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Major Modification report

Section one

Programme provider name:	Keele University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Mid Cheshire Hospitals NHS Trust Midlands Partnership Foundation NHS Trust in 2018 North Staffordshire Combined Healthcare NHS Trust University Hospitals of North Midlands NHS Trust (previously University Hospital of North Staffordshire NHS Trust) Private, voluntary and independent health care providers

Provision(s) reviewed:

Provision: Pre-registration nursing - Adult
Title of current programme: MSc Nursing: adult
Programme start date: 15 June 2020

Current academic level(s):
England, Wales, Northern Ireland:
Level 7

Provision: Pre-registration nursing - Mental Health
Title of current programme: additional route to MSc Nursing
Title of modified programme if changed: MSc Nursing: Mental Health Nursing
Programme start date: 15 June 2020

Current academic level(s):
England, Wales, Northern Ireland:
Level 7

Provision: Pre-registration nursing - Learning Disabilities
Title of current programme: additional route to MSc Nursing
Title of modified programme if changed: MSc Nursing: Learning Disabilities
Programme start date: 15 June 2020

Current academic level(s):
England, Wales, Northern Ireland:

Level 7

Provision: Pre-registration nursing - Child
Title of current programme: additional route to MSc Nursing
Title of modified programme if changed: MSc Nursing: Children's Nursing
Programme start date: 15 June 2020

Current academic level(s):
England, Wales, Northern Ireland:
Level 7

Date of review	4 March 2020
Type of Modification	Major Modification (Visit)
QA visitor(s):	Registrant Visitor: Tony Bottiglieri
	Lay Visitor: Terence Williams

Summary of review and findings
Keele University (KU) school of nursing and midwifery clinical education is presenting programme documentation for the approval of MSc nursing adult, child, learning disability and mental health fields of nursing. MSc nursing adult programme received NMC approval prior to the development of the 2018 Standards for pre-registration nursing programmes and the 2018 Standards of proficiency for registered nurses. KU is seeking alignment with the new NMC standards and to extend this to include three additional fields of nursing. The adult field programme will be delivered in June 2020, with the other fields to be deferred delivery to April 2021, when at which point, the school will revert to its traditional pattern cohort intakes. KU is an established approved education institution (AEI) of NMC programmes, with recent approval of the three-year full-time BSc (Hons) nursing in adult, child, learning disability and mental health fields of nursing (5 September 2019). KU has a robust relationship with practice learning partners (PLPs), demonstrated through a range of commitments in working collaboratively such as securing sufficient practice placements, preparing students and mentors for the new roles of practice assessor (PAs), practice supervisors (PSs), academic assessor (AAs) and nominated person (NPs). The robust partnership working has led to the adaptation of the Midlands, Yorkshire and East of England Practice Assessment Document (MYE PAD) to incorporate the MSc nursing programme for all four fields. Documentary evidence demonstrates effective communication networks and mechanism are in place between KU and PLPs. Any issues reported through the Care Quality Commission and student practice learning environment (PLE) feedback are addressed responsively through a systematic partnership process. There is evidence that KU is committed to effective partnership working with all stakeholders including students, service users and carers (SUCs), and PLPs in the co-production, delivery and evaluation of the programme at strategic and operational levels. The Standards framework for nursing and midwifery education (SFNME) and the Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level. The NMC Standards for pre-registration nursing programmes (SPRN) (NMC, 2018) and Future Nurse: Standards of proficiency for nurses (SPN) (NMC, 2018) are clearly mapped within the programme. The programme is recommended for approval to the NMC with one university condition. One NMC recommendation is made. 16 April 2020

Evidence was provided to meet the one university condition.

The programme is recommended to the NMC for approval

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition one: The programme team must complete amendments to the programme documentation as required by the university quality assurance standards. (University condition)
Date condition(s) to be met:	20 April 2020
Recommendations to enhance the programme delivery:	Suggest that the School strengthens its strategic leadership of service user and carer engagement and develops plans for sustainability and diversification of SUCs involvement. This could include more flexible ways of working to allow wider engagement.(SFNME R1.12)

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Focused areas for future monitoring:	Review diversification of the SUCs group engaged with the delivery of the MSc nursing programme across all four fields of nursing.

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

KU provided documentary evidence which now ensures all programme documentation meet the universities quality assurance requirements.

Condition one is now met.

AEI Observations	Observations have been made by the education institution
	No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	16 April 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for pre-registration nursing programmes (NMC, 2018)

Future nurse: Standards of proficiency for registered nurses (NMC, 2018)

Standards framework for nursing and midwifery education (NMC, 2018)

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses and midwives

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC Standards for student supervision and assessment
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

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

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

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

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate Standard 2: Expectations of practice supervisors:
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

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

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

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

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

Findings against the standard and requirements

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

Documentary evidence and the major modification visit confirms that KU and the PLPs are committed to effective partnership working. This evidence includes the involvement of students, SUCs and PLPs in the design, delivery and evaluation of the programme at both operational and strategic levels. Stakeholders told us of the variety of methods used to engage SUCs, students and practice partners with programme design and delivery, with examples provided of where this was applied to the new programme.

Documentary evidence confirms the process for preparing PSs, Pas, AAs and NPs for their roles. Programme documentation identifies the availability of a range of practice learning opportunities are in place that enable students to develop both the skills and knowledge in meeting people's diverse needs across the lifespan. Documentary evidence asserts that these are regularly evaluated, recorded and used to enable students achieve the SPRN (NMC, 2018).

PLPs, told us at the major modification visit of the preparation workshops they had attended in supporting them towards PSs, PAs, AAs and NPs roles and how they differentiated.

Documentary evidence confirms the use of quality assurance processes which address issues which are raised by students and PLPs. PLPs and students confirmed this during the approval visit.

There is evidence that PLEs (practice learning environment) are regularly audited to ensure student placements provide appropriate PLEs. PLPs told us at the approval visit how this was undertaken, including the process to deactivate a PLE and the scoping mechanism used to ensure the programme has sufficient practice placement capacity including PAs, PSs and NPs.

Practice placement evaluations methods were described by PLPs and students at the approval visit, and examples provided to demonstrate how these had been used to inform the design of the curriculum.

We found effective communication strategies are in place which aim to ensure

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students are supported in practice and which ensure comparability of practice learning experiences. Students told us of the effective use of hub and spoke methods and how these are monitored by the practice learning facilitators (PEFs). The programme team, students and PLPs told us of interprofessional learning (IPL) in both theory and practice learning and how this is delivered within both settings. Programme documents provide evidence of the delivery and content of IPL within the programme. Students described during the approval visit of the opportunities throughout the programme to collaborate and learn with other professionals, SUCs, peers and academic staff.

SUCs told us that they felt their contribution is valued by the school and students. They told us of their involvement with the recruitment, selection of students, in teaching and learning activities including simulated learning and student assessments and feedback.

However, the programme team are recommended to strengthen its strategic leadership of SUC engagement and develops plans for the sustainability and diversification of SUC involvement. Recommendation one: (Standards framework for nursing and midwifery education R1.12)

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

Met

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

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1. Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

occupational health assessment and criminal record checks

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

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

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

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

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

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

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2

Yes

Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

Yes

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

Yes

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

Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

Met

R1.5 is met. Programme documentary evidence confirms that KU regulations regarding recognition of prior learning (RPL) permit up to 50 percent RPL can be accredited. The programme permits the recognition of prior learning in relation to year one of the programme against theory and practice outcomes. Students and the programme team told us of the process used to enable RPL to be applied, including the verification process with external examiner involvement.

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

Met

R1.6 is met. KU RPL policy confirms that NMC registered nurses are capable of being mapped to the standards of proficiency for registered nurses.

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

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

Met

R1.7 is met. Programme documentation demonstrates that numeracy, literacy, digital and technological literacy are mapped across the curriculum in practice and theory modules. KU has presented robust documentation which maps practice and theory outcomes against proficiency standards and programme outcomes. Admissions process includes testing the applicant's potential to develop literacy and numeracy skills. Students told us at the major modification visit of the procedures used within the selection process where digital, numeracy and literacy competencies are examined and which help identify any specific areas of support required.

MYE PAD and ongoing achievement record (OAR) provides guidance to students and PS on how to develop and achieve their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes in practice learning.

Programme documentation identifies assessments in year one and two which formatively and summative assesses medicines management.

Programme documentary evidence details support strategies for students throughout the programme. Students told us at the major modification visit of the support available to help them develop their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes.

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

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

Yes

Proposed transfer of current students to the programme under review

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

Met

Programme documentation confirms that students on the current MSc adult nursing programme will not be permitted to transfer to the new programme.

Programme documentation provides evidence that current MSc adult nursing students have been supported in transferring to the SSSA (NMC 2018) process of practice supervision and assessment. There is documentary evidence to confirm that students have been consulted with, as part of the process of implementing the SSSA requirements from September 2019.

Students told us at the major modification visit that PS, PA and AA had been prepared and that transition from mentor to PS, PS had gone smoothly for their cohorts.

Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes

Met

KU RPL policy confirms that NMC registered nurses are capable of being mapped

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to the standards of proficiency for registered nurses and programme outcomes.

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

Yes

Outcome	
Is the standard met? *Met* **Date:** *4 March 2020*	
Post Event Review	
Identify how the condition is met:	
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*	

Standard 2. Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education R2.2 comply with the NMC Standards for student supervision and assessment

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

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

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

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

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

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

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

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set outin Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

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

Met

R2.4 is met. Programme documentation confirms the programme has an equal split of theory and practice hours, completed over two years. Programme documentation asserts opportunities in both theory and practice learning for students to experience all four fields of nursing practice. Documentary evidence

confirms that students have shared and specific modules which address generic and field specific learning outcomes. Documentation identifies field specific practice placements utilising hub and spoke models of placement allocations to ensure students are provided with learning opportunities to support people with diverse needs through the life course. We were told by the programme team and PLPs at the major modification visit how this is monitored to ensure comparability of student experience and exposure. Students told us at the major modification visit of the value of the hub and spoke model of placement allocation and the positive support provided by PSs.

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

Met

R2.5 is met. Documentary evidence confirms that students will enter the register in one field of nursing practice. Programme specification and theory and practice module descriptors provides evidence of generic and field specific content and learning outcomes enable students to develop skills and knowledge required to care for people with diverse needs through the lifespan.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

Yes

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

There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the

register in one or more fields of nursing practice (R2.8)

Met

R2.8 is met. Extensive mapping has been provided in programme documentary evidence to ensure that field specific content coverage addresses law, safeguarding, consent, pharmacology, and medicines administration and optimisation are included in the programme.

Stakeholder involvement with curriculum content is identified in programme document, asserting the contemporary nature of practice and theory content. Programme specifications, module descriptors for all four fields of nursing practice and within MYEPAD document provides mapping of the SPRN (2018). Range of learning and teaching strategies are detailed in programme specification, the programme handbook and module descriptors for theory and practice modules. This includes designated hours for theory and practice for each part of the programme and at the end point.

Students told us at the major modification visit that the theory and practice learning outcomes were appropriate and supported them in developing the nursing skills and knowledge for contemporary practice.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.
There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

Met

R2.9 is met. Programme plans and curriculum documentation confirms there is an equal balance of theory and practice learning hours throughout the two-year programme which meet the NMC requirements. Programme documents confirms progression points from year one into year two. Programme documents confirm the use of a wide range of teaching, learning and assessments methods are present which student confirmed at the approval visit. Programme and theory/practice module learning outcomes are mapped to the SPRN (NMC, 2018).

Documentary evidence promotes the use of a wide range of teaching and learning strategies are used.

Programme and module aims are mapped to the SPNP (NMC, 2018).

Practice allocation model is detailed in programme documentation which details how practice allocation is managed, and in accessing PLEs which are quality assured. Programme documentation clearly details and confirms the hours needed to meet NMC requirements.

Evidence provides assurance that the following QA approval criteria are met

Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

N/A

Not applicable as the programme is taught in England.

Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11)

Yes

Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)

Yes

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

No

These programmes lead to a single field of registration.

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

No

These programmes lead to registration solely with the NMC.

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Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met

Yes

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

Yes

Outcome

Is the standard met?

Met
Date: *4 March 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3. Practice learning

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

R3.1 provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and

effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registrationnursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

Met

R3.1 is met. KU with PLPs has a robust process in place which ensures students will deliver safe and effective care to a diverse range of people, across the four

fields of nursing practice to meet SPNP (NMC,2018). Students at the major modification visit told us of their placement experiences which enabled them to develop the required care skills and knowledge to support people across the four fields.

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

Met

R3.2 is met. KU with PLPs have a robust process in place to ensure students are able to experience a variety of PLEs to meet the holistic needs of people from all ages. Documentary programme evidence confirms placement evaluation methods which students confirmed are undertaken and discussed between KU with PLPs . Service user feedback form exists within MYEPAD which students can use to gather service user views on their care delivery. Students at the major modification visit told us of how this is used to inform their practice assessment outcomes.

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

Met

R3.3 is met. Programme documents and findings at the approval visit confirm that partnership working between KU and PLPs ensure practice learning opportunities are provided that allow students to meet the communication and relationship management skills and nursing procedures, as set out in SPRN (2018), within their selected fields of nursing: adult, mental health, learning disabilities and children's nursing. Relationship management and communication skills are assessed for all four fields of nursing practice within the MYEPAD. This also provides SUCs the opportunity to feedback to students on both sets of skills. Service users told us at the major modification visit of the range of opportunities available within the programme for this.

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

Met

R3.4. Programme documents and findings at the major modification visit confirms the use of technology-based teaching, learning and assessment and enhanced simulation are used to support learning. Simulation-based learning opportunities are designed to help students develop skills in a safe environment which comply with EU directive 2005/36/EU, annex V2. Programme documents confirms the existence of a simulation lead. Students are required to complete practice learning evaluations through an electronic method which also supports student assessments of proficiency referred to as PARE. Students told us at the major modification visit of the timetabled use of simulation-based learning which assisted them to practice nursing proficiency skills in a safe and supported environment prior to placements being undertaken.

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

Met

R3.5 is met. Documentary evidence and discussions during the major modification visit confirms robust processes are in place to ensure individual student needs are taken into account when allocating practice learning and supporting learners in practice. This includes the requirement to make reasonable adjustments where needed.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

Processes are in place to ensure that students are supernumerary (R3.7)

Yes

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met

Yes

Outcome

Is the standard met? *Met* **Date: *4 March 2020***

Post Event Review

Identify how the condition is met:

Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 4. Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme R4.4 provide students with feedback throughout the programme to support their development

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

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

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

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

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

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

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out inArticle 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

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

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

Met

R4.1 is met. KU in partnership with PLPs have robust processes in place to support and monitor supervision, learning and assessment available and which comply with SFNME (NMC, 2018).

There is robust support in practice and theory learning settings for student's health and wellbeing, in accessing IT support, library services and enabling services. KU have an established personal tutor strategy which ensures all students are allocated a personal academic tutor which specifies minimum contact requirements. Students at the major modification visit praised the wide range of responsive support provided to them in undertaking their theory and practice-based studies.

Programme documents, and discussions with PLPs and students at the major modification visit, confirms how the new roles of PA, PS, AA and NP have been implemented, and how people within these roles have been prepared and supported.

There is a placement learning charter which is used to strengthen equitable support in PLEs across the Midlands and East of England placements providers. PLPs at the major modification visit told us of the preparation events and online learning tools available to all current mentors in supporting their transition to the new roles. PLPS confirmed the development of a PA and PS database to oversee the planning and monitoring of student placement allocation capacity.

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

Met

R4.2 is met. Programme documentation and findings at the major modification visit confirm KU and PLPs have developed guidelines for identifying and preparing the new roles of PA, PS and NP.

KU in partnership with PLPs have a process in place which guides the preparation of PAs, PSs, AAs and NP. The responsibilities associated with these roles are defined within the MYEPAD.

During the major modification visit, PLP representatives discussed the roles and the requirements to meet SSSA (NMC,2018).

KU and PLPs confirmed that mentors will undertake the role of PA or PS, and that the programme team have identified the AAs.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. Documentary evidence confirms that KU, in partnership with PLPs, have an education strategy which supports the learning and teaching activities in delivering the curriculum. Documentary assessment strategy ensures that students receive feedback on key skills and are supported to build from this. Programme documents confirm a range of assessment methods are applied which include exam, objective structured clinical exams and presentations. Module descriptors provide evidence of formative assessments as well as summative feedback methods are adopted.

MYEPAD confirms the use of formative and summative practice assessment outcomes are recorded and captured within the OAR also. The programme assessment plan provides students with projected assessment dates, assisting students to prepare for academic and practice assessment submissions Documentary evidence and findings at the major modification visit confirms that assessment methods are appropriate for each part of the programme for both theory and practice, with formative feedback opportunities stated within the module descriptors. SUCs, students and the programme team told us service users are involved in the assessment of both theory and practice learning outcomes.

There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

Met

R4.5 is met. Programme documentation provides robust evidence of mapping to ensure students meet the SPRN (NMC,2018) and programme outcomes for their field of nursing practice. Students are assessed in PLEs against the proficiencies identified within MYEPAD mapped to SPRN (NMC, 2018). There is no compensation for module assessments, all modules are compulsory, which ensures NMC SPRN, and programme outcomes for the field of nursing practice must be achieved.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Evidence to ensure the knowledge and skills for nurses responsible for

general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

Yes

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

Yes

Outcome
Is the standard met? *Met* Date: *4 March 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 5. Qualification to be awarded

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

R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

N/A

Fall back awards do not lead to registration with the NMC.

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

Yes

Outcome
Is the standard met?   *Met*   **Date:** *4 March 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A*   **Revised outcome after condition(s) met:**   *N/A*

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation: Admissions policy, 2019-2020 Module evaluations student comments MSc module E and module A, 24 February	

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2020
Word cloud responses to leadership module for MSc, 18-2020
Minutes - MSc nursing curriculum development group, 11 November 2019

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: MSc Adult nursing. first year x two MSc Adult nursing. second year x three	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List None supplied	
If you stated no above, please provide the reason and mitigation This is an established AEI with no requirement to check the facilities.	
Additional comments:	

Mott MacDonald Group Disclaimer

Issue record

Final Report

Author	Tony Bottiglieri Terence Williams	Date	11 March 2020
Checked by	Pamela Page	Date	28 April 2020
Submitted by	Lucy Percival	Date	07 May 2020
Approved by	Helen Shapcott	Date	11 May 2020