

Programme approval visit report

Section one

Programme provider name:	University of St Mark and St John
Programmes reviewed:	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Children’s <input type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input checked="" type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input checked="" type="checkbox"/></p> <p>NDA Children’s <input 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>
Title of programme(s):	<p>BSc (Hons) Pre-registration Nursing (Learning Disabilities) apprenticeship</p> <p>BSc (Hons) Pre-registration Nursing (Learning Disabilities)</p> <p>BSc (Hons) Pre-registration Nursing (Mental Health) apprenticeship</p> <p>BSc (Hons) Pre-registration Nursing (Mental Health)</p> <p>BSc (Hons) Pre-registration Nursing (Adult) apprenticeship</p> <p>BSc (Hons) Pre-registration Nursing (Adult)</p> <p>MSc Pre-registration Nursing (Mental Health) apprenticeship</p> <p>MSc Pre-registration Nursing (Mental Health)</p> <p>MSc Pre-registration Nursing (Adult) apprenticeship</p> <p>MSc Pre-registration Nursing (Adult)</p> <p>MSc Pre-registration Nursing (Learning Disabilities) apprenticeship</p> <p>MSc Pre-registration Nursing (Learning Disabilities)</p>

Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse – Children’s	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
NDA Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
NDA Children’s	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
NDA Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
NDA Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7

	<p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/mental health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - mental health/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>
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>
Date of approval visit:	12 October 2023
Programme start date:	
RN – Adult	MSc 4 March 2024 BSc (Hons) 16 September 2024
RN – Children's	
RN - Learning Disabilities	MSc 4 March 2024

	BSc (Hons) 16 September 2024
RN - Mental Health	MSc 4 March 2024 BSc (Hons)16 September 2024
NDA Adult	MSc 4 March 2024 BSc (Hons)16 September 2024
NDA Children's	
NDA Learning Disabilities	MSc 4 March 2024 BSc (Hons)16 September 2024
NDA Mental Health	MSc 4 March 2024 BSc (Hons) 16 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	
QA visitor(s):	Registrant Visitor: Ronnie Meechan Lay Visitor: Phil Stephenson

Section two

Summary of review and findings

The University of St Mark and St John (known as Plymouth Marjon University (PMU)) is an approved education institution (AEI). The school of health and wellbeing (the school) present a full-time direct entry three-year pre-registration bachelor of science with honours (BSc (Hons)) and a full-time two-year pre-registration master of science (MSc) nursing programme for approval. The proposed routes are in the adult, mental health and learning disability fields of nursing practice. The proposed programme includes direct entry and apprenticeship routes. The programme is delivered at the PMU campus in Plymouth.

The following employer partners (EPs) at the approval visit confirm support for the proposed pre-registration nurse degree apprenticeship (NDA) programme routes: Devon Partnership NHS Foundation Trust, Livewell Southwest, University Hospitals Plymouth NHS Trust (UHP), Avon and Wiltshire Mental Health Partnership NHS Trust, Cornwall Partnership NHS Foundation Trust and Children and Family Health Devon.

The approval visit is undertaken face to face.

The two-day approval visit includes engagement with practice learning partners (PLPs), EPs, students and people who use services and carers (PUSCs). All stakeholders confirm that there's evidence of strategic and operational partnership working with PMU in the co-production and planned delivery of the proposed programme. Meetings with senior PMU staff, PLPs and EPs demonstrate evidence of a commitment across local healthcare systems to support the proposed programme that they tell us will strengthen and develop the local nursing workforce. All stakeholders confirm that there's opportunities for them to be involved in the co-production of the programme and tell us that PMU have listened to their suggestions and needs. All stakeholders are fully committed to the proposed programme.

Academic senior lecturers to support the growth and development of the adult, mental health and learning disabilities routes are in place. Visiting lecturers with appropriate qualifications are appointed to support the children's nursing requirements of the proposed programme.

PMU has agreed processes in place to make sustainable progress over the next three years in all aspects of equality, diversity and inclusion (EDI). This includes ensuring all policies, processes and procedures connect with the diverse needs of the local community and address healthcare inequalities through research and partnerships with local community services. Students and staff have EDI training

that's embedded in the curriculum. PMU are committed to widening participation and offer a variety of routes for students and apprentices from a diverse background to develop their skills in preparation for the demands of undertaking a nursing programme.

During the visit we inspect the learning and teaching facilities at PMU. There's sufficient learning and teaching facilities to accommodate the intended first cohort of pre-registration nursing students. A simulation and skills suite consists of a three-bed hospital ward and an additional critical care area, a community home environment and a general practitioner office and clinical environment. The ward-based area has video capture facilities with a number of medium and high-fidelity manikins to support simulated learning. PMU have acquired Office for Students funding and are investing five-million pounds to create a state-of-the-art clinical skills and simulation centre. This will provide the flexibility to expand skills and simulation teaching space for future students.

Practice learning environments are visited and include acute adult inpatient units, learning disabilities services and a community hospice. There's evidence from the visits that demonstrates a strong commitment to support PMU to develop the local workforce. Practice educators, practice assessors and practice supervisors tell us they've been consulted about the developments proposed by PMU. Senior nurses tell us that there's sufficient resource to support PMU students across the health care system.

PMU share practice learning areas with two established AEIs. PMU and the two existing AEIs work collaboratively to ensure there are sufficient practice learning experiences and sufficient practice assessors and practice supervisors to support students and apprentices from all pre-registration nursing and nursing associate (NA) programmes. There are agreements in place to ensure PMU and the AEIs use a collaborative approach to the implementing, monitoring and evaluating of the Standards for student supervision and assessment (SSSA) (Nursing and Midwifery Council (NMC 2018, updated 2023)). PMU are part of the pan-south group and the proposed programme adopts the pan-south practice assessment document (PAD) and ongoing achievement record (OAR). There's an AEI, PLP and EP partnership approach to managing and mitigating risks to public and student safety in practice.

The proposed programme uses a blended learning approach and a spiral curriculum. Documentation states that the aims of the programmes are to support students to become safe, accountable professionals through developing robust critical thinking, complex problem-solving and teamworking skills. A key principle across the programme is that all modules have embedded e-learning. PMU uses a range of online platforms including the virtual learning environment (VLE) Canvas, flipped classroom and a range of e-learning packages.

The BSc (Hons) direct entry and apprenticeship routes provide pathways for assistant practitioners and NAs seeking to become registered nurses and

addresses local workforce challenges. The MSc direct entry and apprenticeship routes provide pathways for graduates to undertake a nursing programme using 750 hours of recognition of prior learning (RPL).

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

The SSSA are met at programme level.

The programme is recommended for approval subject to two NMC conditions, two joint NMC and university conditions and two university conditions. One NMC recommendation is made.

Updated 12 December 2023:

PMU provide revised and updated documentation to meet conditions one, two three and four.

PMU confirm university conditions are met.

All conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	Effective partnership working: collaboration, culture, communication and resources:

	<p>Condition two: Provide signed written commitment statements for EPs and signed learning agreements for PLPs working with PMU in relation to the pre-registration nursing programme. (SFNME R2.1; SPNP R2.1)</p> <p>Selection, admission and progression:</p> <p>Condition three: Review the international English language testing system (IELTS) entry criteria and amend programme documentation to remove reference to this being a NMC requirement. (SFNME R2.1; SPNP R1.1.5) (NMC and university condition)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>Condition four: Review programme and module learning outcomes to ensure clear progression in academic level. (SFNME R5.6; SPNP R2.1) (NMC and university condition)</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: Provide a resource plan that confirms appropriately qualified and experienced people will be appointed to the pre-registration nursing delivery over a three-year programme cycle, including how colleagues recruited from clinical practice will be supported to develop into an academic role. (SFNME R2.19; SPNP R2.1)</p> <p>Condition five: Ensuring alignment to certified management accountant requirements clarify through the definitive documents and marketing material the student journey ensuring applicants and students are aware of when and how they apply to specific pathways and the available opportunities to transfer between pathways. Focusing on the academic progression across the levels of the programme. (University condition)</p>
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	Condition six: Fully review the definitive documents and supporting documents ensuring these align to university regulations and requirements, ensuring all missing documentation is submitted and future proofing where applicable. (University condition)
Date condition(s) to be met:	23 November 2023
Recommendations to enhance the programme delivery:	Recommendation one: Consider amending reference to the numeracy assessment in-class test to clarify this is a formal examination. (SFNME R3.2; SPNP R4.6)
Focused areas for future monitoring:	Supernumerary status for students and apprentices. Placement capacity across the region. Resource and staffing to support the programme.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>PMU provide a detailed resource plan that confirms appropriately qualified and experienced people will be appointed to the pre-registration nursing delivery over a three-year programme cycle, this includes the numbers of projected students and increase in staff. The plan confirms how colleagues recruited from clinical practice environments are supported to develop their academic role. Condition one is met.</p> <p>PMU provide evidence of a signed written commitment statement for EP and PLP support. Condition two is met.</p> <p>Revised programme documentation confirms the removal of reference to IELTS as an NMC requirement at entry to the pre-registration nursing programme. Condition three is met.</p> <p>Revised programme documentation provides evidence that module and programme learning outcomes reflect clear progression in academic level. Condition four is met.</p> <p>Signed confirmation by the chair of the conjoint approval panel confirms university conditions are met.</p>	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	5 December 2023

Section three

NMC Programme standards
<p>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)</p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>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</p>

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 service, 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.

Documentary evidence and the approval visit provide evidence of effective partnership working between PMU, PLPs, EPs, students and PUSCs.

Documentary evidence and discussion at the visit confirm that a number of

stakeholder consultation events were undertaken to ensure inclusive consultation during programme development. At the two-day approval visit we meet the PMU executive team including the chief financial officer, university secretary and registrar, the deputy vice chancellor, senior PLPs and EPs and a range of practice educators, practice assessors, practice supervisors, senior clinical staff, PUSCs students and representatives from NHS England Workforce, Training and Education (NHSE WTE).

PLPs and EPs tell us they're supportive of the proposed programme which will encourage and develop the local workforce in a sustainable way. They welcome the opportunities to be involved in partnership working with PMU and find that communication with the programme team and PMU is excellent. PLPs and EPs tell us PMU have listened to their needs and created an innovative programme that meets local workforce need and offers the local population an opportunity to consider a career in nursing.

PMU works collaboratively with local AEIs and is a member of the southwest group of AEIs who share information and data that informs assurance of the quality of practice learning experiences and the implementation of the SSSA. There are monthly meetings to support decision-making and to ensure AEIs work collaboratively to support educational audits where practice learning environments are shared. Quarterly meetings of the practice learning group (PLG) with the school, PLPs, EPs, students and PUSCs are held to review, monitor and enhance practice placements. The PLG facilitates this collaborative reporting and discussion about the quality and suitability of student practice learning.

PMU have links with a range of organisations and networks who provide innovative learning opportunities in simulation, virtual reality, hybrid and immersive technologies which are fully utilised in the school simulation suites.

Documentation and the approval visit confirm that consultation with students across a range of PMU programmes including NA students and with local AEIs through surveys, workshops and focus groups has informed the development of the programme. Students and apprentices tell us that they feel listened to and are excited about the opportunities the new programme routes offer. There are a range of support services offered to students and apprentices with additional learning needs. PMU NA students and apprentices tell us that communication is very good and support is always available.

Students and apprentices from a local AEI at a practice learning environment visit tell us they're well supported in practice, but some state that in busy wards they aren't always considered as supernumerary or receive their protected learning time. PMU NA students and apprentices are unable to comment on their supernumerary and protected learning time as they've just commenced their first practice learning opportunities. In departments where there's a clinical educator it's much appreciated by students and apprentices. They tell us this offers them a

valuable point of contact to ensure they get the maximum benefit from their learning opportunities.

Documentary evidence confirms PMU have appropriate mechanisms in place to monitor and support students and apprentices if there are concerns about protected learning time and supernumerary status. PLP and EP senior nurses acknowledge that there's been staffing pressures in some clinical areas and that there has been significant recruitment activity to increase the numbers of staff available to undertake practice assessor and practice supervisor roles. Representatives from NHSE WTE tell us that there are initiatives across the healthcare system that are being implemented. They tell us these include the safe learning environment charter, the people promise metrics and the safer nursing care tools and that these approaches will enhance practice learning support for students and apprentices. Supernumerary status for students and apprentices at PMU are identified for future monitoring.

Documentation confirms the views of PUSCs are fundamental to the development and co-production of the proposed programme. PUSCs tell us that they feel very valued and enjoy being involved in the recruitment, teaching, assessment and evaluation of programmes at PMU. They tell us they receive training and support to undertake their role, this includes EDI training. The PUSC policy outlines their inclusion in recruitment and selection, delivery and assessment of students and apprentices. There are plans to further increase the numbers and diversity of the PUSC group. There's evidence of considerable experience across the PUSC group and that they make a difference to and enhance student learning experiences.

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

[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

R1.1.5 is not met. The programme documentation stipulates that there's a minimum IELTS threshold set by the NMC for entry onto a nursing programme at PMU. Reference to this must be removed from the programme documentation. (Condition three)

- 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. The RPL policy allows applicants with suitable academic credits and/or experience to be awarded up to a maximum of 50 percent of the programme through RPL. Programme specifications evidence a maximum RPL of 50 percent. The MSc route requires candidates to evidence 750 hours of health and social care experience. These are included as part of the 2,300 practice learning hours. All the FN:SPRN are assessed in practice learning experiences across the programme. Applicants for all routes are screened to ensure they can evidence the required academic qualifications and they're supported to follow the RPL process. RPL candidates include those progressing from relevant foundation degree and degree apprenticeships, including NAs and assistant practitioners.

Documentary evidence confirms that RPL claims and mapping tools are scrutinised by appropriate academics and external examiners and submitted to a subject assessment panel and award board. On completion of the process a transcript of learning that clearly identifies the modules and credits being awarded is provided.

- 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. RPL is reviewed on an individual basis, NMC registered nurses may be credited with more than 50 percent of the programme. Applications from candidates who are NMC registered nurses are screened to ensure they have the required academic qualifications and no practice restrictions. They're then provided with the information and support required to submit an RPL claim. The process is detailed in the academic awards policy. An RPL claim and mapping tool for registered nurses to add a second field of practice is scrutinised by appropriate academics and external examiners and submitted to a subject assessment panel and award board. Successful applicants receive a transcript of learning that clearly identifies the modules and credits awarded.

- 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 the approved pan-south PAD and OAR are clearly linked to proficiency outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. The OAR is completed online using an electronic portfolio in the ARC practice learning environment platform (ARC is the name of the software, not an acronym or abbreviation). The VLE Canvas platform supports learning and assessment.

Documentary evidence identifies that students and apprentices can access study support from the library team, personal tutors and the programme team. Digital platforms include clinicalskills.net, e-learning for healthcare, SimCapture, vSIM for nursing and the SN@P drug calculations software (these are software names, not an acronym or abbreviation). Students and apprentices are required to evidence a minimum general certificate of secondary education grade C or grade four in mathematics and English prior to joining the programme. Consideration is given to candidates who have functional skills at academic level two in mathematics. At the point of application there's an opportunity to engage with a PMU getting ahead module that supports the development and enhancement of skills and capability for digital and technological literacy. The module introduces the academic skills of reflection, reading, writing, analysing, appraising and referencing. Digital and technological literacy is determined during the selection process. Applicants review a video and complete responses to pre-determined questions using a laptop.

A diagnostic assessment using the basic and key skills builder online learning tools is undertaken by students and apprentices at the start of the programme to provide a baseline assessment of literacy and numeracy. The results are used to guide students and apprentices as they progress through the programme.

Evidence of mapping documentation details how numeracy literacy, digital and technological literacy are continuously delivered and assessed to meet programme outcomes.

Proposed transfer of current students to the programme under review

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

There's no students or apprentices transferring onto the proposed nursing programme.

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 current NA approved NMC programme at PMU is compliant with the SSSA.

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

YES NO

The programme documentation stipulates that there's a minimum IELTS threshold set by the NMC for entry onto the proposed programme. Reference to this must be removed from the programme documentation. (Condition three)

Outcome

Is the standard met?

MET NOT MET

The programme documentation stipulates that there's a minimum IELTS threshold set by the NMC for entry onto a nursing programme at PMU. Reference to this must be removed from the programme documentation.

Condition three: Review the IELTS entry criteria and amend programme documentation to remove reference to this being a NMC requirement. (SFNME R2.1; SPNP R1.1.5)

Date: 12 October 2023

Post event review

Identify how the condition(s) is met:

Condition three: PMU provide revised programme documentation that confirms reference to IELTS as an NMC requirement for admission onto the pre-registration nursing programme is removed.

Condition three is met.

Evidence:

Revised, BSc (Hons) nursing direct entry (adult/mental health/learning disabilities), programme specification, 24 November 2023

Revised, BSc (Hons) nursing degree apprenticeship (adult/mental health/learning disabilities), programme specification, 24 November 2023

Revised, MSc nursing direct entry (adult/mental health/learning disabilities), programme specification, 24 November 2023

Revised, MSc nursing apprenticeship (adult/mental health/learning disabilities), programme specification, 24 November 2023

Date condition(s) met: 5 December 2023

Revised outcome after condition(s) met:

MET

NOT MET

Standard 2: Curriculum

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

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

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

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

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

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

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

- R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing
- R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice
- R2.9 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies
- R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment
- R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours
- R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and
- R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

Standards framework for nursing and midwifery education specifically:
R1.9, R1.13; R2.2, R2.15, R2.16, R2.19, R2.20; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

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

Findings against the standard and requirements

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

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

YES NO

R2.1 is not met. The executive and programme teams tell us that there are allocated resources for the ongoing development of the programme. There's a five-year plan in place to increase the resources required to continue to support developments. There's no evidence that details how resources including academic and support staff will be in place to support the projected growth in student numbers. (Condition one)

At the visit EP signed commitment statements and signed PLP learning agreements aren't in place for review. There are written agreements and commitment statements between PMU, PLPs and EPs, however these aren't formally signed. (Condition two)

Programme and module learning outcomes don't fully demonstrate clear progression in academic level through programme. The programme team must review programme and module learning outcomes to ensure clear progression in academic level. (Condition four)

- 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. There's documentary evidence that the design and delivery of the programme supports student and apprentice learning in all four fields of nursing. All proposed routes are designed to facilitate exposure to theory and practice learning across all fields. Students and apprentices undertake practice learning in alternative fields. Placements enable opportunities for cross field experiences using a hub and spoke practice learning model. At the end of part one of the programme students and apprentices must reflect on at least one cross field experience. On completion of the programme students and apprentices must have gained experience and be able to critically reflect on the importance of working across all fields. Learning is recorded in the pan-south PAD and OAR.

The programme team tell us personal tutors scrutinise the OAR and identify any theory and practice learning deficits. Senior nurses, practice assessors, practice supervisors and academic assessors tell us there's a sufficient range of practice learning opportunities for students and apprentices across the four fields of nursing.

Documentary evidence and all stakeholders tell us that the design and delivery of the programme supports students and apprentices to experience theory and practice learning across the four fields of nursing practice. There's six practice learning placements across the programme in each route. Practice learning is planned to ensure students and apprentices have opportunities to experience a culture of inter-professional working. The first practice learning experience in part two of the programme provides opportunities for cross field learning in children's nursing, community, primary care, mental health and learning disability settings.

- 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. There's documentary evidence that confirms and the programme team tell us that all programme routes include relevant learning outcomes that enable students to apply for registration in one field of practice. All the proposed routes exceed the requirements for 4,600 programme hours. The MSc route permits RPL for 750 practice learning hours.

Evidence in module descriptors, content and programme specifications confirms that there's explicit module content for each field of practice. This ensures students are supported to demonstrate competence in both theoretical and practice learning components relevant to their chosen field of nursing practice.

BSc (Hons) programme documentation confirm that there are practice learning modules aligned to each field specific practice learning placement. The MSc route has 12 modules including six practice learning modules aligned to a field specific placement with opportunities for cross field learning experiences supported by hub and spoke practice learning.

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 documentary evidence in module descriptors and the programme specifications that programme content supports the development of field specific knowledge in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in each field of nursing practice. Ethics and law are clearly mapped and delivered in each year of the programme. There's a focus on increasing complexity of knowledge as students and apprentices progress through the programme.

The programme team, senior nurses, practice assessors and practice supervisors tell us that there's sufficient exposure to field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation throughout the programme.

The pan-south PAD, programme specifications and module descriptors outline the academic and FN:SPRN outcomes in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. Mapping of these areas to the theoretical and practice learning components of all routes is clearly detailed.

The programme team tell us students and apprentices have access across the programme to SN@P that supports ongoing numeracy and drug calculation skills development. This further supports the ability to accurately interpret patient data, safely administer medication and assess vital signs. Students and apprentices have opportunities to work and collaborate with interdisciplinary teams to develop person-centred care skills and make evidence-based decisions grounded in quantitative clinical data.

- 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. Documentary evidence and the approval visit demonstrate an equal balance of 50 percent theory and 50 percent practice learning. Documentary evidence demonstrates programme hours are mapped against the NMC minimum hours required for each route. All routes exceed the minimum 4,600 hours. Mapping documents demonstrate where the FN:SPRN are delivered and assessed.

There's documentary evidence that the practice allocation model within ARC records evidence of the achievement of designated programme hours. Students and apprentices have exposure to a range of practice learning opportunities and experiences using a hub and spoke model. ARC monitors programme hours and the retrieval of deficit learning hours in theory and practice.

All proposed routes evidence a comprehensive range of teaching and learning strategies and these are detailed in programme specifications and module descriptors. The teaching and learning strategies are diverse and include lectures, small group teaching, technology facilitated learning, online distance learning and simulated practice to support the development of clinical skills. Module descriptors detail appropriate aims and learning outcomes. Learning outcomes are appropriate to test distinct field of practice requirements. PMU use a spiral curriculum to introduce and build on previous learning.

The indicative content in module descriptors are aligned with the seven platforms of the FN:SPRN. Senior nurses, practice assessors, practice supervisors, academic assessors, students, apprentices and PUSCs tell us that the programme and practice learning opportunities prepare students and apprentices for entry to the NMC register as a registered nurse.

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

MET

NOT MET

R2.10 is met. Documentary evidence and the approval visit confirm that there are technology and simulation opportunities across all routes. These are used effectively and proportionately across the curriculum to support supervision, learning and assessment.

There's a designated simulation strategy that outlines the strategic and operational intent of the school and how they align simulation opportunities throughout the programme. Documentary evidence details that simulation is used to augment

theoretical learning and that there's no simulated practice learning hours proposed within the programme.

A simulation and clinical skills suite at PMU has a three-bed acute hospital ward setting that includes a nursing station and there are three medium and high fidelity scenario manikins. A one bed bay replicates a high dependency and intensive care unit setting. Teaching spaces provide flexibility and equipment can be moved and changed to support different teaching scenarios. There's a community environment that includes a living room, bedroom and kitchen. There's also a general practice surgery setting. These facilities replicate real-life environments, that support and prepare students and apprentices for practice learning. The simulation suite has SimCapture video, audio equipment and vSIM for nursing immersive virtual scenarios that enable students and apprentices to engage with three-dimensional patients and tests their ability to recognise and analyse cues through unfolding visual and audio responses and by experiencing life-like reactions.

The programme team tell us that interprofessional learning (IPL) specific study days allow students and apprentices to share different experiences through planned activities within the simulation suite. Students and apprentices have opportunities to experience an IPL ward shift simulation day where they share reflective workshops and teaching sessions with other students on health-related programmes.

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

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

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

YES NO N/A

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

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

YES NO

There's no evidence that details how resources including academic and support staff will be in place to support the projected growth in student numbers. (Condition one)

EP written commitment statements and PLP written learning agreements aren't formally signed. (Condition two)

Programme and module learning outcomes don't fully demonstrate clear progression in academic level through the programme. (Condition four)

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

YES NO

Outcome

Is the standard met?

MET NOT MET

There's no evidence that details how resources including academic and support staff will be in place to support the projected growth in student numbers.

Condition one: Provide a resource plan that confirms appropriately qualified and experienced people will be appointed to the pre-registration nursing delivery over a three-year programme cycle, including how colleagues recruited from clinical practice will be supported to develop into an academic role. (SFNME R2.19; SPNP R2.1)

EP written commitment statements and PLP written learning agreements aren't formally signed.

Condition two: Provide signed written commitment statements for EPs and signed learning agreements for PLPs working with PMU in relation to the pre-registration nursing programme. (SFNME R2.1; SPNP R2.1)

Programme and module learning outcomes don't fully demonstrate clear progression in academic level through the programme.

Condition four: Review programme and module learning outcomes to ensure clear progression in academic level. (SFNME R5.6; SPNP R2.1)

Date: 12 October 2023

Post event review

Identify how the condition(s) is met:

Condition one: PMU provide a detailed resource plan, that includes projected student numbers and a staffing resource plan. PMU also provide evidence of how clinical staff are supported to develop their academic roles.

Condition one is met.

Evidence:

Hierarchy chart, 5 December 2023

Nursing provision registrants staffing resource plan, 5 December 2023

Nursing provision resource plan, 5 December 2023

Condition two: PMU provide evidence of a signed written commitment statement for EP and PLP support.

Condition two is met.

Evidence:

PMU and UHP, signed work placement agreement, 16 November 2023

Condition four: Revised programme documentation confirms module and programme learning outcomes reflect clear progression in academic level.

Condition four is met.

Evidence:

Revised, BSc (Hons) nursing direct entry (adult/mental health/learning disabilities), programme specification, 24 November 2023

Revised, BSc (Hons) nursing degree apprenticeship (adult/mental health/learning disabilities), programme specification, 24 November 2023

Revised, MSc nursing direct entry (adult/mental health/learning disabilities), programme specification, 24 November 2023

Revised, MSc nursing apprenticeship (adult/mental health/learning disabilities), programme specification, 24 November 2023

Revised, module descriptor, NURD01, 24 November 2023

Revised, module descriptor, NURD02, 24 November 2023

Revised, module descriptor, NURD03, 24 November 2023

Revised, module descriptor, NURD04, 24 November 2023
Revised, module descriptor, NURH01, 24 November 2023
Revised, module descriptor, NURH02, 24 November 2023
Revised, module descriptor, NURH03, 24 November 2023
Revised, module descriptor, NURH04, 24 November 2023

Date condition(s) met: 5 December 2023

Revised outcome after condition(s) met: MET NOT MET

Standard 3: Practice learning

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

- R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages
- R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing
- R3.4 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning
- 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. Documentary evidence and the approval visit provides assurance that students and apprentices develop the skills to deliver safe and effective care, to a diverse range of people across four fields of nursing practice. The proposed routes provide a diverse range of practice learning experiences.

Documentary evidence confirms that students and apprentices are exposed to a range of practice learning experiences appropriate to each field of nursing. The programme team, senior nurses, practice assessors and practice supervisors tell us how hub and spoke placements use a four-field approach that ensures practice learning experiences across the four fields of nursing practice.

There's evidence of a joint agreement between the school, PLPs and EPs that confirms sufficient learning opportunities for students and apprentices to practise the core nursing skills outlined in annexe a and b of the FN:SPRN. The programme team, senior nurses and practice education leads tell us that there's sufficient capacity across the geographical location to ensure practice learning experiences are available and allow students and apprentices to deliver safe and effective care, across the fields of nursing practice. Senior nurses confirm relevant clinical policies and procedures are modified to enable students and apprentices under direct supervision to practise the annex a and b proficiencies safely and appropriately in practice learning environments.

At the practice learning environment visits students and apprentices from a local AEI tell us that they're supported in practice and that there's sufficient opportunities to experience learning in the fields of nursing practice across the programme. Some students and apprentices from a local AEI tell us that their supernumerary status and protected learning time aren't consistently protected. They tell us that staffing issues sometimes result in qualified staff being moved into other areas of the organisation and that this impacts on their learning opportunities.

Documentary evidence confirms PMU have appropriate mechanisms in place to monitor and support students and apprentices if there's concerns about protected practice time and supernumerary status. There's further assurance from senior nurses and NHSE WTE representatives who tell us that there has been significant recruitment activity to increase the numbers of staff available to undertake practice assessor and practice supervisor roles. They tell us that there are initiatives across the healthcare system that are being implemented. They tell us these include the

safe learning environment charter, the people promise metrics and the safer nursing care tools and that these approaches will enhance practice learning support for students and apprentices. PMU are advised that supernumerary status is recommended to the NMC for future monitoring.

- 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. There's a clear process in place to monitor the quality of practice learning environments including how students and apprentices evaluate practice learning experiences. Practice learning environments are educationally audited on a biennial basis. The programme team, practice assessors and practice supervisors tell us that the suitability of practice learning environments to continuously meet programme outcomes are reviewed at collaborative southwest PLG meetings. PMU work in partnership with local AEs, PLPs and EPs and are part of the southwest PLG who meet each month to share information, review decision making and monitor data to assure the quality of practice learning and the ongoing implementation of the SSSA. This collaborative approach ensures that there's a partnership approach to addressing and actioning any adverse regulator reports, any service changes and to ensure practice assessors and practice supervisors are available to all AEs who share practice learning environments. Practice learning configuration and circuits are designed to meet the learning experience needs of students and apprentices and to ensure they can deliver safe and effective care to a diverse range of people of all ages. Practice education leads and senior nurses tell us that they meet regularly with relevant academic staff to feedback and contribute to the monitoring of programmes and to resolve any escalated concerns.

The programme team, senior nurses, practice education leads, practice assessors and practice supervisors tell us there are appropriate processes in place to assess, monitor and evaluate practice learning experiences. They understand the process for withdrawing students and apprentices if required from practice learning environments and what support mechanisms must be in place to reintroduce students and apprentices to practice. Students and apprentices confirm that they complete practice learning evaluations on completion of each practice learning experience. Senior nurses, practice education leads, practice assessors and practice supervisors tell us that students and apprentices experience a variety of practice learning experiences to meet the holistic needs of people in all ages.

PMU tell us that they've recruited a practice compliance manager who collates practice information and reports across all practice learning environments. Reports are available to students, apprentices, other AEs, PLPs and EPs. The programme team, PLPs and EPs work in partnership to develop action plans to continuously

monitor and improve practice learning as appropriate. PMU confirms the appointment of a practice education facilitator (PEF) who works across PLP and EP practice learning environments. Their role is to ensure they link with practice assessors, practice supervisors, academic assessors and with other AEs. PMU tell us about plans to increase the PEF role as student numbers increase.

- 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. Module descriptors evidence how the principles of communication and relationship management skills are introduced and developed across the programme. Documentary evidence confirms that there's practice learning opportunities for students and apprentices to follow individual journeys through the health care system and that these enable them to develop these skills.

The pan-south PAD clearly maps to the FN:SPRN and identifies where the platforms and nursing procedures are recorded and assessed. Senior nurses, practice assessors, practice supervisors and academic assessors tell us that practice learning opportunities allow students and apprentices to meet the communication and relationship management skills and nursing procedures in the proposed routes.

PMU, PLPs and EPs facilitate workshops with practice assessors and practice supervisors that provide advice relating to the communication and relationship management skills and nursing procedures set out in the FN:SPRN. The workshops provide guidance on how to supervise, support and assess students and apprentices.

- 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. PMU aren't proposing any simulated practice learning hours.

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

MET **NOT MET**

R3.5 is met. There's documentary evidence that the school has processes in place to take account of student and apprentice individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities.

There's a school equality impact assessment and a range of PMU policies and procedures to support individual needs and personal circumstances when allocating practice learning. These include the requirement for making reasonable adjustments for disabilities. A reasonable adjustment policy and process is in place for theory and practice learning. Students and apprentices who require reasonable adjustments have an initial assessment with the disability and inclusion service and an individual learning plan (ILP) is developed. Students and apprentices can share this with academic staff. Students and apprentices are encouraged to share their ILP with practice assessors and practice supervisors. Practice assessors, practice supervisors, students and apprentices tell us that adjustments are made to support practice learning. Students and apprentices tell us that PLPs and EPs are supportive of individual learning needs.

Students and apprentices tell us that they're supported by PMU and the school with any reasonable adjustments that relate to health and academic support. They tell us that they're aware of how to access support if required. Information about accessing individual needs and personal circumstances support and reasonable adjustments is clearly detailed in student facing programme documentation.

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: 12 October 2023	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 4: Supervision and assessment
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme</p> <p>R4.4 provide students with constructive feedback throughout the programme to support their development</p> <p>R4.5 ensure throughout the programme that students meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>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%</p> <p>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</p> <p>R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse</p> <p>R4.9 ensure that there is equal weighting in the assessment of theory and practice</p> <p>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 <i>Standards of proficiency for registered nurses</i></p> <p><i>Standards framework for nursing and midwifery education, specifically:</i> 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</p>

Standards for student supervision and assessment, specifically

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. Programme documentation and the approval visit evidence how support, supervision, learning and assessment comply with the SFNME.

There's a partnership approach that ensures accountability for the development, delivery, quality assurance and evaluation of the proposed programme. There's documentary evidence that confirms practice supervisors have sufficient opportunities to engage with practice assessors and academic assessors to share and record observations of conduct, proficiency and progression towards achievement of the programme outcomes and the FN:SPRN.

The pan-south PAD provides opportunities for practice supervisors to provide written feedback in a variety of formats which are recorded on the ARC platform. A communication log is used to record all methods of communication between practice assessors, practice supervisors and academic assessors. ARC supports communication between practice assessors, practice supervisors and academic assessors.

Senior nurses, practice education leads, practice assessors and practice supervisors tell us that students and apprentices are supernumerary in practice learning environments. EPs supporting the BSc (Hons) and MSc routes tell us that practice assessors and practice supervisors are experienced in supporting students undertaking nursing degree apprenticeship programmes.

Practice assessors, practice supervisors and practice education staff tell us that if there are any issues, concerns or complaints about students and apprentices there are clear lines of communication to ensure the programme team are aware and where necessary can support students and apprentices. PMU students and local AEI students and apprentices at the practice learning environment visits tell us that they're aware of the complaints processes and procedures and know how to access practice and academic staff for support to escalate concerns.

PMU and AEIs across the south region adopt the NHSE WTE guidance supporting learners in practice for the preparation of practice assessors, practice supervisors and academic assessors. Documentary evidence confirms that established governance structures are in place to ensure effective coordination and quality of practice learning. There's evidence of educational audit, internal education quality assurance processes and student practice learning evaluation mechanisms.

- 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. There's documentary evidence of how the SSSA is applied to the programme. Processes are in place to identify and prepare practice assessors, practice supervisors and academic assessors for their roles.

The programme team, senior nurses and practice education leads tell us that there are sufficient practice assessors, practice supervisors and academic assessors to supervise and assess students and apprentices. There's evidence of and senior nurses and practice education leads tell us that PLPs and EPs maintain records of practice assessors and practice supervisors and evidence of preparation for the roles. Practice assessors, practice supervisors and academic assessors tell us they undertake training and education that prepares them for their roles. They confirm that updates are accessible either face-to-face or online in their organisations. They tell us there's sufficient training and education in place to ensure they're fully prepared to undertake their roles.

Programme documentation stipulates that academic assessors can't be the same individual for consecutive parts of the programme.

We're assured by the PMU executive team that there's adequate resources in place to support the proposed programme. Senior academic staff tell us a workload allocation model includes capacity for academic assessors and that there's sufficient training and education opportunities to prepare academic assessors. There's evidence of further resources including administrative support to ensure effective coordination of learning in theory and practice and the PEF to further support practice learning.

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. Documentary evidence and the approval visit provides assurance of a varied range of formative and summative assessments that include written coursework, individual presentations, unseen examinations, e-portfolios, professional discussions, structured clinical examinations and practice assessment of proficiencies. The proposed programme provides students and apprentices with the opportunity to continually reflect on theory and practice learning.

There are opportunities for students and apprentices to receive formative and summative assessment feedback from academic staff. The pan-south PAD provides the documentary framework for formative and summative practice assessment.

Students and apprentices tell us that all feedback they receive is useful and productive. They receive electronic feedback on all assessments through the Canvas platform and tell us they're aware of theory and practice feedback systems.

Students and apprentices confirm that they've a clear student voice. They tell us there are student committees, student representation systems and processes and they've opportunities to meet regularly with programme teams. Students and apprentices tell us they're satisfied with PMU and school staff who respond to their feedback in a timely manner. They tell us they receive feedback from PUSCs in practice and this is facilitated by practice supervisors or practice assessors. PUSCs tell us they've opportunities to feedback to students and apprentices during classroom activities, presentations and clinical skills and simulated practice learning activities. Senior nurses and practice education leads tell us school staff respond quickly and effectively to feedback from them if there are concerns about student progress or competence.

- 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. Documentary evidence confirms programme outcomes and practice learning are mapped to and meet the FN:SPRN for the four fields of nursing practice. The programme team, senior nurses and practice education leads tell us there's a sufficient range of practice learning environments to ensure that students and apprentices gain experience of the four fields of nursing throughout the programme.

The programme team, senior nurses, practice assessors and practice supervisors tell us that they work across organisations to ensure students and apprentices achieve the FN:SPRN required in their field of practice. They confirm there are opportunities to undertake and complete the annexe a and b proficiencies in practice learning environments and through simulation. Simulated practice learning activities undertaken across all proposed routes don't contribute to programme practice learning hours.

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: 12 October 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET NOT MET

N/A

Standard 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:

<ul style="list-style-type: none"> The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> 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) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Fall Back Award If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p></p> <p>There's no fall back exit award that permits registration as a nurse.</p>
<p>Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p></p>
<p>Outcome</p>
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 12 October 2023</p>
<p>Post event review</p>
<p>Identify how the condition(s) is met:</p> <p>N/A</p>
<p>Date condition(s) met:</p> <p>N/A</p>
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for registered nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</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: Written commitment statements and learning agreements between PMU and PLPs/EPs are in place. These aren't however formally signed. A condition is applied.		
List additional documentation: Post visit documentation to meet conditions: Revised, BSc (Hons) nursing direct entry (adult/mental health/learning disabilities), programme specification, 24 November 2023 Revised, BSc (Hons) nursing degree apprenticeship (adult/mental health/learning disabilities), programme specification, 24 November 2023 Revised, MSc nursing direct entry (adult/mental health/learning disabilities), programme specification, 24 November 2023 Revised, MSc nursing apprenticeship (adult/mental health/learning disabilities), programme specification, 24 November 2023 Hierarchy chart, 5 December 2023 Nursing provision registrants staffing resource plan, 5 December 2023 Nursing provision resource plan, 5 December 2023 PMU and UHP, signed work placement agreement, 16 November 2023 Revised, module descriptor, NURD01, 24 November 2023 Revised, module descriptor, NURD02, 24 November 2023 Revised, module descriptor, NURD03, 24 November 2023 Revised, module descriptor, NURD04, 24 November 2023 Revised, module descriptor, NURH01, 24 November 2023 Revised, module descriptor, NURH02, 24 November 2023 Revised, module descriptor, NURH03, 24 November 2023 Revised, module descriptor, NURH04, 24 November 2023		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please identify cohort year/programme of study:		
Visits to practice learning environments: All local AEI students. NDA, adult nursing, year three x two Direct entry, adult nursing x one NA, year two x two		
Approval visit: PMU students. Foundation science degree (FdSc), NA apprenticeship, year one x five FdSc NA, direct entry, year one x two Assistant practitioner, apprenticeship, year one x four Aspire programme x two NA bridging programme x six		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If practice learning environments are visited, state where visited/findings: We visit a range of practice learning environments at UHP, Livewell Southwest and St Luke's Hospice Plymouth. We meet nursing students from local AEIs, practice staff including practice assessors, practice supervisors and senior practice representatives. Practice assessors and practice supervisors tell us they're aware of the developments at PMU and that they've been involved in the design and development of the programme. Senior practice representatives are supportive of the programme that meets the needs of the local nursing workforce. They tell us that there's capacity to support PMU students and apprentices across the healthcare system.		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: UHP NHS Trust, Care Quality Commission, inspection report, 19 January 2022		

If you stated no above, please provide the reason and mitigation:
PMU is an established AEI, a visit to the library facilities isn't needed.

Additional comments:
None identified.

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Issue record

Final Report

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