

Programme approval visit report

Section one

Programme provider name:	University of Nottingham
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Sherwood Forest Hospitals NHS Foundation Trust United Lincolnshire Hospitals NHS Trust Private voluntary and independent health care providers
Programmes reviewed:	Pre-registration nursing (adult, mental health, learning disabilities and child)
Title of programme(s):	BSc (Hons) Nursing (adult) BSc (Hons) Nursing (child) BSc (Hons) Nursing (mental health) MSc nursing (graduate entry) (adult) MSc nursing (graduate entry) (child) MSc nursing (graduate entry) (mental health) MSc nursing (graduate entry) (learning disabilities).
Date of approval visit:	11 March 2019
Programme start date:	16 September 2019
Academic level:	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
QA visitor(s):	Registrant Visitor: Peter McAndrew Lay Visitor: Penny Goacher

Section two

Summary of review and findings

The nursing division of the school of health sciences at the University of Nottingham (UN) presented programme documentation for the approval of a three-year BSc (Hons) nursing programme with fields in adult, child and mental health nursing. Approval is also sought for a two-year MSc nursing (graduate entry) route with fields in adult, child, mental health and learning disabilities nursing.

The titles of the awards are as follows; BSc (Hons) Nursing (adult), BSc (Hons) Nursing (child), BSc (Hons) Nursing (mental health), MSc nursing (graduate entry) (adult), MSc nursing (graduate entry) (child), MSc nursing (graduate entry) (mental health), MSc nursing (graduate entry) (learning disabilities).

The programme documentation and approval process confirm evidence of effective partnership working between UN and key stakeholders. The proposals for the new programme have been widely consulted with practice learning partners (PLPs), students and service users and carers.

The programme documentation presents an innovative curriculum which contains a number of features identified through student feedback. The comprehensive revision of the first year of the programme aims at ensuring that students experience a more balanced university student experience and access more social and recreational university activities. The practice assessment documentation (PAD) has resulted from collaboration with a wide number of programme providers and provides a robust framework to the assessment of practice.

The quality of the information provided in the programme documentation is clear and concise and the programme is comprehensively described. The detail and spirit of the new Nursing and Midwifery Council Standards (NMC, 2018) are fully captured and clearly explained both in the programme documentation and by the approval process.

There were issues raised in Care Quality Commission (CQC) quality reports which required the attention of UN and the associated PLPs to assure the quality of student placements. In all cases a triangulated approach including feedback from students and evidence from educational audits have been used to determine suitability of practice learning environments. Where required, action plans had been developed in collaboration with PLPs and are monitored in relation to the achievement of developmental action.

The programme is recommended to the NMC for approval subject to three conditions. There are three recommendations.

29 March 2019 post conditions

UN submitted revised programme documentation which provides clear evidence that meets conditions two and three. Further evidence was required to meet

condition one.

30 April 2019 post conditions

UN submitted additional documentation which provides robust evidence to meet condition one.

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>
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>Condition one: Recognition of prior learning (RPL) procedures should be used to determine programme length and references to advanced standing, accelerated programme and the requirement for a health-related degree should be removed from the programme specification. (Standards framework for nursing and midwifery (SFNME) R2.8, Standards for pre-registration nursing programmes (SPNP) R1.5)</p> <p>Practice learning:</p> <p>Condition two: Clarify in the programme documentation the theory and practice hours for the programme to ensure that the NMC requirements are fully met and to be consistent in expressing the use of hours. (SFNME R2.1-R2.3, R5.3, SPNP R2.9)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: Revise the documentation in line with the approval panels feedback on omissions and</p>

	inaccuracies. (SNPN R2.4)
Date condition(s) to be met:	29 March 2019
Recommendations to enhance the programme delivery:	Recommendation one: To check with the regulator that online face to face interviews is an appropriate option as part of the selection strategy. (SFNME R2.6, SPNP R1.1.1-R1.1.3)
Focused areas for future monitoring:	<p>RPL procedures are effectively mapped to the programme learning outcomes. (SFNME R2.8, SPNP R1.5)</p> <p>The programme documentation evidences that the programme hours for theory and practice meet the NMC requirements. (SFNME R2.1-R2.3, R5.3, SPNP 2.9)</p> <p>The selection strategy for face to face interviews meets the NMC requirements. (SFNME R2.6, SPNP R1.1.1 - R1.1.3)</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised copies of the programme documentation provide evidence that the changes to the RPL process to meet condition one have been made.

SFNME R2.8 and SPNP R1.5 are now met.

Clarification of programme hours in revised copies of the programme documentation have been made and provide evidence to meet condition two.

SFNME R2.1-2.3, SPNP R2.9 are now met.

Revised copies of the programme documentation have addressed omissions and inconsistencies and provide evidence that the changes required to meet condition three have been made.

SNPN R2.4 is now met.

AEI Observations

Observations have been made by the education institution YES NO

Summary of observations made,

None identified

if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date conditions met:	30 April 2019

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><u><i>Standards framework for nursing and midwifery education</i></u> (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders</p>

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

We found strong evidence of effective partnerships at all levels between UN and their PLPs, service users and carers, students and other key stakeholders. There's evidence of a strong collaboration process on the development of the new programme. All stakeholders have a clear understanding of the new NMC Standards and are enthusiastic about their implementation.

At the approval visit, PLPs described UN as a good partner. They told us that they have a good relationship with lecturers and that they are responsive to the needs of health care service providers. They feel that UN understand the challenges they face as PLPs. They stated that UN have been responsive to requests for changes and they are impressed with the skills sets that future nurses will graduate with from the pre-registration nursing programme.

PLPs told us that they like the level of clinical simulation contained within the programme. They describe UN as a proactive organisation as evidenced by some of the innovation contained in the new programme proposals. They also told us that communication and networking between UN and PLPs is highly effective. Programme documentation and the approval process evidence that there are effective partnership arrangements for maintaining the practice learning environment and for the support of practice supervisors and assessors.

Service users and carers told us that they feel valued and supported by UN. They feel full partners in the education process and their voices are heard. They told us

that their input into programmes is highly valued by students who respect their contribution. They told us that they have contributed to the development of the new programme and have attended specific group meetings to discuss relevant issues. There's evidence that service users and carers are involved in the development, delivery and continued review of the pre-registration nursing programme. Service user and carer engagement in the programme development and delivery, and especially the impact of the role of the expert patient was described as exemplary by the approval panel.

Students told us that they like the new programme as it gives nurses a chance to gain more skills before they qualify. They like the increased focus on clinical skills and biosciences and pharmacology aspects. They also like the opportunity to select optional modules within the third year of the programme. They told us that all the changes have been discussed with them as student groups and that their programme is being supported with the changes as much as possible or they have the opportunity to transfer into the new programme. Where transfers aren't possible, third year students are being offered extra sessions to meet the new Standards.

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

MET NOT MET

Please provide any narrative for any exceptions

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

MET NOT MET

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

Student journey through the programme

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners,

must:

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

R1.1.1 are suitable for their intended field of nursing practice:

adult, mental health, learning disabilities and
children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

R1.5 permit recognition of prior learning that is capable of being mapped to the
Standards of proficiency for registered nurses and programme outcomes, up to a
maximum of 50 percent of the programme and comply with Article 31(3) of
Directive 2005/36/EC (included in annexe one of programme standards document)

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

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

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

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

Findings against the standard and requirements

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

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

YES NO
- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).

YES NO
- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

YES NO
- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

YES NO
- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

YES NO

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

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

with Article 31(3) of Directive 2005/36/EC (R1.5)

MET **NOT MET**

R1.5 is not met. Programme documentation and evidence at the approval visit confirms that up to a maximum of 50 percent of RPL can be accredited. In the MSc (graduate entry) route RPL isn't used effectively to map the students previous learning experiences to the programme learning outcomes. In addition, the MSc nursing (graduate entry) route must be able to map the NMC requirement for 2300 theory hours and 2300 practice hours. Descriptors such as advanced standing, accelerated programme or shortened shouldn't be used in the programme documentation as they're no longer accurate. The programme team informed us that there's no longer a requirement for the graduate entering the programme to have a health-related degree. (Condition one).

- 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. Comprehensive programme mapping documentation confirms that RPL is capable of being mapped to the Standards of proficiency for registered nurses (NMC, 2018) and programme outcomes.

- 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 (ORA) 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. Programme documentation and the approval process confirms that the candidate's capability to develop numeracy skills are assessed in the admission process. Candidates must effectively demonstrate proficiency in English language through the requirement to have GCSE English grade C or above or if an overseas candidate they must have international English language test score (IELTS) of 7 or the NMC approved equivalent. Candidate's ability to speak English is effectively assessed in group work activity and the face to face interviews which are part of the selection process. Evidence also confirms that UN has an effective approach to assessing candidate's digital and technological capability as part of the selection process.

The ongoing achievement record (OAR) and Midlands, Yorkshire and East of England practice assessment documentation (MYEPAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

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

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

YES NO

Proposed transfer of current students to the programme under review

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

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

MET NOT MET

Comprehensive mapping is included in the programme documentation and confirms theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses. The first year of the new programme is designed to adequately prepare students for practice. Practice learning modules with simulation-based learning and a formative first year placement aim to support students to develop clinical skills confidence in a safe environment. The existing nursing cohorts have been extensively consulted and the approval panel commended the programme development team for this initiative.

Students support the transfer arrangements and PLPs are supportive of the decision to transfer students onto the new programme.

Existing students going into their second year will transfer to the new programme. Those going into the third year in September 2019 are concerned they might be disadvantaged, so additional advanced clinical skills options have been added to the third year, so students can also access the new learning plans.

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

MET NOT MET

Comprehensive mapping documentation was included in the programme

documentation and fully meets the requirement.

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

YES NO

SFNME R2.8 requires that RPL processes applied to the pre-registration nursing programme are robust. We found that on entry to the programme RPL procedures aren't effectively used to map the learning experiences of students onto the MSc nursing (graduate entry) route to ensure that NMC learning outcomes are met. The application of the RPL process to the programme isn't robust and therefore doesn't meet the requirement. (Condition one)

Condition one: RPL procedures should be used to determine the programme length. References to advanced standing, accelerated programme and the requirement for a health-related degree should be removed from the programme specification. (SFNME R2.8, SPNP R1.5)

Outcome

Is the standard met?

MET NOT MET

R1.5 is not met. On entry RPL processes should be used to map the learning experiences of students on the MSc nursing (graduate entry) route to ensure that NMC learning outcomes are met. The MSc nursing route must be able to map the NMC requirement for 2300 theory hours and 2300 practice hours. The requirement for mapping procedures to be undertaken to determine the length of the programme for the student, must be added to the programme documentation. Words which suggest the programme is being shortened or accelerated must be removed from documentation. The application of the RPL process to the programme isn't robust and therefore doesn't meet the requirement SFNME R2.8. The entry requirement for a health-related degree to the MSc route should be removed from the documentation. (Condition one)

Condition one: RPL procedures should be used to determine the programme length. References to advanced standing, accelerated programme and the requirement for a health-related degree should be removed from the programme specification. (SFNME R2.8, SPNP R1.5)

R1.1.1 - 1.1.3 is met but a recommendation is made.

SFNME R2.6 Requires that the recruitment of students is open, fair and transparent. The programme documentation states that it's possible for a student to undertake an on-line face to face interview as opposed to presenting in person.

Recommendation one: To check with the regulator that online face to face interviews is an appropriate option as part of the selection strategy. (SFNME R2.6, SPNP R1.1.1 - 1.1.3)

Date: 11 March 2019

Post event review

Identify how the condition(s) is met:

Condition one:

The programme team provided an RPL document for the MSc nursing (graduate entry) route which evidences that applicants experiential and theoretical learning claims for RPL are mapped against the MYEPAD part one and year one programme outcomes of the BSc route as well as graduate skills. The process is clear and incorporates a requirement for the applicant to complete a bioscience learning unit. External examiner scrutiny is incorporated into the process.

A revised MSc nursing (graduate entry) programme specification provides assurance that references to advanced standing, accelerated programme and the requirement for a health-related degree have been removed.

A revised curriculum document including an updated BSc (Hons) nursing programme specification evidences that individual claims for RPL against experiential and theoretical learning is for the first year of the programme only. Claims are mapped against part one of the MYEPAD and year one outcomes of the programme.

RPL claims by registered nurses are mapped against parts one and two of the MYEPAD and years one and two outcomes of the programme.

The evidence provides assurance RPL processes are robust. SPNP R1.5 is now met.

Assurance is provided that SFNME R2.8 is met.

Evidence

UN response to feedback on condition one RPL, 2 May 2019

UN MSc nursing (graduate entry) RPL document, undated

UN curriculum document Bachelor of Science with honours in nursing and Master of Science in nursing (graduate entry), undated

UN programme specification, Bachelor of Science with honours in nursing, undated

UN programme specification, Master of Science in nursing (graduate entry), undated

Date condition(s) met: 30 April 2019

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

SPNP R1.5 is met. Assurance is provided that SFNME R2.8 is 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 theory and practice learning using a range of learning and teaching strategies

R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out

in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC standards for education and training (R2.1) YES NO
- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R2.2) YES NO
- Mapping to show how the curriculum and practice learning content reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3) YES 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 not met. Documentation and evidence at the approval visit confirm that the design and delivery of the programme will support students in both theory and practice across all four fields of nursing practice. Assurance is provided that an effective process will be used to determine the level of expertise and knowledge required for specific competencies in the differing fields of nursing practice. We were told that the student will have to demonstrate the ability to undertake the procedure at the required level for the field of practice.

The modules in the MSc nursing route are generic across all four fields of nursing practice. Enquiry based learning scenarios used within the modules draw on the students learning across the fields. Case studies developed by the Midlands, Yorkshire and East of England practice learning group (MYEPLG) provide examples of how the MYEPAD is used across the programme to facilitate cross field learning within the context of each field of nursing practice.

Interprofessional learning (IPL) within the practice learning environment includes first year pharmacy students assigned to second and third-year nursing students to learn about each other's roles. All IPL is recorded in the MYEPAD. In the university setting, second year medical students will engage in workshops with third year

nursing students exploring palliative and end of life care.

There are a number of omissions and inaccuracies in the original programme documentation. The approval panel highlighted these areas in the initial feedback they provided to the programme development team on the pre-registration nursing proposals. This includes clarification on borderline pass requirement and reference as appropriate to field of practice and supervision and assessment. In all cases the response indicated that these would be rectified in revised programme documentation that would be presented by the programme development team. (Condition three)

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

MET **NOT MET**

R2.5 is met. Documentation and the approval process confirm that field specific learning outcomes and field specific content is listed in module descriptors. Practice learning experiences are all field specific, with the exception of the elective experience. Sessions in the practice learning modules focus on field specific examples and case studies to enhance and support the achievement of proficiencies within the students own field of practice. The programme development team told us that field specific learning will be further applied in tutorial groups.

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

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

YES **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. Documentation and the approval process confirm that extensive mapping has been undertaken in the programme design to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration are fully included in the programme.

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

There are appropriate module aims, descriptors and outcomes specified.

There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET **NOT MET**

R2.9 is not met. Service user and carer engagement in the programme development, delivery and ongoing review is clearly evidenced, and especially the impact of the role of the expert patient.

Programme specifications for the undergraduate programme and postgraduate route, module specifications and the programme handbook show clear aims and outcomes and a variety of learning and teaching strategies including simulation. Schedules for practice learning experiences across a range of settings are detailed.

There's some variance in the programme documentation about the programme hours and the hours designated as theory hours and practice learning hours. It's not clear that the NMC requirements are met and that a minimum of 2300 hours theory and 2300 hours practice learning are included in the programme.

The programme team told us that the future nurse programme is compliant with Directive EC/36/2005 and provides an equal balance of theory and practice learning using an innovative range of learning and teaching strategies. While a distinction is made between theory and practice learning, the two processes are completely inter-related, and this is reflected in the development of practice learning modules. As such theory and practice learning for this programme can only be artificially segregated to demonstrate that all students will have 2300 hours of theoretical learning and in practice learning environments and 2300 hours of learning in university or other non-practice learning settings. The programme development team presented revised schedules to evidence that the requirements are met. The team agreed to revise all programme documentation to ensure that there's consistency throughout in terms of how the programme hours are stated. (Condition two)

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

- Evidence to ensure that programmes delivered in Wales comply with any

legislation which supports the use of the Welsh language (R2.10)	
	YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
Programme is not delivered in Wales.	
<ul style="list-style-type: none"> Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11). 	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<ul style="list-style-type: none"> Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12) 	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Students on this programme can only study and register in one field of nursing practice.	
<ul style="list-style-type: none"> 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 <input type="checkbox"/> NO <input checked="" type="checkbox"/>
This programme is not designed for registration in another profession.	
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula are met	
	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
SFNME R2.1-2.3 requires that the programme meets all legal, regulatory and professional requirements, and is designed to meet the proficiencies, outcomes and NMC programme specific standards. We found there's inconsistency within the programme documentation about what constitutes theory and practice learning hours and the requirement for 2300 hours of theory and 2300 of practice learning is not clearly evidenced. (Condition two)	
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
R2.9 is not met	

There's inconsistency within the programme documentation about what constitutes theory and practice learning hours. The programme documentation doesn't consistently evidence that the programme contains 2300 hours of theory and 2300 hours of practice learning. The programme development team are asked to clarify in the programme documentation that these requirements are met.

Condition two: Clarify in the programme documentation the theory and practice hours for the programme to ensure that the NMC requirements are fully met and to provide consistency in expressing the use of hours. (SFNME R2.1-2.3, SPNP 2.9)

R2.4 is not met.

There are a number of omissions and inaccuracies in the original programme documentation. The approval panel highlighted these areas in the initial feedback to the programme development team on the proposals. In all cases the response indicated that these will be rectified by the programme team in revised programme documentation. (Condition three)

Condition three: Revise the documentation in line with the approval panel's feedback on omissions and inaccuracies. (SPNP R2.4)

Date: 11 March 2019

Post event review

Identify how the condition(s) is met:

Condition two

Revised programme documentation submitted by the programme team detail theory and practice hours clearly and consistently providing assurance that the programme meets the requirement of 2300 hours of theory and 2300 hours of practice learning. SPNP R2.9 is now met

Assurance is provided that SFNME R2.1-2.3 are met

Evidence

UN curriculum document Bachelor of Science with honours in nursing and Master of Science in nursing (graduate entry), undated

UN programme specification, Bachelor of Science with honours in nursing, undated

UN programme specification, Master of Science in nursing (graduate entry), undated

Condition three

Revised programme documentation provides assurance that omissions and inaccuracies have been addressed. Clarification on borderline pass requirement and reference as appropriate to field of practice and supervision and assessment are addressed. SPNP R2.4 is now met

Evidence

UN curriculum document Bachelor of Science with honours in nursing and Master of Science in nursing (graduate entry), undated

UN programme specification, Bachelor of Science with honours in nursing, undated

UN programme specification, Master of Science in nursing (graduate entry), undated

Date condition(s) met: 29 March 2019

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

SPNP R2.4 and R2.9 are met. Assurance is provided that SFNME R2.1-R2.3 are 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 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration

nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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. Practice learning opportunities are outlined in the programme documentation and provide sound evidence that they'll allow students to meet the Standards of proficiency for registered nurses across all the four fields of nursing and a diverse range of people. The range of experiences are recorded in the MYEPAD and practice assessment is mapped against the proficiencies.

The programme development team told us that there've been partnership group meetings to establish potential risks related to the new programme and how to mitigate these to ensure safe and effective care by students when in practice.

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

MET **NOT MET**

R3.2 is met. Programme documentation and findings at the approval visit outline a number of initiatives which ensures that students experience a variety of practice learning environments and that these environments are of appropriate quality. We are assured that the practice learning experiences will prepare students to meet the holistic needs of people in all ages.

There's a service user carer feedback template in the MYEPAD about the care they receive from the student. This was developed by service users in collaboration with PLPs and academic staff. Students are required to obtain at least two pieces of service user carer feedback per part of the programme which contribute towards the students practice assessment. Four other tools have been adopted from the South West region widening the variety of methods by which service user feedback can be captured.

A range of feedback and evaluation opportunities are in place for practice learning experiences to be monitored and discussed. These include tripartite practice meetings, student evaluations of placement, regular resilience-based supervision,

and personal tutor support meetings.

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

MET **NOT MET**

R3.3 is met. Programme documentation and findings at the approval visit confirm that practice learning opportunities are provided that allow students to meet the communication and relationship management skills and nursing procedures within their selected fields of nursing practice. The practice learning modules in the programme support and prepare students for practice and enable them to develop communication and interpersonal skills in a simulated practice environment.

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

MET **NOT MET**

R3.4 is met. Programme documentation and findings at the approval visit confirm that technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Students confirmed these teaching and learning techniques are currently used. Students told us that they find simulation-based learning especially useful and that the sessions are well planned and delivered. They told us that it is a significant improvement that these learning opportunities are increased in the new programme.

A substantial number of multimedia and digital resources have been developed often co-produced by students and/or patient/practice staff/stakeholder groups. The practice learning modules utilise e-learning and low and high-fidelity simulation and are a major component of the new programme accounting for a proportion of the practice hours. Current 'expert simulated patient' groups provide valuable feedback to students on their values and behaviours during simulation-based learning activities including formative and summative assessment.

- 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. The programme documentation and findings at the approval visit confirm that comprehensive processes are in place to take account of students' individual needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for disabilities. This information is clearly signposted for students and staff.

There were issues raised in CQC quality reports which required the attention of UN and the associated PLPs to assure the quality of practice learning environments. In all cases a triangulated approach including feedback from students and evidence from educational audits had been used to determine suitability of practice learning environments. Where required, action plans had been developed in collaboration with PLPs and are monitored in relation to the achievement of developmental action.

Note: *If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.*

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: 11 March 2019

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in

Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

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. Documentation and findings at the approval visit confirm that UN and PLPs have developed and agreed guidelines which articulate how the new roles of practice assessor, practice supervisor and academic assessor will be implemented. These include how individuals in these roles will be prepared and developed. Discussions about these new roles identify a real motivation to do things differently when supervising and assessing students in practice and UN and PLPs told us that they have been challenged in terms of their thinking.

PLPs told us that they have participated in a regional group to implement the Standards for student supervision and assessment (SSSA). The group aims to ensure consistency across different practice learning environments. They told us that that they recognise the opportunities the new standards offer and view the SSSA as an opportunity to enhance practice learning for students while upholding the rigour of the assessment of proficiencies.

- 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. The roles of the practice supervisor and practice and academic assessors are fully outlined in the programme documentation. At the approval visit the roles were discussed and all PLP representatives have a clear understanding of the role requirements to meet the new NMC Standards. We explored the challenges presented by the new supervision and assessment roles and there's a clear understanding of the possible issues. The preparation criteria and process for nurses undertaking these roles is fully discussed with the programme development team and PLP representatives. Although the plans aren't yet finalised it's clear that processes are in place to ensure that plans will be implemented prior to the commencement of the new programme.

Each PLP has already undertaken scoping exercises to identify who will become a practice supervisor and a practice assessor and to ensure each area will have sufficient supervisors and assessors. Preparation and training for the new roles will be targeted to match the roll out of the new programme and transfer of existing students. Planning is in place to manage the University academic link role alongside the academic assessor role. A shared MYEPLG website is available providing resources for practice supervisors and practice and academic assessors. Practice learning environments are developing and adapting their welcome/induction materials to reflect the new Standards. PLPs are also reviewing current policies and guidelines to accommodate the wider skill set identified in the MYEPAD.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3) **YES** **NO**

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

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

MET **NOT MET**

R4.4 Documentation and findings at the approval visit confirm that there are processes in place to provide students with feedback and feed forward throughout the programme to support their development.

The MYEPAD has been developed and adopted by 22 approved education institutions (AEIs) and is based on the Pan London PAD. The PAD addresses all the competencies in the NMC SSSA and addresses the role of the assessors. The MYEPAD provides a comprehensive and well tested assessment document and NU are commended for its adoption.

Assessment schedules and module specifications detail a range of formative and summative assessments across the programme. Students receive feedback from peers and service users and carers in the clinical practice modules and as part of the assessment of practice via the MYEPAD.

- 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. Documentation and findings at the approval visit confirm that comprehensive mapping documents have been developed, that evidence that the students meet the Standards of proficiency for registered nurses and the programme outcomes for their fields of nursing.

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 associate 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

<p>relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> 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) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the <i>Standards of proficiency for registered nurses</i> (R4.10) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p>
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 11 March 2019</p>

<p>Standard 5: Qualification to be awarded</p>
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and</p> <p>R5.2 notify students during and before completion of the programme that they</p>

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.

Findings against the standards and requirements

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

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

YES NO

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

YES NO

Fall Back Award

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

Standards framework for nursing and midwifery education specifically R2.11, R2.20

YES NO N/A

If no or not applicable, please state why:

There's no fall-back exit award which enables registration with the NMC. The minimum award for the undergraduate route is a BSc (Hons) nursing and for the postgraduate route a MSc nursing.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 11 March 2019

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 standards of proficiency	<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)	<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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC,	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2018) apply to the programme(s)		
Curricula vitae 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 confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>CQC reports, various dates</p> <p>Spreadsheet on CQC quality reports and action taken, undated</p> <p>AEI self-assessment documents, various dates</p> <p>NMC register check for programme leaders and external examiners, 11 March 2019</p> <p>Ensuring the uniqueness of the fields, 20 December 2018</p> <p>People (involved in course delivery/development), service users, carers, co-production, stakeholders, 21 December 2018</p> <p>Equalities and human rights, employers, equality and diversity, 21 December 2018</p> <p>Equality and diversity training package, 28 December 2018</p> <p>Process of transition, 21 December 2018</p> <p>External examiner response form, 20 December 2018</p> <p>External examiner documentation, 20 December 2019</p> <p>Staff development strategy, 20 December 2018</p> <p>Mentor remodelling committee meeting notes, October 2018</p> <p>Mentor update, 18 January 2019</p> <p>Practice learning strategy 2016-2020, 20 December 2018</p> <p>Programme leads role profiles, 20 January 2019</p> <p>Post event:</p>		

UN response to feedback on condition one RPL, 2 May 2019

UN MSc nursing (graduate entry) RPL document, undated

UN curriculum document Bachelor of Science with honours in nursing and Master of Science in nursing (graduate entry), undated

UN programme specification, Bachelor of Science with honours in nursing, undated

UN programme specification, Master of Science in nursing (graduate entry), undated

If you stated no above, please provide the reason and mitigation:

Additional comments:

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"/>
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: BSc Hons nursing, adult field, year one x 2 BSc Hons nursing, child field, year one x 1 BSc Hons nursing, mental. health field, year one x 1 BSc Hons nursing, adult field, year two x 1 BSc Hons nursing, adult field, year three x 3 BSc Hons nursing, child field, year three x 1 MSc Graduate entry nursing, adult field, year two x 1		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you stated no above, please provide the reason and mitigation:

Additional comments:

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list CQC quality report for Sherwood Forest Hospitals NHS Foundation Trust, 15 August 2018 CQC quality report for United Lincolnshire Hospitals NHS Trust, 3 July 2019		
If you stated no above, please provide the reason and mitigation: Not required for this approval. The learning facilities and resources including practice learning environment have been subject to the monitoring process of the NMC.		
Additional comments:		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author:	Peter McAndrew	Date:	29 May 2019
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