

**2014-15**

**Monitoring report of performance in mitigating key risks identified in the NMC Quality Assurance framework for nursing and midwifery education**

Programme provider	University of Essex
Programmes monitored	Registered Nurse - Adult; Registered Nurse - Mental Health
Date of monitoring event	25-26 Feb 2015
Managing Reviewer	Peter Thompson
Lay Reviewer	Ruth Jones
Registrant Reviewer(s)	Mooi Standing, Sean Hare
Placement partner visits undertaken during the review	Colchester Hospital University Foundation NHS Trust - ELM; Accident and Emergency Department; Bergholt Ward. St Helina Hospice. Basildon and Thurrock University Hospital - ELM; James McKenzie Ward. North Essex Partnership University Foundation NHS Trust – ELM; Active Treatment and Recovery Service, 439 Ipswich Road; Ardleigh Ward. South Essex University Partnership Foundation NHS Trust - ELM; Brockfield House
Date of Report	10 Mar 2015

**Introduction to NMC QA framework**

The Nursing and Midwifery Council (NMC) is the professional regulator for nurses and midwives across the United Kingdom (UK) and Islands. Our primary purpose is to protect patients and the public through effective and proportionate regulation of nurses and midwives. We aspire to deliver excellent patient and public-focused regulation.

We seek assurance that registered nurses and midwives and those who are about to enter the register have the knowledge, skills and behaviours to provide safe and effective care. We set standards for nursing and midwifery education that must be met by students prior to entering the register. Providers of higher education and training can apply to deliver programmes that enable students to meet these standards. The NMC

approves programmes when it judges that the relevant standards have been met. We can withhold or withdraw approval from programmes when standards are not met.

Published in June 2013, the NMC's Quality assurance (QA) framework identified key areas of improvement for our QA work, which included: using a proportionate, risk based approach; a commitment to using lay reviewers; an improved 'responding to concerns' policy; sharing QA intelligence with other regulators and greater transparency of QA reporting.

Our risk based approach increases the focus on aspects of education provision where risk is known or anticipated, particularly in practice placement settings. It promotes self-reporting of risks by Approved Education Institutions (AEIs) and it engages nurses, midwives, students, service users, carers and educators.

Our QA work has several elements. If an AEI wishes to run a programme it must request an approval event and submit documentation for scrutiny to demonstrate it meets our standards. After the event the QA review team will submit a report detailing whether our standards are "met", "not met" or "partially met" (with conditions). If conditions are set they must be met before the programme can be delivered.

Review is the process by which the NMC ensures AEIs continue to meet our standards. Reviews take account of self-reporting of risks and they factor in intelligence from a range of other sources that can shed light on risks associated with AEIs and their practice placement partners. Our focus for reviews, however, is not solely risk-based. We might select an AEI for review due to thematic or geographical considerations. Every year the NMC will publish a schedule of planned reviews, which includes a sample chosen on a risk basis. We can also conduct extraordinary reviews or unscheduled visits in response to any emerging public protection concerns.

This monitoring report forms a part of this year's review process. In total, 17 AEIs were reviewed. The review takes account of feedback from many stakeholder groups including academics, managers, mentors, practice teachers, students, service users and carers involved with the programmes under scrutiny. We report how the AEI under scrutiny has performed against key risks identified at the start of the review cycle. Standards are judged as "met", "not met" or "requires improvement". When a standard is not met an action plan is formally agreed with the AEI directly and is delivered against an agreed timeline.

Summary of findings against key risks						
Resources	1.1 Programme providers have inadequate resources to deliver approved programmes to the standards required by the NMC	1.1.1 Registrant teachers have experience /qualifications commensurate with role.				
	1.2 Inadequate resources available in practice settings to enable students to achieve learning outcomes	1.2.1 Sufficient appropriately qualified mentors / sign-off mentors / practice teachers available to support numbers of students				
Admissions & Progression	2.1 Inadequate safeguards are in place to prevent unsuitable students from entering and progressing to qualification	2.1.1 Admission processes follow NMC requirements	2.1.2 Programme providers' procedures address issues of poor performance in both theory and practice	2.1.3 Programme providers' procedures are implemented by practice placement providers in addressing issues of poor performance in practice	2.1.4 Systems for the accreditation of prior learning and achievement are robust and supported by verifiable evidence, mapped against NMC outcomes and standards of proficiency	
Practice Learning	3.1 Inadequate governance of and in practice learning	3.1.1 Evidence of effective partnerships between education and service providers at all levels, including partnerships with multiple education institutions who use the same practice placement locations				
	3.2 Programme providers fail to provide learning opportunities of suitable quality for students	3.2.1 Practitioners and service users and carers are involved in programme development and delivery				3.2.2 Academic staff support students in practice placement settings
	3.3 Assurance and confirmation of student achievement is unreliable or invalid	3.3.1 Evidence that mentors, sign-off mentors, practice teachers are properly prepared for their role in assessing practice				3.3.2 Mentors, sign-off mentors and practice teachers are able to attend annual updates sufficient to meet requirements for triennial review and understand the process they have engaged with
Fitness for Practice	4.1 Approved programmes fail to address all required learning outcomes that the NMC sets standards for	4.1.1 Students achieve NMC learning outcomes, competencies and proficiencies at progression points and for entry to the register for all programmes that the NMC sets standards for				
	4.2 Audited practice placements fail to address all required learning outcomes in practice that the NMC sets standards for	4.2.1 Students achieve NMC practice learning outcomes, competencies and proficiencies at progression points and for entry to the register for all programmes that the NMC sets standards for				
Quality Assurance	5.1 Programme providers' internal QA systems fail to provide assurance against NMC standards	5.1.1 Student feedback and evaluation/ Programme evaluation and improvement systems address weakness and enhance delivery	5.1.2 - concerns and complaints raised in practice learning settings are appropriately dealt with and communicated to relevant partners			
Standard Met		Requires Improvement		Standard Not met		

## Introduction to University of Essex's programmes

The School of Health and Human Sciences is situated within the Faculty of Science, and Health is one of three faculties at the University of Essex (UoE).

The school was reapproved to deliver pre-registration nursing in 2011 and currently provides a BSc pre-registration nursing (adult and mental health), MSc pre-registration nursing (adult and mental health) and a BSc nursing (mental health) work-based learning (WBL) pre-registration nursing pathway (mental health).

This latter pathway was developed in conjunction with North Essex Partnership University NHS Foundation Trust (NEP) to enable a small number of students who successfully complete the foundation degree in health sciences (mental health) to enrol on the programme as secondees from the trust.

This monitoring review focuses on the pre-registration nursing (mental health and adult) programme. The selection of placement visits took into account CQC concerns and Colchester general hospital was included in reviewers' schedules.

## Summary of public protection context and findings

We found that all teaching staff either have an NMC recorded teaching qualification or are currently studying towards this. Students confirm that nursing teachers are up-to-date in both theoretical subject matter and nursing practice. Our findings indicate that the university has adequate appropriately qualified and experienced teaching staff to deliver pre-registration nursing (adult) programmes to meet the NMC standards.

We found that there are sufficient appropriately qualified mentors/sign-off mentors with due regard available to support the number of students in practice. A team approach is also used to support student learning in practice, and students and mentors confirm that link lecturers contribute to this. Sign-off mentors assess third year students' competence to ensure they are fit to practise.

We found that the selection and admission processes are robust and comply with NMC standards and requirements. Applicants complete a literacy and numeracy test and have a face-to-face interview conducted by teachers, practitioners and service users. All individuals involved in the selection processes have received equality and diversity training. There are robust processes in place for the management of students' health screening and Disclosure and Barring Service (DBS) checks prior to commencement of placements.

A professional suitability group meets prior to a progression examination board meeting. Students are removed from the programme if they fail to meet requirements. There is a robust fitness to practise (FtP) procedure that addresses and manages concerns about students' behaviour for public protection. Our findings indicate that the university has effective policies and procedures in place to address students' poor performance in both theory and practice. The rigour of the process ensures public protection.

We determine that practice placement providers are confident in managing students'

poor performance in practice. Students, mentors/sign-off mentors and practice liaison managers confirmed their understanding of procedures in addressing issues of poor performance in practice. Clear guidance on the expectations of students' behaviour and performance is detailed in the students' nursing skills book.

We found that the systems for the accreditation of prior learning (APL) and achievements are sound and well managed. The system of mapping prior learning against the learning outcomes for both theory and practice is clearly defined.

Employers support all mentors in the successful completion of the NMC approved mentorship module offered by the university. Students were very positive about their experience of working with their mentors. The mentor databases verified that there are sufficient sign-off mentors to assess and sign off competence to ensure students are fit for practice to protect the public.

We found that the learning, teaching and assessment strategies enable students to successfully meet NMC learning outcomes, competencies and proficiencies. Students reported positive learning experiences from stimulating learning and teaching strategies. Employers expressed confidence in employing students who had successfully completed the programme as they considered them to be fit for practise.

We found that the practice placements enable students to achieve NMC practice learning outcomes and competencies at progression points and meet NMC standards for entry to the register. Mentors check and confirm students' successful completion of practice assessment at each progression point. Sign-off mentors report having a weekly meeting with third year students to monitor progress and achievement of competencies. The European Union directive requirements are identified in the practice skills book.

We conclude that the university has effective quality assurance systems in place to provide assurance against the NMC standards. Risks are managed and areas for development are addressed to enhance the delivery of pre-registration nursing programme. These measures ensure that students are prepared for entry into the register and are fit to practise for public protection.

### Summary of areas that require improvement

None identified

### Summary of areas for future monitoring

1. The practice learning opportunities for WBL students, in comparison with the opportunities for the full time MSc and BSc students.
2. The development and progression opportunities for mentors and the opportunities for band five nurses to become involved in interviewing and academic committees.
3. The tracking of the use of online mentor updates, their usefulness and adherence to the NMC standards.

4. The development of service user participation in interviews and other programme activities.
5. The capacity of trust staff to attend academic programme committees.
6. The dissemination of external examiner reports. Mechanisms to disseminate external examiner feedback to practice areas and mentors/sign-off mentors.
7. The development of the project to formulate a single shared document for when both universities seek revalidation in advance of 2016.

### Summary of notable practice

#### Resources

None identified

#### Admissions and Progression

None identified

#### Practice Learning

None identified

#### Fitness for Practice

None identified

#### Quality Assurance

None identified

### Summary of feedback from groups involved in the review

#### Academic team

We found that the programme team lecture across all NMC approved programmes and are knowledgeable and up-to-date with nursing practice. All lecturers have experience and qualifications commensurate with their roles.

The programme team enjoy close working partnerships with practice placement providers and work effectively to ensure support for their students in achieving NMC learning outcomes, competencies and proficiencies.

#### Mentors/sign-off mentors/practice teachers and employers and education commissioners

We found that all mentors and sign-off mentors are supported in preparation for their role by their managers and link lecturers. They work closely with the link lecturers in ensuring that students are supported in practice learning. All mentors, sign-off mentors and education liaison managers are committed to supporting students in achieving and meeting NMC standards and competencies on completion of the programme.

We were informed that education liaison managers and/or the associated director of nursing maintain the live databases. All mentors attend update training either face-to-

face or online, supported by their managers. Face-to-face mentor updates are jointly facilitated by link lecturers and practice placement facilitators (PPFs) on site.

Employers confirmed that the school is responsive and works very well through established partnership arrangements.

Education commissioners confirmed that the school demonstrates high levels of decision making, is research focussed and delivers high quality programmes. It consistently exceeds the quality standards which are checked annually through the performance quality assessment framework (PQAF) processes and, in developing a work based learning model for pre-registration nursing, has provided an example for other universities to follow.

### **Students**

We found that students are positive about their learning experience both at the university and in practice placements. Students reported that teachers are supportive and accessible. They reported that the quality of teaching is consistently good and a variety of teaching and learning methods are used to facilitate different learning needs.

Students informed us that they would recommend the university and programme to their friends. Third year students confirmed that they are well prepared for registration with the NMC on completion of the programme.

### **Service users and carers**

We noted the service users' involvement in recruitment of students. We were informed that service users contribute to teaching and aspects of assessment in the skills laboratories. Service users feel valued by students and the programme team.

Service users informed us that they are supported by the university and feel part of the programme team.

## **Relevant issues from external quality assurance reports**

Care Quality Commission (CQC) reports were considered for practice placements used by the university to support students' learning.

The following reports require action(s):

CQC inspection of Clacton Hospital, Clacton-on-Sea, 16 January 2014 a routine inspection reported the following standard was not met (1):

Care and welfare of people who use services - action needed.

An action plan has been completed and no CQC return visit is planned.

The standard not met related to Durban ward/St Osyth and this was immediately deactivated as a pre-registration nursing placement area. The areas have now changed their type of clients considerably and are due to be audited again soon for pre-registration students. (14)

Mid-Essex Hospital Services NHS trust, Broomfield Hospital, Chelmsford, 19 August

2014, an inspection in response to concerns raised by stakeholders and information of a concern received by CQC. (2)

The following concerns were raised:

- the number of serious incidents being reported, learning from incidents, staffing levels and leadership within the accident and emergency (A&E) department.
- the number of incidents being reported about persons deemed 'at risk' of absconding from the department.
- the assessment and treatment of care provided to people with mental health conditions.

During the inspection it was found that the essential standards of quality and safety were not being met in some areas. The trust was issued with compliance actions. The trust was required to implement an action plan to meet these essential standards. CQC will follow up to ensure appropriate action to address the concerns have been taken in November 2014. (2)

An October 2014 inspection to accident and emergency found issues in relation to staffing/separate area for paediatrics which is now resolved.

November 2014 a full inspection was carried out. A further CQC visit is planned for 3 February 2015. (14)

Colchester Hospital University NHS Foundation Trust, inspection at Colchester General Hospital, 6-8, 16 and 19 May 2014, as a follow-up to the Keogh Mortality review in 2013. (3)

Overall, the hospital was rated as 'requires improvement'. CQC rated it 'good' for providing caring care, but required improvement for safe, effective, responsive and well-led care.

Critical care and surgery services were reported 'good', but A&E, medicine, maternity services, children and young people's services, end of life care and outpatient services all required improvement. Actions were identified that the hospital must take to improve together with actions they should take.

This is an on-going issue with a new report (30 January, 2015) indicating that the emergency admissions unit remains inadequate. A meeting is taking place on 3 February 2015 between the trust, University of Essex and Anglia Ruskin University to discuss continued placement of students. At the time of review there were no further developments to report. (14)

Colchester Hospital University NHS Foundation Trust, Essex County Hospital as a follow-up to the inspection that was undertaken last year as part of the Keogh Mortality Review. (4)

Overall, the hospital was rated as 'requires improvement'. CQC rated surgery services as 'good' but outpatient services required improvement. There were areas of poor practice where the trust needs to make improvements normally CQC would take



enforcement action in these instances. However, as the trust is already in special measures they have informed Monitor of these breaches, who will ensure appropriate action is taken and progress is monitored through the special measures action plan.

No action was required in relation to students' placement. (14)

The Princess Alexandra Hospital, Harlow, 17 -19 July 2013, routine inspection. (5)

The following standards were not met:

Consent to care and treatment - action needed

Care and welfare of people who use services - action needed

Staffing - action needed

Supporting workers - action needed

Assessing and monitoring the quality of service provision - action needed

CQC should be informed when compliance actions are complete.

Kitwood and Roding Mental Health Wards, The Plain, Epping, 20 November 2013, a routine inspection reported the following standard was not met (6):

Consent to care and treatment – action needed

439 Ipswich Road, Colchester, 08 January 2014, a routine inspection reported the following standards were not met (7):

Consent to care and treatment - action needed

Care and welfare of people who use services - action needed

Supporting workers - action needed

Records - action needed

An action plan is now signed off, with no return visit required. No action was required in relation to students' placement although at the time of the report the student capacity was reduced. (14)

Edward House, The Linden Centre, 10 February 2014, a routine inspection reported the following standard was not met (8):

Consent to care and treatment - action needed

All ward issues are managed but corporate actions are currently outstanding, student capacity is reduced. (14)

The Landermere Centre, Clacton-on-Sea, 2 December 2013, a routine inspection reported the following standard was not met (9):

Consent to care and treatment - action needed

This area is now fully compliant with standards. No action was required in relation to students' placement. (14)

Chelmer and Stort Mental Health Wards Derwent Centre, Princess Alexandra Hospital, 4 February 2014, a routine inspection reported the following standards were not met (10):

Consent to care and treatment - action needed

Care and welfare of people who use services - action needed

This area is now fully compliant. No action was required in relation to students' placement. (14)

King's Wood Centre, 13 January 2014, a routine inspection reported the following standards were not met (11):

Consent to care and treatment - action needed

Care and welfare of people who use services - action needed

An action plan is signed off, with no return visit necessary. No action required in relation to students' placement. (14)

Basildon Mental Health Unit, 30-31 January 2014, a routine inspection reported the following standards were not met (12):

Staffing - action needed

Records - action needed

CQC will be carrying out an inspection of the trust in June 2015. No action required in relation to students' placement. (14)

Southend University Hospital, within Southend University Hospital NHS Foundation Trust, 7 August 2014, CQC inspection in response to concerns of stakeholders and information of concern received by CQC. (13)

The hospital is in significant breach of its terms of Monitor authorisation since 2011-2012 due to their failure to demonstrate that there were appropriate arrangements in place to provide effective leadership and governance. There were also concerns about the trust's failure to meet cancer and C. difficile targets.

Compliance actions required to meet these essential standards.

Report under consideration at present, no action required in relation to students' placement at present. (14)

Other CQC compliance reports relevant to placement areas used by the University of

Essex for the approved nursing programme were considered but did not require further discussion as part of this review.

The UoE has given a full breakdown of the CQC reports that are relevant to its placement areas and which have raised concerns. This shows that there is clear partnership working with stakeholders. Decisions have been taken either to remove or to leave students on placement. This process involves collaboration with Anglia Ruskin University who also share the placement circuit. This is a comprehensive summary of actions taken by the UoE.

The areas summarised in this report by the University of Essex are Clacton hospital, Broomfield hospital, Colchester general hospital, Essex County hospital, Princess Alexandra hospital, Kitwood and Roding, mental health, and others. CQC reports in which there were no students placed were not included in this update.

Concerns raised by CQC in relation to:

North Essex Partnership University NHS Foundation Trust (NEPFT) – and to

Risks at Southend University Hospital NHS Foundation Trust - full reports provided with action plan, April 2014 (87) (see section 3.3.1).

## **Evidence / Reference Source**

1. CQC inspection report Clacton Hospital, Clacton-on-Sea, February 2014
2. CQC Broomfield Hospital Quality report, 29 October 2014
3. CQC Colchester General Hospital Quality report, 17 July 2014
4. CQC Essex County Hospital Quality report, 17 July 2014
5. CQC inspection report. The Princess Alexandra Hospital, Harlow, October 2013
6. CQC inspection report Kitwood and Roding Mental Health Wards, December 2013
7. CQC inspection report 439 Ipswich Road, February 2014 (North Essex Partnership)
8. CQC inspection report Edward House, March 2014
9. CQC inspection report Landermere Centre, January 2014
10. CQC inspection report Chelmer and Stort Mental Health Wards, February 2014
11. CQC inspection Report The King's Wood Centre, February 2014
12. CQC inspection Report Basildon Mental Health Unit, March 2014
13. CQC Southend University Hospital Quality report, 29 October 2014
14. NMC Monitoring PRC, February 2015 CQC update School of Health & Human Sciences
87. University of Essex: CQC reporting and updating, 3 February 2015

### Follow up on recommendations from approval events within the last year

No recommendations identified.

Major modification

BSc Nursing (mental health) work-based learning route.

Minor Modification

BSc Nursing (adult) & (mental health) Module HS541.

Approval report return to practice, 28 August, 2014. There were no recommendations made requiring follow-up and no conditions.

Approval of WBL pre-registration nursing (adult) was approved in February 2015 and is awaiting NMC confirmation. (23, 147)

### Evidence / Reference Source

*23. University of Essex self-assessment programme monitoring report, 2014/15*

*147. E-mail from NMC reviewer, 23 February 2015, confirming that conditions and recommendations for the approval of the BSc (adult) work-based learning programme have been met*

### Specific issues to follow up from self-report

Pre-registration nursing (adult) - Introduction of a new pathway is planned in 2014-15 (BSc Nursing (adult WBL)). The programme has been approved, the UoE is waiting for NMC confirmation and recruitment is underway for an April intake.

Internal reorganisation of the nursing team to provide leadership for the pathway has been completed, the programme lead has due regard, is registered as a teacher with the NMC and has been designated.

Appointment of 1.5 whole time equivalent (wte) new staff members to cover the provision.

Health Education East of England (HEEE) proposal to create a single practice assessment document (PAD) between Anglia Ruskin University and the UoE. The plan is to be expanded to include all AELs in the East of England. This is currently an on-going work stream. This has now been placed in abeyance until after the review of nursing has been completed. (23, 102)

<b>Evidence / Reference Source</b>
<p>23. University of Essex self-assessment programme monitoring report, 2014/15</p> <p>102. E-mail from HEEE, 6 January 2015</p>

Findings against key risks
<p><b>Key risk 1 – Resources</b></p> <p><b>1.1 Programme providers have inadequate resources to deliver approved programmes to the standards required by the NMC</b></p> <p><b>1.2 Inadequate resources available in practice settings to enable students to achieve learning outcomes</b></p>
<p>Risk indicator 1.1.1 - Registrant teachers have experience /qualifications commensurate with role.</p>
<p>What we found before the event</p>
<p>All programme leads have due regard and a recorded NMC teaching qualification. (15-17)</p> <p>Of the 23 lecturers currently working in the nursing team, 65 per cent have an NMC recorded teaching qualification. All of the remaining eight lecturers are studying towards a teaching qualification. (15)</p> <p>Academic staff may seek equitable access to the school's staff development fund in line with the university's appraisal and personal development procedures. (31)</p>
<p>What we found at the event</p>
<p>We found that all registrant teachers have experience and qualifications commensurate with the role. (15-17, 20, 31, 57, 59, 84)</p> <p>We confirmed that programme leads for pre-registration nursing (adult and mental health) have due regard and are registered with the NMC for stage four standards to support learning and assessment in practice settings (SLAiP) NMC standards. (17, 20, 60, 61, 155)</p> <p>The academic staff employment policy requires that all registrant teachers and all new appointments to the nursing lecturer team must be registered with the NMC and have a</p>

recorded teaching qualification or undertake an educational programme leading to an NMC recordable teaching qualification. A member of the administration team checks nurse lecturers NMC registration to ensure current registration is maintained. Staff resources are confirmed annually with commissioners and form part of the PQAF annual review. (20, 57, 83)

We were able to confirm that the university's workload allocation provides clear guidance to staff about workload which defines and allows time for teaching, practice-related work and scholarly activity. (15, 84)

We conclude from our findings that the university has adequate appropriately qualified and experienced teaching staff to deliver pre-registration nursing (adult and mental health) programmes to meet the NMC standards.

#### Evidence / Reference Source

- 15. Staff CVs, 2015
- 16. NMC Monitoring visit, 2015, nursing roles PJM V1
- 17. NMC register checked 8–10 February 2015
- 20. University of Essex AEI requirements, Mott MacDonald portal
- 31. University of Essex staff development funds, November 2013
- 57. Performance quality assurance framework (PQAF) annual review, 2013/2014
- 59. University of Essex introduction and presentation, 25 February 2015
- 60. Meeting with programme lead (adult), 25 February 2015
- 61. Meeting with programme lead (mental health (MH)) 25 February 2015
- 83. Managing reviewer (MR) meeting with education commissioner, 25 February 2015
- 84. MR meeting with dean of faculty, 25 February 2015
- 155. UoE: annual school checks of academic staff NMC registration status, January 2015

Risk indicator 1.2.1 - sufficient appropriately qualified mentors / sign-off mentors / practice teachers available to support numbers of students

#### What we found before the event

A service level agreement is in place for placement services between the Faculty of Health, Social Care and Education at Anglia Ruskin University and the School of Health and Human Sciences at the UoE and their practice placement providers to meet NMC requirements. (18)

Anglia Ruskin University allocates students to appropriate placements for each stage of their programme using the lists of suitable placements provided by the UoE. Both universities meet on a quarterly basis to monitor the placement issues. Any outstanding

<p>issues will be dealt with through the operational contract meetings. (18)</p>
<p>What we found at the event</p>
<p>We found that there are sufficient qualified mentors/sign-off mentors available to support students in practice. Students are allocated a designated mentor. Third year students are allocated a sign-off mentor and a designated mentor. All clinical placements also operate a team approach to support students learning in practice. (19, 40, 41, 42, 43, 74–77, 81, 137, 152)</p> <p>We confirmed that students have supernumerary status and are rostered in the off duty rota with their designated mentors). Students confirmed that they work in excess of 40 per cent of the time with their mentors. (62, 70, 71, 81, 85, 121, 122, 154)</p> <p>Students and mentors confirmed to us that link lecturers are available and accessible in supporting students learning in practice and mentors in their role. (62, 65, 70, 71, 74, 75)</p> <p>Work based learning mental health students report that they work two days as a student and three days as a trust employee whilst in practice. However, they are also fully supported by their allocated mentor and are offered learning opportunities throughout their full working week. (70, 71, 74, 75, 81, 158, 159)</p> <p>NEP reports 89 per cent of their mentors are currently 'live' on the mentor register. (137)</p> <p>Employers and commissioners confirmed that there are sufficient appropriately qualified mentors/sign-off mentors available to support the numbers of students. (83, 124, 154)</p> <p>We determine from our findings that there are sufficient appropriately qualified mentors/sign-off mentors with due regard available to support the number of students in practice.</p>
<p>Evidence / Reference Source</p>
<p>18. Placement of students service level agreement ARU and UoE, September 2012</p> <p>19. Nursing placement guidelines for students and mentors, 2013/2014</p> <p>40. Annual mentor update, undated</p> <p>41. Mentor evaluation form, undated</p> <p>42. <a href="http://www.essex.ac.uk/hhs/placements/default.aspx">www.essex.ac.uk/hhs/placements/default.aspx</a></p> <p>43. NMC approval: University of Essex preparation for mentorship module</p> <p>62. Meeting with students in practice (adult), 25 February 2015</p> <p>65. Meeting with mentors and sign-off mentors in practice (adult), 26 February 2015</p> <p>70. Meetings with students in practice (MH), 25 February 2015</p> <p>71. Meetings with students in practice (MH), 26 February 2015</p>

- 74. Meetings with mentors and sign-off mentors in practice (MH), 25 February 2015
- 75. Meetings with mentors and sign-off mentors in practice (MH), 26 February 2015
- 76. Meetings with managers in practice (MH), 25 February 2015
- 77. Meetings with managers in practice (MH), 26 February 2015
- 81. Meeting with students (MH), University of Essex, 26 February 2015
- 83. MR meeting with education commissioner, 25 February 2015
- 121. Mentor database viewed in practice (adult), 25 February 2015
- 122. Mentor database viewed in practice (adult), 26 February 2015
- 124. Report and summary of student and mentor evaluation of clinical environments, 10 June 2014, October 2014
- 137. Educational audits (MH), 2015
- 152. Education audits (adult x 5), 2013/2014
- 154. Off duty rota viewed in practice (adult), 26 February 2015
- 158. Mentor database viewed in practice (MH), 25 February 2015
- 159. Mentor database viewed in practice (MH), 26 February 2015

**Outcome: Standard met**

**Comments:**

The BSc pre-registration nursing (mental health) WBL programme was approved in 2013, and the students work two days as a student and three days as an employee during the working week. No issues have been highlighted in learning opportunities during the working week, and it has evaluated well. It is worthy of future monitoring to ensure that this is maintained.

**Areas for future monitoring:**

Practice learning opportunities for WBL students, in comparison with the opportunities for the full time MSc and BSc students.

**Findings against key risks**

**Key risk 2 – Admissions & Progression**

**2.1 Inadequate safeguards are in place to prevent unsuitable students from entering and progressing to qualification**

Risk indicator 2.1.1 - admission processes follow NMC requirements



What we found before the event

The school works within the university undergraduate and postgraduate admissions policies whilst adhering to the requirements of the regulatory and commissioning bodies. Undergraduate admissions are made through UCAS with postgraduate admissions received directly by the school. (21-23)

All applications are considered by the relevant programme leads. Applicants invited for interview participate in a variety of activities including a face-to-face interview with questions based on the NHS constitution and values. The interviewers include a member of the teaching team and a practitioner of a relevant NHS trust appointed by the trust. (22)

What we found at the event

We found that the selection and admission processes are robust and comply with the NMC standards and requirements. (21-26, 79, 82, 83, 85, 86, 92, 93)

Nursing students confirmed that during their selection they were interviewed by staff from their respective fields (adult or mental health). Applicants are required to complete a 30 minutes literacy and numeracy test and attend a face-to-face interview. Interviews are conducted by the teaching team, practitioners and service users. (62, 63, 70, 71, 82, 125)

We were informed that all academic staff, practitioners and service users/carers receive equality and diversity training prior to participation in the selection and admission processes. (26, 61, 66, 67, 76, 82)

We found that there are robust processes in place for the management of students' health screening and DBS checks. (24, 25)

Students and service provider managers confirmed that students must have satisfactory DBS checks prior to commencement of practice placements. (61-63, 66, 67)

We were informed that students sign a declaration of good health and good character annually, this is one of the requirements for progression. (60, 61, 63, 71, 79, 81)

We confirmed that students undertaking the mental health WBL programme retain a part time employment contract as health care assistants or assistant practitioners. They access the programme after submitting an APL claim but are subject to the same selection and interview procedures as other pre-registration nursing students. (61-63, 71, 81, 83, 85, 86)

The university's equality and diversity policy (2011-2014) fully embraces the recruitment and support of students with a disability. Students enrolled on approved nursing programmes are assessed through occupational health screening and reasonable adjustments are agreed and made in partnership with placement providers. (26, 60, 61)

To date the school has not recruited students under 18 years but a policy is in force which facilitates their recruitment and support in partnership with placement providers.

(60, 61, 92)

We conclude that the admission processes are robust and meet NMC standards and requirements.

#### Evidence / Reference Source

- 21. University of Essex undergraduate admissions policy, April 2013
- 22. University of Essex graduate admissions policy, April 2013
- 23. University of Essex annual self-assessment programme monitoring report, 2014-2015
- 24. Student membership and disclosure and barring service checks policies and procedures, April 2014
- 25. Higher education occupational physicians and practitioners (HEOPS) medical fitness standards for nurse and midwife training
- 26. University of Essex equality policy and strategy, 2011-2014
- 60. Meeting with programme lead (adult), 25 February 2015
- 61. Meeting with programme lead (MH), 25 February 2015
- 62. Meeting with students in practice (adult), 25 February 2015
- 63. Meeting with students in practice (adult), 26 February 2015
- 66. Meeting with managers in practice (adult), 25 February 2015
- 67. Meeting with managers in practice (adult), 26 February 2015
- 70. Meetings with students in practice (MH), 25 February 2015
- 71. Meetings with students in practice (MH), 26 February 2015
- 76. Meeting with managers in practice (MH), 25 February, 2015
- 79. Sample of student files (mental health students , n= 5, Adult students , N = 7), 2012-2014
- 81. Meeting with students (MH), University of Essex, 26 February 2015
- 82. Meeting with service users (adult and mental health), University of Essex, 26 February 2015
- 83. MR meeting with education commissioner, 25 February 2015
- 85. Meeting with employer representatives, 26 February 2015
- 86. MR telephone meeting with Essex workforce partnership, 26 February 2015
- 92. Important information for students who are under 18 years of age, January 2015/October 2015
- 93. Health Education East of England (HEEE) report, March 2013
- 125. Meeting with link lecturers in practice (adult), 25-26 February 2015

Risk indicator 2.1.2 - programme providers procedures address issues of poor performance in both theory and practice

What we found before the event

All students are required annually, and at the end of their programme, to declare themselves to be 'fit for practice'. This involves self-declaration in terms of health and good character. Students may not progress on the programme until this declaration has been received. (21)

The FtP procedures at the UoE are preceded by professional suitability group hearings. During the last year there have been six FtP hearings in relation to nursing. Five hearings related to pre-registration nursing; four of these hearings led to students being withdrawn from the nursing programme and one was able to continue with intervention and support. One further hearing related to a post-registration programme; the student was withdrawn and the matter referred to the NMC. (25, 151)

#### What we found at the event

We found that students, practitioners and academics are aware of the procedures in place to address issues of poor performance in both theory and practice. (63, 66a, 67, 76, 125)

We confirmed that programme handbooks provide clear details of the requirements for students to progress at the three stages, including completion. Personal tutors support students in this. Students are allowed two attempts at each of the module assessments and can, if they demonstrate extenuating circumstances or are successful in appeal, secure a third attempt. All modules are core, with no compensation, and the 12-week rule is exercised when deciding on students' progression. Students' achievement is monitored closely through personal tutor meetings and progression is overseen by programme leads. (46, 49, 54, 60, 61, 125, 153)

Students confirmed their understanding of the clear reassessment policy for theory and practice assessment). Mentors/sign-off mentors confirmed the rules of reassessment of practice. (27, 29, 63, 66a, 70, 71, 81)

We found that there is a robust FtP procedure that addresses and manages issues of concern about students' behaviour. The FtP panellists include practice and academic staff. (32)

We noted that there have been two nursing (adult) FtP cases in 2013/14. The outcome resulted in withdrawal from the programme for one student and conditions for the other. This process ensures that concerns are investigated and managed effectively for public protection. (52)

We were informed that a professional suitability group meets prior to a progression examination board meeting. Students are removed from the programme if they fail to meet requirements. (60, 61, 125)

We determine from our findings that the university has effective policies and procedures in place to address students' poor performance in both theory and practice.

Evidence / Reference Source

- 21. University of Essex undergraduate admissions policy, April 2013
- 25. Higher education occupational physicians and practitioners (HEOPS) medical fitness standards for nurse and midwife training
- 27. MSc nursing pre-registration nursing skills (adult) development of practical skills incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour
- 29. BSc nursing pre-registration nursing skills (adult) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour
- 32. UoE fitness to practice procedure, May 2012
- 46. MSc pre-registration nursing document, undated
- 49. Pre-registration (nursing) attrition figures, 2013-2014
- 52. Fitness to practise, anonymous summaries, 2014-2015
- 54. MSc and BSc nursing (adult and mental health) programme handbooks, 2014-2015
- 60. Meeting with programme lead (adult), 25 February 2015
- 61. Meeting with programme lead (mental health), 25 February 2015
- 63. Meeting with students in practice (adult), 26 February 2015
- 66a. Meeting with mentors and sign-off mentors (adult) in practice, 26 February 2015
- 67. Meeting with managers in practice (adult), 26 February 2015
- 70. Meetings with students in practice (MH), 25 February 2015
- 71. Meetings with students in practice (MH), 26 February 2015
- 76. Meeting with managers in practice (MH), 25 February, 2015
- 81. Meeting with students (MH), University of Essex, 26 February 2015
- 125. Meeting with link lecturers in practice (adult nursing), 25- 26 February 2015
- 151. University of Essex fitness to practise procedure, May 2012
- 153. Student files, undated

Risk indicator 2.1.3 - Programme providers' procedures are implemented by practice placement providers in addressing issues of poor performance in practice

What we found before the event

Education liaison managers (ELM) work in NHS trusts and have overall responsibility for working with the university to facilitate pre and post registration education.

The process for escalating concerns about student performance is documented in the nursing placement guidelines with a series of actions which seeks to address mentor concerns. Mentors also have access to a link lecturer, the contact details of which are also included in the nursing placement guidelines. The nursing skills book also provides

<p>a visible record of where concerns have been highlighted and the specific actions taken in relation to remedial work. (19, 21, 27-30)</p>
<p>What we found at the event</p>
<p>Students, mentors/sign-off mentors and practice liaison managers confirmed their understanding about the procedures in addressing issues of poor performance in practice. Mentors confirmed the early involvement of link lecturers and their confidence in managing the process with the support of link lecturers. (63, 66, 75, 76)</p> <p>We found that there is clear guidance of the procedures and expectation of students' behaviour and performance is detailed in students' nursing skills book. (27-30)</p> <p>We were informed by mentors that the management of poor performance are considered at mentor updates, using scenarios to inform discussion and to develop shared understanding. (64-66, 75-78, 139, 142)</p> <p>We conclude from our findings that practice placement providers have confidence in managing poor performance in practice with the support of the university.</p> <p>Mentors are clearly aware of the procedures for managing poor performance in practice. Contact details are included in student practice documentation (28, 30). The process of managing poor performance is covered in annual mentor updates These are attended by university lecturing staff and documentation of the process is also available and discussed. Scenario based learning and action planning are addressed within the mentor updates. (28, 30, 64-66, 75-78, 139, 142)</p> <p>Mentors report regular contact and practice visits by link lecturers. Concerns would be communicated to the education liaison manager, education champion and link lecturer as soon as any student concerns are highlighted. (75-78)</p>
<p>Evidence / Reference Source</p>
<p>19. <i>Nursing placement guidelines students and mentors, 2013/14</i></p> <p>21. <i>University of Essex undergraduate admissions policy, April 2013</i></p> <p>27. <i>MSc nursing pre-registration nursing skills (adult) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour</i></p> <p>28. <i>MSc nursing pre-registration nursing skills (mental health) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour</i></p> <p>29. <i>BSc nursing pre-registration nursing skills (adult) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour</i></p> <p>30. <i>BSc nursing pre-registration nursing skills (mental health) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour</i></p> <p>63. <i>Meetings with students in practice (adult), 26 February 2015</i></p> <p>64. <i>Meetings with mentors and sign-off mentors in practice (adult), 25 February 2015</i></p>

- 65. Meetings with mentors and sign-off mentors in practice (adult), 26 February 2015
- 66. Meetings with managers in practice (adult), 25 February 2015
- 75. Meetings with mentors and sign-off mentors in practice (mental health), 26 February 2015
- 76. Meeting with managers in practice (mental health), 25 February 2015
- 77. Meeting with managers in practice (mental health), 26 February 2015
- 78. Audit documentation, undated
- 139. Fitness to practise guidelines for mentors in practice (NHS East of England), undated
- 142. Extract from guiding principles the mentorship practice per Anglia Ruskin University, University of Essex and associated placement providers, October 2007

Risk indicator 2.1.4 - systems for the accreditation of prior learning and achievement are robust and supported by verifiable evidence, mapped against NMC outcomes and standards of proficiency

What we found before the event

The UoE has a policy on accreditation of prior learning (APL) within which the school operates. (33)

What we found at the event

We found that the school has clear procedures for the management of accreditation of prior learning (APL) applications, verification of credit claims and quality assurance systems in place, and that APL limits are not exceeded. A policy on the APL is in place and the systems of mapping against the learning outcomes of theory and practice are clearly defined. It was confirmed that, within 2013-2014, three students were accepted for entry to the year two BSc programme, five students into the BSc WBL programme and 40 students into the MSc nursing programme. All of these entered via the APL route. (33, 95, 96, 148)

Examples of APL claims confirm that APL of up to 50 per cent is provided and claims show clear evidence trails provided by students which involve transcripts and reflections in pursuance of claims of prior theoretical and practice hours. There is a clear breakdown of the skills and knowledge base that the foundation student has achieved and these are mapped against the learning outcomes of theory and practice within the BSc nursing programme. There is clear mapping of theory, and skills and reconciliation with hours left to undertake. Students who demonstrate weaknesses in life sciences are given additional support which is in the form of an anatomy physiology pre-coursework which is supported by an academic member of staff. (96, 162)

Students on the MSc pre-registration nursing (adult) programme informed us that their programme is two years in duration in recognition of their prior learning. (63)

We conclude that the systems for the accreditation of prior learning and achievement

are sound and well managed.
Evidence / Reference Source
<p>33. APL policy, 3 May 2013</p> <p>63. Meeting with students in practice (adult), 26 February 2015</p> <p>95. Mapping document for APL, undated</p> <p>96. Examples of APL claims (n=2), undated</p> <p>148. Confirmation of APL claims awarded for pre-registration nursing programme, 2013-2014</p> <p>162. Life science learning pack, undated</p>
<b>Outcome: Standard met</b>
<p>Comments:</p> <p>Band five mentors have expressed an interest in university selection and recruitment processes. The role predominantly lies with more senior staff in the trusts. This could be explored further within trusts to aid the development of the mentor from a professional and developmental point of view.</p> <p>Service users confirmed they are involved in interviewing though none of the students we spoke to had been interviewed by service users. There are plans for further service user involvement in course provision.</p> <p>An out-of-hours telephone line has been established to enable mentors and students to contact link lecturers at all times when necessary.</p> <p>Students reported that service users were not involved in interviews though evidence from service users indicates that they are to some extent and service user input is under development.</p>
<p>Areas for future monitoring:</p> <p>Opportunities for band five nurses to become involved in interviewing and academic committees.</p> <p>The development of service user participation in interviews and other programme activities.</p>

<b>Findings against key risks</b>
<b>Key risk 3- Practice Learning</b>
<p><b>3.1 Inadequate governance of and in practice learning</b></p> <p><b>3.2 Programme providers fail to provide learning opportunities of suitable quality for students</b></p> <p><b>3.3 Assurance and confirmation of student achievement is unreliable or invalid</b></p>
Risk indicator 3.1.1 - evidence of effective partnerships between education and service

<p>providers at all levels, including partnerships with multiple education institutions who use the same practice placement locations</p>
<p>What we found before the event</p>
<p>The university engages with practice partners through quarterly operational contracts meetings (OCM) at which education liaison managers from practice education partners attend. The meeting is hosted by Health Education East of England. Anglia Ruskin University also attends this meeting. (37)</p> <p>There is a service level agreement (SLA) designed to clarify those placement services offered by the Faculty of Health, Social Care and Education at Anglia Ruskin University and the School of Health and Human Sciences at the UoE. (18, 36)</p> <p>Anglia Ruskin University and UoE meet on a quarterly basis to monitor placement issues; any outstanding issues are dealt with through the operational contract meetings. SLA agreements are monitored by Health Education East of England through the quarterly quality standards review (QSR) meetings with the UoE. (34)</p> <p>Practice education facilitators (PEFs) support mentors and students in practice areas. The overarching experience in placement for students is enhanced through the practice education committee (PEC). (35)</p> <p>The PEC monitors the quality assurance processes to ensure practice learning environments are effective in ensuring students are placed in a safe learning environment. It is a partnership committee with representation from the University of Essex, Anglia Ruskin University and the Essex Workforce Partnership and Peterborough Workforce Partnership. (37)</p> <p>The UoE has agreed procedures for educational audit with Anglia Ruskin University whose students share the same placement areas. A single educational audit process is used by both AElS. (34)</p> <p>Both AElS participate in the practice-led regional mentorship steering group.</p> <p>The nursing lecturers at the UoE work closely with PEFs in relation to governance and risk. Recent events at Basildon Hospital and Colchester Hospital University Foundation Trust have demonstrated that the UoE is notified of emergent problems and supported to minimise risk to students. (87)</p> <p>In the event of a situation requiring the reallocation of all students to a placement area the UoE works closely with Anglia Ruskin University, Health Education East of England and the PEFs to ensure minimum disruption to the students' learning experience.</p> <p>The PECs and educational audit ensure that placements that are removed from training are re-audited prior to re-allocation of students. (34)</p>
<p>What we found at the event</p>
<p>We found that partnership working is embedded at all levels. Bi-monthly PEC meetings</p>



are attended by practice management staff and university representatives, where they discuss educational audits, mentor registers and action plans. (62, 63, 77, 78) All educational audits are completed within a two year cycle and discussed at the PEC meetings. (37, 61, 62, 71, 72, 75, 77, 78, 82, 126, 139, 141, 144, 160)

Trust led student forums are held monthly to encourage student feedback and are advertised within a practice education newsletter (PEN). Feedback is then tabled at the PEC meetings and discussed in detail with UoE representation. (62, 63, 72 77, 78, 144)

Education liaison managers confirm that quarterly operational contracts meetings (OCM) are held and hosted by Health Education East of England. They also report Anglia Ruskin University (ARU) representation occurs at the OCM. (37, 66, 67, 77, 78)

Link lecturers, programme leads, placement staff and managers all report that educational audits are shared between the University of Essex and Anglia Ruskin University, and this is confirmed in the educational audits. Audits are within a two year cycle and are valid. (60, 61, 75, 76, 78, 160)

All students attend a trust induction before the commencement of practice, and are aware of the link lecturer's role. Practice staff, mentors and students all report that the link lecturer visits regularly and is contactable between visits. (62, 63, 71, 72, 75-78, 82)

Trust practice and management staff confirmed to us that any placements that have been removed from the placement circuit, are re-audited before students are allowed to recommence practice in that area. (64-67, 75-78, 85, 125)

Managers expressed that clinical governance issues are reported through the link lecturer and academic staff in a timely manner (current or next working day). This is by both telephone conversation and email. Trust reporting processes are also completed and can be discussed and addressed at PEC meetings. Students confirmed receipt of email communication signed by the head of school and director of nursing, with information on CQC reports and a web link to the full report. Stakeholders and the university are committed to the established protocol of communication. (62, 63, 77, 78, 125, 126)

Monthly mentor updates are attended by both UoE academic staff, as well as ARU academic staff. All audit activity, NHS and independent and voluntary sector, are reported to PEC which oversees the implementation and reporting of action plans. (37, 62, 66-67, 75,- 76, 77, 78, 85)

#### Evidence / Reference Source

18. *Placement of students service level agreement, ARU and UoE, September 2012*

19. *Nursing placement guidelines for students and mentors, 2013/2014*

34. *Service level agreements, SLA 2012/2013*

35. *Practice education committee terms of reference, undated*

36. *Practice education committee (PEC), undated*

37. *ARU/UoE, Essex workforce partnership, Cambridgeshire and Peterborough workforce partnership, January 2014*

- 60. Meeting with programme lead (adult), 25 February 2015
- 61. Meeting with programme lead (mental health), 25 February 2015
- 62. Meeting with student in practice (adults), 25 February 2015
- 63. Meeting with students in practice( adult), 26 February 2015
- 64. Meetings with mentors and sign-off mentors in practice (adult), 25 February 2015
- 65. Meetings with mentors and sign-off mentors in practice (adult), 26 February 2015
- 66. Meeting with mentors and sign-off mentors in practice (adult), 25 February 2015
- 67. Meeting with manager in practice (adult), 26 February 2015
- 71. Meeting with students in practice (mental health), 26 February 2015
- 72. Meeting with students in practice (mental health), 26 February 2015
- 75. Meetings with mentors and sign-off mentors in practice (mental health), 26 February 2015
- 76. Meeting with managers in practice (MH), 25 February, 2015
- 77. Meetings with managers in practice (mental health), 26 February 2015
- 78. Audit documentation, undated
- 82. Meeting with service users and carers, 26 February 2015
- 85. Meeting with employer representatives, 26 February 2015
- 87. University of Essex : CQC reporting and updating, 3 February 2015
- 125. Meeting with link lecturers in practice (adult), 25-26 February 2015
- 126. Meeting with managers in practice (adult), 25-26 February 2015
- 139. Fitness to practise guidelines mentors in practice (NHS East of England), undated
- 141. Mentors – how to support students to access trust IT account remedy training (North Essex Partnership EP), undated
- 144. Practice education newsletter, January–March 2015 (South Essex Partnership)
- 160. Educational audits of practice areas accessed, 25-26 February 2015

Risk indicator 3.2.1 - practitioners and service users and carers are involved in programme development and delivery

What we found before the event

The school has a service user engagement ethos. Service users are involved in all aspects of the school's work which includes, research, recruitment, programme committees, teaching, practical exams and NMC approval events. (23, 39)

What we found at the event

The school staff confirmed that they have a developing relationship with service users and have formalised this into a protocol arrangement where service users are selected, trained and supported in a range of activities that include; programme development, selection, teaching, and providing feedback on students' performance in objective structured clinical examinations (OSCEs) and in practice. Within the school service

users and carers are members of the service user's reference group (99).

The university's equality policy and strategy requires that all individuals engaged in its activities should be trained in equality and diversity. This extends to service users and carers who confirmed that they had all been trained and found it useful. (26, 82, 100)

We are informed that the university has a protocol for engaging service users in every aspect of the NMC approved pre-registration nursing programme. (39)

Service users gave examples of teaching sessions and their involvement in OSCEs. They confirmed membership to the service user reference group. Some service users informed us that they are involved in Health Watch, Southend that provides coordination and support to service users and also liaises with organisations wishing to involve service users and carers. (82, 99, 109)

Students were positive about the integration of service user perspectives in their programmes.) They confirmed service users' involvement in admission interviews, classroom activities and taught sessions, and feedback to their mentors as part of the practice assessment process. (62, 63, 70, 71, 82, 107)

Mentors confirm that service user feedback is gained and incorporated into the student practice assessment document and process. Mentors also confirm that they would gain consent from service users when a student is accompanying them during meetings, assessments, care delivery or community visits. (27-30, 75, 76)

There was evidence that practitioners are involved in teaching students within the university and they are engaged in a selection of subjects that include diabetic care, leadership and management, preparation for registration, and psychological treatments. (109)

#### Evidence / Reference Source

- 23. *University of Essex annual self-assessment programme monitoring report, 2014/2015*
- 26. *University of Essex equality policy and strategy, 2011-2014*
- 27. *MSc nursing pre-registration nursing skills (adult) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour*
- 28. *MSc nursing pre-registration nursing skills (mental health) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour*
- 29. *BSc nursing pre-registration nursing skills (adult) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour*
- 30. *BSc nursing pre-registration nursing skills (mental health) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour*
- 39. *Protocol for engaging service user in school of health and human sciences HHS, April 2013*
- 62. *Meeting with students in practice (adult), 25 February 2015*
- 63. *Meeting with student in practice (adult), 26 February 2015*
- 70. *Meetings with students in practice (mental health), 25 February 2015*
- 71. *Meeting with students in practice (mental health), 26 February 2015*
- 75. *Meetings with mentors and sign-off mentors in practice (mental health), 26 February 2015*

- 76. Meetings with managers in practice (mental health), 25 February 2015
- 82. Meeting with service users and carers, 26 February 2015
- 99. Service user reference group, notes of meeting held on 10 December 2014
- 100. Email confirming ongoing development ensuring service users received equality and diversity training, June 2014
- 107. Email from student who participated in the teaching session delivered on 15 January 2015 by a service user on mental health, dated 18 January 2015
- 109. Timetables (mental health and adult) evidence of service user and practitioner involvement in educational delivery

Risk indicator 3.2.2 - academic staff support students in practice placement settings

What we found before the event

The link lecturer is a member of the academic team at the UoE. The link lecturer maintains contact with their allocated placement areas. When a student is on placement the link lecturer will be in contact with the student and their mentor to ensure that the placement experience is progressing satisfactorily. (20, 31, 60, 61, 84, 125)

Link lecturers are identified for all placement areas. Students are informed about link lecturers in the nursing placement guidelines. (19)

What we found at the event

We found that link lecturers are allocated to practice placement areas. Students are informed about the role of link lecturers in the nursing placement guidelines. Students confirmed that they know who their link lecturers are. Students and mentors confirmed that link lecturers visit the placement areas on a weekly basis and more frequently if needed. Students informed us that link lecturers are accessible and supportive in their learning and assessment in practice. (19, 63, 65)

Practice staff/mentors and students are aware of the process for raising concerns in practice and for contacting the appropriate academic staff member. All confirmed confidence in these protocols and knew how contact could be made. (62- 66, 70, 71, 75-78, 142, 161)

The PEC monitors the quality assurance processes to ensure practice learning environments are effective in ensuring students are placed in a safe learning environment. One of its considerations is the availability of academic staff in placements. (35)

Evidence / Reference Source

- 19. Nursing placement guidelines for students and mentors, 2013/2014

- 20. University of Essex AEI requirements, Mott MacDonald portal
- 31. University of Essex staff development funds, November 2013
- 35. Practice education committee terms of reference, undated
- 60. Meeting with programme lead (adult), 25 February 2015
- 61. Meeting with programme lead (mental health), 25 February 2015
- 62. Meetings with students in practice (adult), 25 February 2015
- 63. Meeting with student in practice (adult), 26 February 2015
- 64. Meetings with mentors and sign-off mentors in practice (adult), 25 February 2015
- 65. Meetings with mentors and sign-off mentors in practice (adult), 26 February 2015
- 66. Meeting with managers in practice (adult), 25 February 2015
- 70. Meetings with students in practice (mental health), 25 February 2015
- 71. Meeting with students in practice (mental health), 26 February 2015
- 75. Meetings with mentors and sign-off mentors in practice (mental health), 26 February 2015
- 76. Meetings with managers in practice (mental health), 25 February 2015
- 77. Meetings with managers in practice (mental health), 26 February 2015
- 78. Audit documentation, undated
- 84. Meeting with the dean of faculty, 25 February 2015
- 125. Meeting with link lecturers in practice (adult), 25-26 February 2015
- 142. Extract from the guiding principles for mentorship practice for Anglia Ruskin University, University of Essex and associated placement providers, October 2007
- 161. Pre-registration students raising concerns and escalating concerns in practice – flowchart for identifying patient care concerns (University of Essex and Anglia Ruskin University), September 2014

Risk indicator 3.3.1 - evidence that mentors, sign-off mentors and practice teachers are properly prepared for their role in assessing practice

What we found before the event

The UoE has an NMC approved preparation for mentorship module which prepares qualified nurses to act as mentors for students. There is a process for managing mentors giving cause for concern. (43, 44, 46)

There is a practice-led regional mentorship steering group which guides and supports the development of mentors across the sector. This body has been responsible for authoring and disseminating shared documentation for example, triennial review which has been adopted by most NHS trusts in the East of England. (45)

What we found at the event

We found that mentors are supported by employers in the successful completion of the NMC approved mentorship module offered by the university. (65-67, 74-77, 85,126)

Mentors and sign-off mentors informed us that they are well prepared for their roles and

are confident in supporting and assessing students in practice. (65, 66, 74, 75)

Students confirmed that mentors and sign-off mentors have a good understanding of their role and the processes of assessment. Students were very positive about their experience of working with their mentors. (62, 63, 70, 71, 115)

We viewed mentor databases and verified that all mentors listed have mentor qualification and are up-to-date. The databases also confirmed there are adequate numbers of sign-off mentors to the number of third year students in placement. (121, 122, 128-136)

Mentors report that the triennial review process is vigorous and this process is monitored by senior staff and line managers. (75-78, 129, 130, 133-136)

All mentors met were aware of how to contact the link lecturer and of the process for raising student concerns in practice, and felt well supported in their role by the link lecturers. (75, 76, 128, 129, 138-140, 142, 161)

#### Evidence / Reference Source

- 43. *University of Essex has an NMC approved preparation for mentorship module*
- 44. *Process for managing mentors giving cause for concern, HEEE Anglia Ruskin University and the University of Essex. January 2013*
- 45. *Practice-led regional mentorship steering group notes*
- 46. *MSc preregistration nursing document, undated*
- 62. *Meeting with students in practice (adult), 25 February 2015*
- 63. *Meeting with students in practice (adult), 26 February 2015*
- 65. *Meetings of mentors and sign-off mentors in practice (adult), 26 February 2015*
- 66. *Meeting with managers in practice (adult), 25 February 2015*
- 67. *Meetings with managers in practice (adult), 26 February 2015*
- 70. *Meeting with students practice (mental health), 25 February 2015*
- 71. *Meeting with students in practice (mental health), 26 February 2015*
- 74. *Meetings with mentors and sign-off mentors in practice (mental health), 25 February 2015*
- 75. *Meeting with mentors and sign-off mentors in practice (mental health), 26 February 2015*
- 76. *Meeting with managers in practice (mental health), 25 February 2015*
- 77. *Meetings with managers in practice (mental health), 26 February 2015*
- 78. *Audit documentation, undated*
- 85. *Meeting with employer representatives, 26 February 2015*
- 115. *Student evaluation documents of placements with collated reports, January 2015*
- 126. *Meeting with managers in practice (adult), 25-26 February 2015*
- 121 *Live register mentors (South Essex partnership and North Essex Partnership placements), 25 February 2015*
- 122 *Live register mentors (South Essex partnership and North Essex Partnership placements), -26 February 2015*
- 128. *Sign-off mentors workshop dates 2015/annual mentor sessions 2015 (NEP)*

- 129. *Mentorship process follow-through document (NEP), undated*
- 130. *Mentor register follow-through document (NEP), undated*
- 131. *Live register database (NEP) accessed, 25 February 2015*
- 132. *Live register database (SEP) accessed, 26 February 2015*
- 133. *Triennial review fermenters document (SEP), July 2012*
- 134. *Guidance for mentors document (SEP), June 2013*
- 135. *First student allocation – newly qualified mentor document, undated*
- 136. *Yearly appraisal with managers (review of triennial review evidence document) (SEP), undated*
- 138. *Information per sign-off mentors document (Anglia Ruskin University), undated*
- 139. *Fitness to practise guidelines mentors in practice (NHS East of England), undated*
- 140. *Student nurse and student mental – how to access training/development and evidence-based information in INTRANEP, undated*
- 142. *Extract from guiding principles mentorship practice the Anglia Ruskin University, University of Essex and associated placement providers, October 2007*
- 161. *Pre-registration students raising concerns and escalating concerns in practice – flowchart for identifying patient care concerns (University of Essex and Anglia Ruskin University), September 2014*

Risk indicator 3.3.2 - mentors, sign-off mentors and practice teachers are able to attend annual updates sufficient to meet requirements for triennial review and understand the process they have engaged with

What we found before the event

All mentors attend mentor update sessions delivered by either Anglia Ruskin University or UoE or conjointly. There is a shared mentor update presentation which is agreed by both universities and the PEFs. Both universities offer an online mentor update which is open to practice education partners. (40)

The mentor updates address a range of issues pertinent to the provision of a positive learning experience. Embedded within the mentor update presentation are the NHS values and standards. (41-42)

What we found at the event

Trust managers report that access to the university's mentor module is accessible and prepares mentors well for their role. (66, 67, 77, 78, 85)

Mentor updates are delivered in the trusts on a monthly basis, attended by academic staff from both the UoE and Anglia Ruskin University, and are easily accessible. Online mentor updates have also been available in addition to face to face sessions. (64-67, 75-78, 131, 132)

Mentor updates are a minimum of three hours in duration, covering scenario based learning, assessment documentation, course curriculum and managing poor

performance. (75-77, 128)

Mentors confirmed that they are supported by employers to attend annual updates. Mentors informed us that they have a clear understanding of the requirements for annual updates to meet NMC requirements for triennial review. (65 74, 75, 85)

We viewed the 'live' register for mentors and verified the record of updates and triennial reviews for all mentors supporting students in practice. (121, 122, 131, 132)

#### Evidence / Reference Source

- 40. Annual mentor update, undated
- 41. Mentor evaluation form, undated
- 42. [www.essex.ac.uk/hhs/placements/default.aspx](http://www.essex.ac.uk/hhs/placements/default.aspx)
- 64. Meetings with mentors and sign-off mentors in practice (adult), 25 February 2015
- 65. Meetings of mentors and sign-off mentors in practice (adult), 26 February 2015
- 66. Meeting with managers in practice (adult), 26 February 2015
- 67. Meetings with managers in practice (adult), 26 February 2015
- 74. Meetings with mentors and sign-off mentors in practice (mental health), 25 February 2015
- 75. Meeting with mentors and sign-off mentors in practice (mental health), 26 February 2015
- 76. Meeting with managers in practice (mental health), 25 February 2015
- 77. Meetings with managers in practice (mental health), 26 February 2015
- 78. Audit documentation, undated
- 85. Meeting with employer representatives, 26 February 2015
- 121 Live register mentors (South Essex partnership and North Essex Partnership placements), 25 February 2015
- 122 Live register mentors (South Essex partnership and North Essex Partnership placements), 26 February, 2015
- 128. Sign-off mentors workshop dates 2015/annual mentor sessions 2015 (NEP)
- 131. Live register database (NEP) accessed, 25 February 2015
- 132. Live register database (SEP) accessed, 26 February 2015

Risk indicator 3.3.3 - records of mentors / practice teachers are accurate and up to date

#### What we found before the event

The placement unit liaises with PEFs to ensure that mentor registers are current. The UoE and Anglia Ruskin University work closely with PEFs to ensure that mentor registers are accurate and current. The registers are checked by the Anglia Ruskin University placement unit at regular intervals for accuracy and triangulated against practice skills documents for both universities. This information is used by the placement unit to ensure that students are placed where there are sufficient mentors and sign-off mentors for the students in each placement area. (34, 37, 40-42)



## What we found at the event

We viewed the 'live' register for mentors and verified that mentors and sign-off mentors are up-to-date. The register uses a colour coding system to identify when mentors are due for updates months in advance, counting down to the number of days. The practice liaison manager communicates this information to the placement areas to ensure that all mentors are kept up-to-date. We found that the mentor registers are clear and concise, demonstrating active and inactive mentor status. The registers confirm date of last update, initial mentor qualification for entry to register, triennial date and compliance and fully meet NMC requirements. (126, 131,132,156, 157)

Mentor registers are maintained in the trusts and include date of last update, sign-off status and date of triennial review. (121, 122, 131, 132)

Mentor registers from the NHS and independent providers are presented at the bi-monthly practice education committee meetings. South Essex Partnership (SEP) also report forwarding the mentor database to the university on a monthly basis. SEP mentors/ward managers are able to access mentor registers electronically, and are sent reminders/bookings a month before annual update is due (61, 62, 76, 77, 78, 126).

Mentors confirmed that they are required to sign self-assessment in students' practice documents, confirming their mentor status as being current (27-30, 71, 72, 75, 76, 82).

Our findings confirm that records of mentors and sign-off mentors are accurate and up-to-date, meeting NMC requirements.

## Evidence / Reference Source

27. *MSc nursing pre-registration nursing skills (adult) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour*

28. *MSc nursing pre-registration nursing skills (mental health) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour*

29. *BSc nursing pre-registration nursing skills (adult) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour*

30. *BSc nursing pre-registration nursing skills (mental health) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour*

34. *Service level agreements, Anglia Ruskin University/University of Essex, 2012/2013*

37. *ARU/UoE, Essex workforce partnership, Cambridgeshire Peterborough workforce partnership, January 2014*

40. *Annual mentor update, undated*

41. *Mentor evaluation form, undated*

42. *[www.essex.ac.ukthis/hha/placements/default.aspx](http://www.essex.ac.ukthis/hha/placements/default.aspx)*

61. *Meeting with programme lead (mental health), 25 February 2015*

62. *Meeting with programme lead (adult), 25 February 2015*

71. *Meeting with students in practice (mental health), 26 February 2015*

72. *Meeting with students in practice (mental health), 26 February 2015*

- 75. Meeting with mentors and sign-off mentors in practice (mental health), 26 February 2015
- 76. Meetings with managers in practice (mental health), 25 February 2015
- 77. Meetings with managers in practice (mental health), 26 February 2015
- 78. Audit documentation, undated
- 82. Meeting with service users and carers, 26 February 2015
- 121. Mentor database viewed in practice (adult), 25 February 2015
- 122. Mentor database viewed in practice (adult), 26 February 2015
- 126. Meeting with managers practice (adult) , 25-26 February 2015
- 131. Live register database (NEP) accessed, 25 February 2015
- 132. Live register database (SEP) accessed, 26 February 2015
- 156. Live register mentors (South Essex partnership and North Essex Partnership placements), 25 February 2015
- 157. Live register mentors (South Essex partnership and North Essex Partnership placements), 26 February 2015

**Outcome: Standard met**

**Comments:**

A mentor reported attending two consecutive online mentor updates, although they also attended a face-to-face meeting with other mentors within the time period. It would be useful to develop a robust mechanism for monitoring this aspect of mentor update delivery to ensure a standardised approach for all mentors.

Trust staff reported that they are invited to academic programme committees but capacity means that they usually do not go. However, feedback strategies are in place.

There were some issues raised by both mentors and students in relation to different AEI assessment workbooks and different lengths of work placements. Trust staff stated that this issue is currently being looked at with an aim at standardisation.

It was highlighted that trust staff and students do not receive external examiner reports. The majority of trust staff and students met with said they would like access to these reports.

**Areas for future monitoring:**

Further exploration of the use of online mentor updates, their usefulness and tracking to NMC standards.

The capacity of trust staff to attend academic programme committees.

The dissemination of external examiner reports.

The development of the project to formulate a single shared document for when both universities seek revalidation in advance of 2016.

The development of service user input.

**Findings against key risks**

**Key risk 4 - Fitness to Practice**

**4.1 Approved programmes fail to address all required learning outcomes that**

<p><b>the NMC sets standards for</b></p> <p><b>4.2 Audited practice placements fail to address all required learning outcomes in practice that the NMC sets standards for</b></p>
<p>Risk indicator 4.1.1 - students achieve NMC learning outcomes, competencies and proficiencies at progression points and for entry to the register for all programmes that the NMC sets standards for</p>
<p>What we found before the event</p>
<p>The design of the programme is determined through collaborative working relationships between the university, service provider partners and service users and carers. (28, 48)</p> <p>The pre-registration nursing programme at the UoE does not use simulation with the exception of basic life support and basic skills development. Simulated practice is used for the purposes of observed structured clinical examinations (OSCEs). The programme utilises a good range of learning, teaching and assessment approaches. (46, 54)</p> <p>Within the BSc programme inter-professional learning occurs through joint study with students on occupational therapy and physiotherapy programmes. As these programmes are delivered on different sites, group engagement is undertaken virtually and moderated by the module leads. (20, 23, 46, 54)</p> <p>The university has a central system called ESIS which is used to record academic and placement marks and placement hours. From this system examination grids are generated which also include completed sign-off mentoring. The data are used to formulate a judgement (when integrated with declaration of good health and character) about the person's eligibility to register with the NMC.</p>
<p>What we found at the event</p>
<p>Students reported very positive learning experiences from effective learning and teaching strategies. They also reported the benefits of receiving teaching and simulated learning from specialist practitioners in practice. They gave examples of learning from stoma, diabetes and cross infection practitioners. (63, 80, 81)</p> <p>Adult nursing students informed us that the European Union directive specified hours of learning are met by the completion of work books. (27, 29, 63)</p> <p>Third year students confirmed that they feel confident and well prepared for entry to the register and are looking forward to their role as registered nurses. Some of them have been offered a post at the trust where they work. (62, 63, 70, 71, 80, 81)</p> <p>All stakeholders are confident in employing students who have successfully completed the programmes. They consider these students to be fit for practice. (57, 59-61, 64-67, 74-77, 83-85, 126)</p>

External examiners confirm that the programmes are current, with a good range of learning, teaching and assessment approaches, and that assessment is rigorous and fair. (51)

We conclude that the learning, teaching and assessment strategies enable students to successfully meet approved programme learning outcomes and competencies, standards set by the NMC.

#### Evidence / Reference Source

- 20. University of Essex AEI requirements, Mott MacDonald portal
- 23. University of Essex annual self-monitoring programme report, 2014-2015
- 27. MSc nursing pre-registration nursing skills (adult) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour
- 28. MSc nursing pre-registration nursing skills (mental health) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour
- 29. BSc nursing pre-registration nursing skills (adult) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour
- 46. MSc Pre-registration nursing document, undated
- 48. External examiners at the University of Essex, undated
- 51. External Examiner reports (mental health and adult), 2015
- 54. MSc nursing (adult and mental health) programme handbooks, 2014/2015
- 57. Performance and quality assurance framework (PQAF), annual report, 2013/2014
- 59. University of Essex, staff introduction presentation, 25 February 2015
- 60. Meeting with programme lead (adult), 25 February 2015
- 61. Meeting with programme lead (mental health), 25 February 2015
- 62. Meeting with students in practice (adult), 25 February 2015
- 63. Meetings with students in practice (adult), 26 February 2015
- 64. Meetings with mentors and sign-off mentors in practice (adult), 25 February 2015
- 65. Meeting with mentors sign-off mentors in practice (adult), 26 February 2015
- 66. Meetings with managers in practice (adult), 25 February 2015
- 67. Meetings with managers in practice (adult), 26 February 2015
- 70. Meeting with students practice (mental health), 25 February 2015
- 71. Meeting with students in practice (mental health), 26 February 2015
- 74. Meetings with mentors and sign-off mentors in practice (mental health), 25 February 2015
- 75. Meetings with mentors sign-off mentors in practice (mental health), 26 February 2015
- 76. Meetings with managers in practice (mental health), 25 February 2015
- 77. Meetings with managers in practice (mental health), 26 February 2015
- 80. Meeting with students and university (adult), 26 February 2015

81. Meeting with student in university (mental health), 26 February 2015

83. MR meeting with education commissioner, 25 February 2015

85. Meeting with employer representatives, 26 February 2015

126. Meeting with managers practice (adult), 25-26 February 2015

Risk indicator 4.2.1 - students achieve NMC practice learning outcomes, competencies and proficiencies at progression points and for entry to the register for all programmes that the NMC sets standards for

What we found before the event

Practice competencies and essential skills are incorporated into the student nursing skills book and ongoing record of achievement, and are integral to the assessment strategy. (27-30, 46, 54)

Currently the UoE and Anglia Ruskin University use two different forms of practice assessment. Within mentor update sessions the two forms of documentation are discussed. The HEEE is working with the two AEIs to agree a common approach to practice assessment documentation. This is ongoing. (40, 102)

The UoE nursing skills book records how each student is developing as a safe and effective practitioner. Each student carries with them their individual copy of their nursing skills book. Mentors can read what has already been recorded in earlier placements and what students need to achieve within a placement area. (27-30, 46, 54)

What we found at the event

Students report that they are required to inform service users of their role, and are supported by their mentors and other practice staff to do so. (62, 63, 71, 75, 76, 82, 126)

Students report being given opportunities to link theory and practice, with appropriate preparation for practice. Mentors also report that students are enabled to link knowledge to the practice area and that the level of preparation is appropriate. (62, 63, 64, 65, 70, 71, 72, 74, 75, 80, 81)

Students and mentors report the importance of a learning plan at the start of each placement to plan and map the students' learning opportunities. (28, 30, 62-65, 70, 71, 72, 75, 76, 80, 81, 126)

Within mental health nursing some of the students reported that their placements were too short in length, whilst others articulated that the length was about right. This was in relation to developing and maintaining student/service user therapeutic relationships, and not towards learning opportunities or the relationship with their mentors or other

practice staff. (71, 72, 82)

Adult nurses confirmed that they had a good range of placements which enabled them to meet EU directives which was also facilitated through the use of directed study workbooks.

Mentors demonstrated a good understanding of the role of the 'progression mentor' and their responsibilities at all stages of practice assessment. They confirmed that this process is discussed and developed at each mentor update they attended. (64, 65, 75, 76, 83, 85, 142)

External examiners confirm that the programmes are current, with a good range of learning, teaching and assessment approaches, and that assessment is rigorous and fair. (51)

We conclude that students achieve NMC practice learning outcomes, competencies and proficiencies at progression points and meet the NMC standards for entry to the NMC register.

#### Evidence / Reference Source

*27. MSc nursing pre-registration nursing skills (adult) of practical skills, incorporating the (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour*

*28. MSc nursing pre-registration nursing skills (mental health) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour*

*29. BSc nursing pre-registration nursing skills (adult) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour*

*30. BSc nursing pre-registration nursing skills (mental health) development of practical skills, incorporating the NMC (2010) essential skills clusters, and the NHS constitution (2013) values and behaviour*

*40. Annual mental update, undated*

*46. MSc Pre-registration nursing document, undated*

*51. External examiners (adult and mental health), 2015*

*54. MSc nursing (adult and mental health) programme handbooks, 2014/2015*

*62. Meeting with students in practice (adult), 25 February 2015*

*63. Meetings with students in practice (adult), 26 February 2015*

*64. Meetings with mentors and sign-off mentors in practice (adult), 25 February 2015*

*65. Meeting with mentors sign-off mentors in practice (adult), 26 February 2015*

*70. Meeting with students in practice (mental health), 25 February 2015*

*71. Meeting with students in practice (mental health), 26 February 2015*

*72. Meeting with students in practice (mental health), 26 February 2015*

*74. Meetings with mentors and sign-off mentors in practice (mental health), 25 February 2015*

*75. Meetings with mentors sign-off mentors in practice (mental health), 26 February 2015*

*76. Meetings with managers in practice (mental health), 26 February 2015*

- 80. Meeting with students in university (adult), 26 February 2015
- 81. Meeting with student in university (mental health), 26 February 2015
- 82. Meeting with service users and carers, 26 February 2015
- 83. MR meeting with education commissioner, 25 February 2015
- 85. Meeting with employer representatives, 26 February 2015
- 102. E-mail from HEEE, 6 January 2015
- 126. Meeting with managers practice (adult), 25-26 February 2015
- 142. Extract from guiding principles the mentorship practice per Anglia Ruskin University, University of Essex and associated placement providers, October 2007

**Outcome: Standard met**

Comments:

No further comments

Areas for future monitoring:

None identified

### Findings against key risks

#### Key risk 5- Quality Assurance

##### 5.1 Programme providers' internal QA systems fail to provide assurance against NMC standards

Risk indicator 5.1.1 - student feedback and evaluation/ Programme evaluation and improvement systems address weakness and enhance delivery

What we found before the event

Feedback from internal and external surveys e.g. the national student survey (NSS) is included in annual review of courses (ARCs) and used to enhance the student experience. (35, 47)

The annual review of courses draws together feedback from external examiners, student feedback from staff/student liaison meetings and survey results.

Student staff liaison committees (SSLCs) are a forum for staff and students to discuss

issues relating to a course, scheme, department or centre. They are student-led committees that form the basis for the representation of students' views within the department/school/centre. (113)

Student representatives and faculty convenors are elected from undergraduate and postgraduate students. They represent the voice of their fellow students in staff/student liaison meetings by feeding back what is going well and what could be improved, therefore giving the department the opportunity to enhance the student experience. Faculty convenors also represent students on different university committees. (23, 47, 114)

A feedback system is in place in which students and mentors provide feedback about the placement experience to the programme lead at the AEI. The programme lead has oversight of the feedback and passes feedback to the relevant link lecturer for information/action. Feedback from students and mentors is reported at practice education committees. (35, 47)

#### What we found at the event

We found that students have the opportunity to complete module evaluations and placement evaluations.

Students reported the benefits of timetabled evaluations and the opportunity to raise any concerns. Students informed us that changes have been made in response to their evaluations both at university and in placement areas. Evaluations are considered, collated and reported by the respective module or programme lead. They are reported and used to inform the annual monitoring of programmes. (47, 60-63, 65, 70, 71, 75, 76, 80, 81, 83, 85, 126)

The mentorship steering group devised practice evaluation questionnaires. They are completed at the university and then are collated by the link lecturer before being passed on to the PEC who disseminate to practice and to the ELM where any areas of concern are identified and investigated. Engagement in evaluations is good but dissemination to practice has been challenged by the transition arrangements from hard copy to online input. Evaluations are taken into account when carrying out educational audits. (42, 59-61, 115, 116, 127)

Students are able to give examples of changes made to enhance their learning experience. (62,63)

We were informed of the student staff liaison committee. Students confirmed that they are represented by their peers in this committee. Minutes of these committees show a good level of student and academic staff engagement and a range of pertinent issues are raised in relation to theory and practice, as well as more practical issues e.g. travel. External examiner reports are fed back to this forum. (62, 63, 113)

The education commissioners also conduct annual quality assurance monitoring through its PQAF process. In 2013-2014 this monitoring confirmed that contractor standards have been met and that the adult nursing and mental health nursing programmes have been rated green. (57)



We conclude that there are effective quality assurance systems in place to provide assurance against the NMC standards.

Evidence / Reference Source

- 23. *University of Essex annual self-monitoring programme report, 2014-2015*
- 35. *Practice education committee, terms of reference, undated*
- 42. *www.essex.ac.uk/hhs/placements/default.aspx*
- 47. *Quality assurance and enhancement processes, September 2013*
- 57. *Performance and quality assurance framework (PQAF), annual report, 2013/2014*
- 59. *University of Essex, staff introduction presentation, 25 February 2015*
- 60. *Meeting with programme lead (adult), 25 February 2015*
- 61. *Meeting with programme lead (mental health), 25 February 2015*
- 62. *Meeting with students in practice (adult ), 25 February 2015*
- 63. *Meetings with students in practice (adult ), 26 February 2015*
- 65. *Meeting with mentors sign-off mentors in practice (adult), 26 February 2015*
- 70. *Meeting with students in practice (mental health), 25 February 2015*
- 71. *Meeting with students in practic (mental health), 26 February 2015*
- 75. *Meetings with mentors sign-off mentors in practice (mental health), 26 February 2015*
- 76. *Meetings with managers in practice (mental health), 26 February 2015*
- 80. *Meeting with students in university (adult), 26 February 2015*
- 81. *Meeting with student in university (mental health), 26 February 2015*
- 83. *MR meeting with education commissioner, 25 February 2015*
- 85. *Meeting with employer representatives, 26 February 2015*
- 113. *Minutes of student staff liaison committee meeting, 31 October 2014*
- 114. *Minutes of joint student staff liaison committee, 15 October 2014*
- 115. *Student evaluation documents/evaluations of placement with collated reports, January 2015*
- 116. *Summaries of responses to mentors and students, July 2014 and October 2014*
- 126. *Meeting with managers practice (adult), 25-26 February 2015*
- 127. *Basildon and Thurrock University hospitals: student feedback, 2015*

Risk indicator 5.1.2 - concerns and complaints raised in practice learning settings are appropriately dealt with and communicated to relevant partners

What we found before the event

In order to evaluate the learning environment it is expected that students and mentors will complete an evaluation of placement. This information will be utilised by the university, trusts and the work partnership groups (WPGs) to monitor and evaluate the clinical learning environment. (47)

Anonymous information from all placement evaluations is used by the PECs and is part of the education audit process used by universities within Essex to maintain and enhance the standard of educational experience in clinical areas. Mentor evaluations are carried out at mentor updates. (40-42)

The University of Essex has two types of external examiners (EEs), award EEs and module EEs. Where an EE is jointly appointed with a professional or statutory body, duties additional to those of the university may be required. (48)

#### What we found at the event

All students and practitioners informed us that they are aware of the importance of raising and escalating concerns and complaints, and what the process is. Students confirmed that they are confident in raising concerns and complaints with link lecturers or the teaching team. Some students indicated that they would be reluctant to give feedback as they have known cases where students were 'called out' [sic] on the feedback given even though it was supposed to be anonymous. They did not want to risk any repercussions. The academic team reinforce the need to raise concerns and provide support when students' concerns are raised. (60, 62-67, 70, 71, 74-77, 80, 81)

Service managers informed us that student feedback on practice placements is summarised and disseminated to practice placement areas. All raised issues are discussed at the practice education committee and an action plan is implemented to enhance students learning experience where needed. (66, 67, 76, 77, 85)

Students confirmed that they are aware of the name of the external examiner for each module and the role of the external examiner at examination boards. Students informed us that they have not met any external examiners but know that their work including their practice assessment portfolios are scrutinised by external examiners. (62, 63, 70, 71)

Senior academic managers, service managers and commissioners confirm that they are confident in the existing arrangements for raising and escalating concerns and that all students and placements staff are well-prepared and have initiated protocols as necessary. (23, 57, 59, 60, 61, 83-85)

External examiners report on all aspects of approved programmes and attend assessment boards as required. External examiners confirm that the programmes are meeting learning outcomes and the NMC standards. We found external examiner reports are clear and detailed and confirm they have the opportunity to visit students and mentors/practice teachers in practice. (48, 51)

We determine that the university has robust processes in place to ensure that concerns and complaints raised in practice placements are managed effectively.

Evidence / Reference Source

- 23. *University of Essex annual self-monitoring programme report, 2014-2015*
- 40. *Annual mentor update, undated*
- 41. *Mentor evaluation form, undated*
- 42. *www.essex.ac.uk/placements/default.aspx*
- 47. *Quality assurance and enhancement processes, September 2013*
- 48. *External examiners at the University of Essex, undated*
- 51. *External examiner reports (mental health and adult), 2015*
- 57. *Performance and quality assurance framework (PQAF), annual report, 2013/2014*
- 59. *University of Essex, staff introduction presentation, 25 February 2015*
- 60. *Meeting with programme lead (adult), 25 February 2015*
- 61. *Meeting with programme lead (mental health), 25 February 2015*
- 62. *Meeting with students in practice (adult ), 25 February 2015*
- 63. *Meetings with students in practice (adult ), 26 February 2015*
- 64. *Meetings with mentors and sign-off mentors in practice (adult), 25 February 2015*
- 65. *Meeting with mentors sign-off mentors in practice (adult), 26 February 2015*
- 66. *Meetings with managers in practice (adult) 25 February 2015*
- 67. *Meetings with managers in practice (adult), 26 February 2015*
- 70. *Meeting with students practice (mental health), 25 February 2015*
- 71. *Meeting with students (mental health), 26 February 2015*
- 74. *Meetings with mentors and sign-off mentors in practice (mental health), 25 February 2015*
- 75. *Meetings with mentors sign-off mentors in practice (mental health), 26 February 2015*
- 76. *Meetings with managers in practice (mental health), 25 February 2015*
- 77. *Meetings with managers in practice (mental health), 26 February 2015*
- 80. *Meeting with students and university (adult), 26 February 2015*
- 81. *Meeting with student in university (mental health), 26 February 2015*
- 83. *MR meeting with education commissioner, 25 February 2015*
- 84. *Meeting with the dean of faculty, 25 February 2015*
- 85. *Meeting with employer representatives, 26 February 2015*

**Outcome: Standard met**

Comments:

Although there is clear evidence of external examiner engagement, it is worthy of further exploration how this information can be disseminated to mentors/sign-off mentors and practice areas.

Overall students felt listened to and changes were made in response to their feedback.

Students (and mentors) report not seeing external examiner reports which they said would be useful.

Some students indicated that they would be reluctant to give feedback as they have known cases where students were 'called out' [sic] on the feedback given even though it was supposed to be anonymous. They did not want to risk any repercussions.

Areas for future monitoring:

Mechanisms to disseminate external examiner feedback to practice areas and mentors/sign-off mentors.

### Personnel supporting programme monitoring

#### Prior to monitoring event

Date of initial visit: 04 Feb 2015

#### Meetings with:

NMC official correspondent and programmes leader for approved programmes in the School of Health and Human Sciences

#### At monitoring event

#### Meetings with:

Dean of health for the University of Essex

NMC official correspondent and programmes leader for approved programmes in the School of Health and Human Sciences

Head of Nursing and programme leader for MSc Nursing (mental health)

Programme leader for BSc Nursing (adult and mental health)

Link lecturer (adult nursing)

School administrator

Programme leader for MSc Nursing (adult)

Programme leader for BSc Nursing (mental health - WBL pre-registration programme)

#### Meetings with:

Mentors / sign-off mentors	11
Practice teachers	

Service users / Carers	6
Practice Education Facilitator	
Director / manager nursing	7
Director / manager midwifery	
Education commissioners or equivalent	2
Designated Medical Practitioners	
Other:	8  ELMs X 3 1 Link lecturer 1 Matron 1 PEF 1 Ward manager 1 Education lead 1 Allocation nurse

Meetings with students:

<b>Student Type</b>	<b>Number met</b>
Registered Nurse - Adult	Year 1: 3 Year 2: 4 Year 3: 2 Year 4: 0
Registered Nurse - Mental Health	Year 1: 2 Year 2: 9 Year 3: 2 Year 4: 0