same split of hands-on and hands-off time as in part one. However, delivery reflects an apprenticeship style model run over a 15-week period. One day a week is spent in the simulated environment engaged in hands-on activities and one day a week undertaking hands-off learning. The base placement is a community environment, for example general practice, community clinics, urgent care or telemedicine with embedded field specific spoke placements. In part three BSc (Hons) direct entry students spend a greater amount of time in circuit-based clinical practice and undertake 100 hours of simulated practice (60 hours hands-on and 40 hours hands-off) which is delivered over a five-week period. MSc direct entry students don't undertake any simulated practice learning in parts two and three of the programme.

Apprentices for both the BSc (Hons) and MSc routes undertake simulated practice learning following the same pattern as the direct entry students. However, the exact provision of this varies between EPs based on their preference and available resources. EPs who participate in the modification visit teleconference confirm this. Some EPs provide the simulated opportunities themselves and this forms part of their off the job hours. For others, their apprentices undertake simulated practice in the university that also forms part of their off the job learning hours. Where EPs are providing the simulated practice learning opportunities, support is provided by the school. Assessment of simulated practice learning is undertaken by the school.

**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

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

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

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

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

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

**Outcome**

Is the standard met? MET  NOT MET

Date: 2 April 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 3: Practice learning**

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

- R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages
- R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R3.4 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning
- R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities
- R3.6 ensure students experience the range of hours expected of registered nurses, and
- R3.7 ensure that students are supernumerary.

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

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

**Findings against the standard and requirements**

**Provide an 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. UCLan, in partnership with PLPs and EPs have robust processes in place to ensure students develop and meet the FN:SPRN to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice. Programme documentation shows that UCLan has high fidelity mannikins to support authentic simulation activities which cover the life span. Mannikins include older adults, adults, babies, children and male and female genders with a diverse range of skin tones. Programme documentation shows that the mannikins are programmed to simulate clinical scenarios based on common life span health issues such as cardiac arrest, mental illness and learning disabilities. Programme documentation shows that the simulation mannikins are interactive and can communicate, which ensures greater authenticity. Documentation shows that all simulated practice learning is delivered based on clinical scenarios that are shared across fields of nursing practice or delivered through field specific sessions and between the university and PLPs/EPs who deliver simulated practice learning.

Documentary evidence demonstrates that there's a pool of trained PUSCs representing a diverse age range who support simulated practice learning. Programme documentation shows that PUSCs role play clinical scenarios and provide feedback to students during simulated practice learning.

- 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. UCLan, EPs and PLPs have a robust process in place to ensure students experience a variety of simulated practice and practice learning experiences to meet the holistic needs of people from all ages. Documentary programme evidence confirms simulated practice and practice learning evaluations are undertaken. A PUSC feedback form exists within the PAD which students use to gather PUSC views on their care delivery during simulated practice and practice learning. The programme plans illustrate how simulated practice learning experiences link to and contribute to the overall practice learning journey and development of student proficiency throughout the programme. Documentary evidence demonstrate that practice supervisors, practice assessors and academic assessors work collaboratively to ensure that both simulated practice learning and practice learning experiences comply with the SSSA.

Documentation demonstrates that students have cross-field experiences during simulated practice learning, as well as during practice learning. Simulated practice, and practice learning is a mix of field specific learning to ensure field application to the FN:SPRN is achieved and cross-field learning where there's a more generic level proficiency requirement.

- 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. Programme documents and discussion with the programme team confirms that partnership working between UCLan, EPs and PLPs ensures practice learning and simulated practice learning opportunities are provided that allow students to meet the communication and relationship management skills and nursing procedures as set out in the FN:SPRN, within their selected fields of nursing.

The relationship management and communication skills that are learned and assessed through simulated practice learning for all four fields of nursing practice are clearly identified within the PAD. In addition, simulated practice learning timetables clearly set out the specific proficiencies from the FN:SPRN, specific annex a communication and relationship management skills and annex b nursing procedures the student is expected to learn and achieve in each simulated practice learning activity. The PAD provides PUSCs the opportunity to feedback to students on both sets of skills during simulated practice learning, and during practice learning.

- 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. Programme documentation and programme plans demonstrate that the revised programme is no less than 2300 hours of practice learning. BSc (Hons) students (both direct entry and apprentices) will undertake 450 hours of simulated practice learning. MSc students (both direct entry and apprentices) will undertake 175 hours of simulated practice learning.

There's a dedicated team of staff comprising of registered nurses and technical support staff who support simulation-based learning. Academic staff, practitioners and PUSCs contribute to student learning through simulation. The programme team tell us that more staff have been recruited to support simulation-based practice learning. Documentary evidence shows that PUSCs are involved in the development and delivery of simulated scenarios.

Simulation activities vary in complexity from simple to more complex decision making and management simulations. Technology enhanced and simulation-based learning opportunities are effective and proportionate. The simulation practice handbook outlines key objectives which include the use of interactive and virtual reality environments. This provides a supportive and safe environment to

practise skills and decision making. A range of e-learning resources such as clinical skills.net and safeMedicate are used to support learning and are available online.

Documentary analysis indicates the curriculum is designed to ensure that students gain underpinning knowledge and clinical skills across all four fields of nursing practice. The simulated activities encompass cross field learning and FN:SPRN annex b skills. Documentary evidence and discussions with the programme team confirm that the SSSA is implemented in full for simulated practice learning.

- 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:** 2 April 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
- R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%
- R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse
- R4.9 ensure that there is equal weighting in the assessment of theory and practice
- R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*.

*Standards framework for nursing and midwifery education, specifically:*

*R2.12; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;  
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

*Standards for student supervision and assessment*

#### Findings against the standards and requirements



**Provide an 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. UCLan in partnership with EPs and PLPs have robust processes in place to ensure that the programme provides support, supervision, learning and assessment which complies with the SFNME.

Programme documents confirm how the roles of practice supervisor, practice assessor and academic assessor are implemented throughout the programme and how people within these roles are prepared and supported. Details provided give sufficient reassurance that the preparation and support provided to academic staff, practice supervisors, practice assessors and academic assessors is sufficiently robust for them to effectively support and assess students during theory and practice learning experiences.

Programme documentation and discussion with the programme team evidence that more resources are provided to facilitate an increase in simulated practice learning. We're told a substantive senior lecturer and lecturer in simulation-based education are appointed to support the strategic simulation lead as an additional resource to support simulated practice learning. In addition, we're told 10 nurse educators are appointed with a primary role of supporting simulated practice learning.

The UCLan simulation centre is audited as a placement learning environment for the four fields of nursing practice for all stages of the programme. UCLan maintains a register of practice supervisors and practice assessors who are involved in the supervision and assessment of simulated practice learning.

- 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. UCLan has a process in place for the preparation of academic staff to act as practice supervisors, practice assessors and academic assessors. This process reinforces the key principles agreed locally in line with the requirements of the SSSA. The roles and responsibilities of practice supervisors, practice assessors and academic assessors are clearly detailed in programme documentation including student and practice supervisor and practice assessor

facing documents. There's a structured plan with sufficient and suitably qualified practice assessors and practice supervisors to operationalise the SSSA for the proposed increased simulated practice learning. Information about the SSSA is explicit in the practice handbook, and in the simulated practice placement document and other student facing documentation. The roles of academic staff in providing support for students, practice assessors and practice supervisors in practice learning environments are clearly explained.

The PAD records student learning, assessment and progress throughout the programme. It provides practice learning guidance and the assessment requirements are mapped against the FN:SPRN. Practice assessors record decisions about student assessment, progress and proficiency in the PAD. The review of practice learning environments confirms that there are sufficient suitably qualified practice assessors and academic assessors to support the proposed changes in all routes. Academic assessors are supported and prepared for the role by UCLan, this supports the continued professional development of academic staff. Details about how practice assessors and practice supervisors support students in practice is included in student facing documentation. There's evidence of the allocation of different academic assessors in each part of the programme.

Documentary evidence show that the strategic simulation lead works closely with PLPs and EPs to plan practice learning weeks, clinical scenarios and simulation activities. Simulated practice learning activities are delivered collaboratively between UCLan, EPs and PLPs. Practice staff retain the practice assessor role. Where this might not be possible the nurse educators and other academic staff can take on the role of practice assessor following suitable preparation.

**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 modification process confirms that there are established processes for formative and summative feedback in place in theory and practice.

Programme documentation confirms that student feedback is provided during simulated practice learning. The PAD provides evidence of feedback that supports progression towards achievement of the FN:SPRN. The PAD provides the opportunity for PUSC feedback to be recorded.

- 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. Mapping documents provide assurance that programme content and practice learning experiences enable students to meet the FN:SPRN in all four fields of nursing practice. Documentary evidence confirms all modules in the proposed programme are mandatory. Compensation for summative assessments across theory and practice learning isn't permitted. PLPs and EPs have sufficient resources to meet the education needs of students with access to a diverse range of practice learning environments.

There's a continuous assessment strategy of the development towards and achievement of the FN:SPRN, which is focused on the student's intended field of practice. The programme learning outcomes and module learning outcomes require students to demonstrate field specific application of knowledge and skills.

**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**

<ul style="list-style-type: none"> <li>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 <i>Standards of proficiency for registered nurses (R4.10)</i>  <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/></li> </ul>		
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>		
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>		
<b>Outcome</b>		
<b>Is the standard met?</b>	<b>MET</b> <input checked="" type="checkbox"/>	<b>NOT MET</b> <input type="checkbox"/>
<b>Date:</b> 2 April 2024		
<b>Post event review</b>		
<b>Identify how the condition(s) is met:</b>		
N/A		
<b>Date condition(s) met:</b>		
N/A		
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/>	<b>NOT MET</b> <input type="checkbox"/>
N/A		

<b>Standard 5: Qualification to be awarded</b>
<b>Approved education institutions, together with practice learning partners, must:</b> 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.  <i>Standards framework for nursing and midwifery education, specifically R2.12, R2.21</i>

Findings against the standards and requirements	
<b>Evidence provides assurance that the following QA approval criteria are met:</b>	
<ul style="list-style-type: none"> <li>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)</li> </ul>	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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)</li> </ul>	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<b>Fall Back Award</b>	
If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award	
	<b>YES</b> <input type="checkbox"/> <b>NO</b> <input type="checkbox"/> <b>N/A</b> <input checked="" type="checkbox"/>
There are no fall-back exit awards with registration as a nurse.	
Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met	
	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
Outcome	
<b>Is the standard met?</b>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<b>Date:</b> 2 April 2024	
Post event review	
<b>Identify how the condition(s) is met:</b>	
N/A	
<b>Date condition(s) met:</b>	
N/A	
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <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):

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
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</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<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</i> (NMC 2018, updated 2023) (Gateway 3)	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit evidence to meet the condition: UCLan approval letter for NMC, 16 May 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		
People who use services and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: This major modification is a desktop review. A teleconference is held with members of the programme team and PLPs/EPs.		
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 type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list:</p> <p>Blackpool Teaching Hospitals NHS Foundation Trust, Blackpool Victoria Hospital, Care Quality Commission (CQC) inspection report, 1 September 2022</p> <p>East Lancashire Hospitals NHS Trust, Burnley General Hospital, CQC inspection report, 6 January 2023</p> <p>Cheshire and Wirral Partnership NHS Foundation Trust, CQC inspection report, 18 June 2020</p> <p>Countess of Chester Hospital NHS Foundation Trust, CQC inspection report, 14 February 2024</p> <p>East Lancashire Hospitals NHS Trust, CQC inspection report, 12 February 2019</p> <p>Greater Manchester Mental Health NHS Foundation Trust, CQC inspection report, 21 July 2023</p> <p>Lancashire and South Cumbria NHS Foundation Trust, CQC inspection report, 31 January 2024</p> <p>North Cumbria Integrated Care NHS Foundation Trust, CQC inspection report, 20 November 2023</p> <p>North Tees and Hartlepool NHS Foundation Trust, CQC inspection report, 16 September 2022</p> <p>Bolton NHS Foundation Trust, CQC inspection report, 18 October 2023</p> <p>South Tees Hospitals NHS Foundation Trust, CQC inspection report, 24 May 2023</p> <p>Warrington and Halton Teaching Hospitals NHS Foundation Trust, Warrington Hospital, CQC inspection report, 17 January 2024</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>UCLAN is an established AEI and visit to resources isn't required as part of this modification.</p>		
<p>Additional comments:</p> <p>None identified.</p>		

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**Issue record**

**Final Report**

Author(s):	Kudzai Mafuba	Date:	6 April 2024
Checked by:	Ian Felstead-Watts	Date:	25 April 2024
Submitted by:	Mubaraq Sanusi	Date:	4 June 2024
Approved by:	Natasha Thompson	Date:	5 June 2024