Programme Audit/Major Modification report

Programme provider:	Essex, University of
In partnership with: (Associated practice placement providers involved in the delivery of the programme)	Southend University Hospital NHS Trust Basildon University Hospital NHS Trust Mid Essex Hospital NHS Trust Princess Alexandra NHS Trust East Suffolk & North East Essex NHS Trust Essex Partnership University NHS Trust Anglian Community Enterprise Provide Community Trust Anglian Community Enterprise North East London Trust
Date of review:	21 Aug 2019
Type of Modification	Desktop
Provision reviewed:	Registered Nurse – Adult Registered Nurse – Mental Health
Title of current programme:	BSc (adult) nursing and nurse degree apprentice (NDA) route BSc (mental health) nursing and NDA route MSc (adult) nursing MSc (mental health) nursing
Title of modified programme if changed:	
Academic level of current programme:	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

Academic level of modified programme if changed:	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Reviewer:	Prof Dave Clarke

Outcome of Approval Panel Meeting	
Outcome:	Recommended for approval
Conditions and NMC standard(s)/requirement(s) they relate to:	**Resources** None identified **Admission and progression** None identified **Practice learning** None identified **Fitness for practice** None identified **Quality assurance** None identified
Date conditions to be met:	
Recommendations and NMC standard(s)/requirement(s) they relate to: **Note: recommendations will be assessed through the AEI annual self-assessment report**	None identified
Date conditions met:	
Programme start date:	30 Sep 2019

Summary

Summary of modification request

The University of Essex (UoE) school of health and social care has an approved pre-registration nursing programme approved against the Standards for pre-registration nursing education (NMC, 2010). The BSc nursing (adult and mental health fields) and MSc nursing (adult and mental health fields) were last approved in May 2016. The BSc nursing programme had a major modification on 12 October 2017 to approve a nursing degree apprentice (NDA) route.

The UoE presented a major modification to the pre-registration nursing programme to transfer from the Standards to support learning and assessment in practice (SLAiP) (NMC, 2008) to the Standards for student supervision and assessment (SSSA) (NMC, 2018). This request is made in collaboration with practice learning partners (PLPs). PLPs identify the need for a consistent approach to supervising and assessing students across shared practice learning environments as approved education institutions (AEIs) implement the SSSA at differing timelines.

UoE is part of the Midlands, Yorkshire and east practice learning group (MYEPLG) who have collaboratively developed practice assessment documents (PAD) based on the pan-London PAD documents. The transfer to the SSSA is discussed as part of the MYEPLG workstream as an interim measure until approval of their new pre-registration nursing programmes using the pan-Midlands PAD in 2020.

There is evidence of robust partnership working with students, partner AEIs and PLPs. There are ongoing workshop days bringing stakeholders together and more are planned for the near future. There is an agreement with PLPs for a transfer plan from the SLAiP to the SSSA.

UoE has provided comprehensive documentation which will enable the SSSA to be implemented. This includes timelines for implementation, student communication, role descriptors, governance and management processes and a practice learning handbook. Students in March 2017-September 2019 cohorts will transfer and commence practice placements under the SSSA in a discrete timeframe.

UoE confirm documentary evidence during a telephone conversation on 21 August 2019 with the visitor.

The major modification is recommended to the NMC for approval.

Feedback from key stakeholders

Presenting Team

Desktop review: Teleconference with head of group and placements and employability director, 21 August 2019.

Mentors, sign-off mentors, practice teachers and employers

Not applicable, desktop review.

Students

Not applicable, desktop review.

Service users and carers

Not applicable, desktop review.

Examples of notable and innovative practice and standards they relate to

None identified

Potential risks to compliance of education standards and standards they relate to

None identified

Potential risks to the student learning environment and standards they relate to

None identified

Any other risks to public protection

None identified

Areas for future monitoring

- Progress on implementing the SSSA.

Outcome recommendation
The modification is recommended to the NMC for approval.

NMC Standards

Please refer to the [Standards for pre-registration nursing education](#) (NMC, 2010), [Advice and supporting information for implementing NMC standards for pre-registration nursing education](#).

Competencies for entry to the register	
Domain: Professional values	
Generic standard for competence **Field standard for competence** **Competencies 1-9**	
What we found:	
Unchanged since approval in May 2016 and major modification in October 2017.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Domain: Communication and interpersonal skills

Generic standard for competence	
Field standard for competence	
Competencies 1-8	
What we found:	
Unchanged since approval in May 2016 and major modification in October 2017.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Domain: Nursing practice and decision making	
Generic standard for competence	
Field standard for competence	
Competencies 1-10	
What we found:	
Unchanged since approval in May 2016 and major modification in October 2017.	
Outcome:	Standard met
Date standards met:	

Revised outcome:	

Domain: Leadership, management and team working
Generic standard for competence Field standard for competence Competencies 1-7
What we found:
Unchanged since approval in May 2016 and major modification in October 2017.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standards for education
Standard 1: Safeguarding the public – Nursing and midwifery education must be consistent with **The Code: Professional standards of practice and behaviour for nurses and midwives (NMC, 2015)**

R1.1 Approved Education Institutions (AEIs) must be accountable for the programme.
R1.2 Programme providers must make the needs of service users their first priority.
R1.3 Programme providers must have clear processes in place to deal with any concerns about the safety of service users.
R1.4 Programme providers must have effective policies and procedures on fitness to practise.

What we found:	
R1.1-R1.4 Unchanged since approval in May 2016 and major modification in October 2017.	
Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standard 2: Equality and diversity – Nursing and midwifery education must address key aspects of equality and diversity and comply with current legislation
R2.1 Programme providers must ensure that information about programmes is clear and easily obtainable, and gives sufficient information to allow an applicant to make an informed choice.
R2.2 Programme providers must ensure that programmes comply with current equality and diversity legislation, including making reasonable adjustments without compromising safety.

R2.3 Programme providers must have clear policies, guidance and action plans that recognise and respond to the benefits of diversity, promote equality and address discrimination and harassment.	
What we found:	
R2.1-R2.3 Unchanged since approval in May 2016 and major modification in October 2017.	
Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standard 3: Selection, admission, progression and completion – Processes for selection, admission, progression and completion must be open and fair
R3.1 AEIs must ensure that selection and admission criteria include evidence of a good command of written and spoken English, including reading and comprehension. For programmes delivered in Wales, selection and admission criteria must include evidence of a good command of written and spoken English or Welsh, including reading and comprehension.   R3.2 AEIs must ensure that selection and admission criteria include evidence of capacity to develop numeracy skills sufficient to meet the competencies required by the programme.   R3.3 AEIs must specify appropriate academic and professional entry requirements.   R3.4 AEIs must ensure that students meet NMC requirements for good health and good character.

R3.5 Programme providers must ensure that programmes include opportunities for accreditation of prior learning (APL).

R3.6 AEIs must ensure that the selection process provides an opportunity for face-to-face engagement between applicants and selectors.

R3.7 AEIs must ensure that the selection process includes representatives from practice learning providers.

R3.8 Programme providers must ensure that selection is conducted by people who have been trained in the principles of selection, anti-discriminatory behaviour and equal opportunities.

R3.9 Programme providers must have processes to manage interruptions to programmes.

R3.10 AEIs must make explicit any arrangements for student progression.

R3.11 AEIs must have processes in place to confirm achievement of all programme requirements.

R3.12 AEIs must inform students when they complete a programme that they have five years in which to register or record a qualification leading to a mark on the NMC register.

R3.13 AEIs must ensure that students comply with NMC requirements for good health and good character at completion.

What we found:

R3.1-R3.8 Unchanged since approval in May 2016 and major modification in October 2017.

R3.9 The process to manage interruptions of study remains the same. Any student returning from interruption of study will transfer to the SSSA.

R3.10-R3.13 Unchanged since approval in May 2016 and major modification in October 2017.

Outcome:	Standard met

Protecting the public through
quality assurance of nursing
and midwifery education

Nursing &
Midwifery
Council

Date standards met:	
Revised outcome:	

Standard 4: Support of students and educators – Programme providers must support students to achieve the programme outcomes, and support eductors to meet their own professional development needs

R4.1   Programme providers must ensure that programmes include an induction period during which the requirements of the curriculum are explained.

R4.2   Programme providers must ensure that students are allocated to an identified mentor, practice teacher or supervisor during practice learning.

R4.3   Programme providers must ensure that those who supervise students in practice are properly prepared and supported in that role.

R4.4   AEIs must ensure that support facilities, including learning support, are available to all enrolled students.

R4.5   Programme providers must give students access to pastoral support, occupational health facilities and disability specialists.

R4.6   Programme providers must ensure that learning time is protected as specified.

R4.7   Programme providers must provide nurse and midwife teachers with time for professional development to enable them to remain up to date in their field of practice.

What we found:

R4.1 Unchanged since the approval May 2016.

R4.2 The UoE and PLPs have developed agreed transfer arrangements to support developing new roles for practice supervisor, practice assessor and academic assessor. The placement guidelines document offers guidance for

students, practice supervisors and practice assessors on role, supervision and assessment requirements and completion of the PAD. The documentation contains detailed information to support practice supervisors and practice assessors to understand the proficiencies and programme outcomes they are supporting students to achieve.

The transfer to the SSSA agreement demonstrates commitment by PLPs and the university to support practice supervisors and practice assessors and to develop their roles. The process of allocating practice supervisors and practice assessors is undertaken by the practice learning co-ordinator in each of the PLPs. The PAD has been revised and now contains information about the role of the practice supervisor, practice assessor and academic assessor.

R4.3 The MYEPLG core mentor update is used to prepare practice supervisors and practice assessors. This contains specific information on the contribution practice supervisors make to student learning and assessment. Practice supervisor and practice assessor preparation is undertaken by PLPs with support from the UoE. There is a collaborative approach to supporting practice learning environments, practice supervisors, practice assessors and students through the link lecturer and practice educator roles. Documentary evidence and discussion confirms effective partnership working and preparation of staff for new roles.

Documentary evidence confirms nominated academic assessors have the relevant qualifications to meet the SSSA requirements. They'll be prepared for the role and will be required to understand the proficiencies and programme outcomes. Evidence is provided demonstrating academic assessors will be appointed and supported via workload allocation and appraisal for their role by the university. They will have relevant experience and qualifications to fulfil the role. Academic assessors will be supported to develop their professional practice. Documentation identifies a process for appointing a different academic assessor for each part of the programme. This process uses a primary and secondary personal tutor approach.

R4.4-R4.7 Unchanged since the approval in May 2016.

Outcome:	Standard met

Date standards met:	
Revised outcome:	

Standard 5: Structure, design and delivery of programme – The programme must be structured, designed and delivered to meet NMC standards and requirements
R5.1   AEIs must ensure that programme development and delivery involves key stakeholders. R5.2   AEIs must specify the required hours, days or weeks of learning. R5.3   Programme providers must clearly set out the structure of the programme. R5.4   Programme providers must state what teaching and learning methods will be used to support achievement of outcomes. R5.5   Programme providers must ensure that learning opportunities are offered at an appropriate academic level using evidence-based sources. R5.6   Programme providers must specify essential content of the programme. R5.7   Programme providers must ensure that students have the opportunity to learn with, and from, other health and social care professionals.
What we found:
R5.1-R5.7 Unchanged since approval in May 2016 and major modification in October 2017.

Outcome:	Standard met
Date standards met:	

Revised outcome:	

Standard 6: Practice learning opportunities must be safe, effective, integral to the programme and appropriate to programme outcomes
R6.1   AEIs must provide students and those supporting practice learning with information that includes dates, outcomes to be achieved, and assessment documents for each period of practice learning.

R6.2   Programme providers must ensure that mentors and practice teachers meet the relevant requirements within the *Standards to support learning and assessment in practice* (NMC 2008).

R6.3   Programme providers must ensure that local registers of mentors and practice teachers are maintained according to *Standards to support learning and assessment in practice* (NMC 2008), including sign-off status of mentors, record of updates and date for triennial review.

R6.4 Programme providers must use objective criteria and processes for approving new practice learning environments, and audit them at least every two years.

R6.5   Programme providers must ensure that students have access to a range of practice learning opportunities sufficient to meet programme outcomes. |
| **What we found:** |
| R6.1 Students will transfer and commence practice placements under the SSSA on the following dates:

Full-time BSc and MSc cohort September 2019 on 7 January 2020.

Full-time BSc cohort March 2017 and January 2018 on 21 October 2019.

Full-time BSc cohort September 2017 on 11 November 2019.

Full-time BSc cohort September 2018 and January 2019 on 4 November 2019. |

Full-time MSc cohort September 2018 on 30 September 2019.

The placement guidelines document supports supervision of students by providing explicit guidance on the role and completion of the PAD. There is evidence students are consulted and agree on transferring to the SSSA. Students are informed of the new roles through a detailed presentation. The amended PAD continues to reflect the Standards for pre-registration nurse education (NMC, 2010) and recording of the EU directive and essential skills clusters remains unchanged.

R6.2 Documentary evidence demonstrates systems are in place to ensure practice supervisors and practice assessors are identified, prepared, supported and updated. Completion of updates and preparation is recorded by PLPs. Practice supervisors and practice assessors are supported through professional development, annual appraisal, a code of conduct, clinical supervision, reflective practice and re-validation, as appropriate.

Examples are provided of how practice supervisors are able to contribute to recording student assessment and achievement. Eligibility to contribute to student supervision is updated in line with the SSSA. Documentation details the contribution to student assessment practice supervisors make and how they will work with practice assessors and academic assessors to share observations on students they are supervising. Practice supervisor and practice assessor responsibilities are contained in the core mentor update and fact sheets currently being delivered by PLPs. These demonstrate role modelling for safe and effective practice, preparation to support student learning, supervision, give feedback to and assess students.

The updated PAD contains a record of progression section which details students' theory achievement for the practice assessor to review. Clear progression points are detailed in the PAD and supporting documentation. Progression points trigger communication and collaboration between student, practice assessor and academic assessor for completing the PAD.

Documentary evidence states the roles of practice assessor, practice supervisor and academic assessor cannot be undertaken simultaneously for the same student. Academic assessors will collate and confirm student achievement of proficiencies and programme outcomes. The PAD contains relevant sections for the academic assessor to record student achievement in each part of the programme.

Documentary evidence and discussion with UoE demonstrates academic assessors are supported to maintain their knowledge and expertise of the programme they are confirming.

R6.3 Systems are in place to record practice supervisor and practice assessor preparation and updating. PLPs are committed to maintaining a register of practice assessor and practice supervision preparation and updating. The process of allocating practice supervisors and practice assessors is undertaken by the practice learning co-ordinator in each of the PLPs. Documentation states students on NMC approved programmes will be assigned to practice assessors who are a registered nurse with relevant experience and due regard. The academic assessor will be a registered nurse with relevant experience and due regard.

R6.4 There's appropriate governance and systems in place to raise and respond to concerns about student competence, conduct and achievement. The practice guidelines document contains specific guidance for practice supervisors and practice assessors to document and escalate concerns about student conduct and competence, including examples of action planning. UoE has a fitness to practise policy to support raising concerns.

Partnership arrangements are agreed through the practice education group. Monitoring the effectiveness of the practice learning environments and compliance with the SSSA will be undertaken by UoE in partnership with PLPs.

R6.5 Unchanged since approval in May 2016 and major modification in October 2017.

Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standard 7: Outcomes – The programme outcomes must ensure that NMC standards for competence are met and that students are fit for practice and fit for award on completion

R7.1   Programme providers must ensure that the programme outcomes enable students to achieve the NMC standards for competence and that they are fit for practice and fit for award on completion.

R7.2   AEIs must make explicit requirements for the conferment of academic awards where applicable.

What we found:

R7.1-R7.2 Unchanged since approval in May 2016 and major modification in October 2017.

Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standard 8: Assessment – Programme outcomes must be tested using valid and reliable assessment methods

R8.1   Programme providers must ensure that a variety of assessments are used to test the acquisition of approved outcomes, with reasonable adjustments for students with a disability.

R8.2   Programme providers must ensure that assessment processes enable students to demonstrate fitness for practice and fitness for award.

R8.3   AEIs must appoint external examiner(s) who can demonstrate currency in education and practice with due regard and engage with assessment of both theory and practice.

What we found:
R8.1-R8.3 Unchanged since approval in May 2016. The programme maps to the Standards for pre-registration nurse education (NMC, 2010). In line with the SSSA, eligibility of who contributes to student supervision and assessment is changed to reflect the roles of practice assessor, practice supervisor and academic assessor. The PAD reflects these changes.

Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standard 9: Resources – The educational facilities in academic and practice settings must support delivery of the approved programme
R9.1   AEIs must ensure that the programme leader is a nurse or midwife with a teacher qualification recorded on the NMC register. R9.2 AEIs must ensure that teachers have appropriate qualifications and experience for their roles. R9.3 Programme providers must ensure that sufficient staff are allocated to deliver the programme effectively. R9.4   Students must have access to appropriate learning approaches in a variety of formats on all sites.

What we found:	
R9.1-R9.4 Unchanged since approval in May 2016 and major modification in October 2017.	
Outcome:	Standard met
Date standards met*:*	
Revised outcome:	

Standard 10: Quality assurance – Programme providers must use effective quality assurance processes in which findings lead to quality enhancement	
R10.1 Programme providers' quality assurance processes must be aligned with the programme specification, programme evaluation and enhancement. R10.2 AEIs must demonstrate that they use effective quality assurance processes including conjoint programme approval, approval of minor or major modifications, endorsement and annual monitoring. R10.3 Programme providers must allow the NMC and its agents access to monitor programmes.	
What we found:	
R10.1-R10.3 Unchanged since approval in May 2016 and major modification in October 2017.	
Outcome:	Standard met

Date standards met*:	
Revised outcome:	

NMC Circular 03/2011 - Resources to support programme intentions

Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.

What we found:

Documentary evidence and discussion provides assurance that there are appropriate resources in place in the university and in PLPs to support the transfer to the SSSA.

To support changing to the SSSA the university have identified academic assessors with appropriate qualifications and experience. Documentary evidence contains details of link lecturers and practice educators who will support the change to the SSSA. The transition document details the agreement to prepare practice assessors and practice supervisors across PLPs. Processes, systems and resources to ensure safe and effective coordination of practice learning environments are in place. There are appropriate partnership agreements with PLPs. PLPs are engaged in the preparation of practice supervisors and practice assessors to support the change to the SSSA.

Outcome:	Standard met
Date standards met*:	
Revised outcome:	

Evidence and references list
Programme for SSSA, February 2019
Stakeholder attendees, undated
Academic assessor role, March 2019
Academic assessors list, undated
Agenda NMC stakeholder event, 29 April 2019
Core SSSA update revised for stakeholder event, 29 April 2019
Essex standards for student supervision and assessment, 2019
Handout fact sheet SSSA version two, undated
Health and social care appraisal checklist, 2018 -19, undated
Main providers agreement template, 2019
Minutes practice education group, 7 December 2018
MYEPLG context document, 14 December 2018
MYEPLG memorandum of understanding, 9 January 2019
Nursing agenda, undated
Nursing skills book final, 2019
PAD insert final, undated
Placement guidelines for student nurses and supervisors, version two, May 2019
Registered nurse adult major modification transfer to SSSA for circulation, undated
SSSA partnership placement agreement, undated
SSSA PAD regional Implementation timeline, undated
Student cohorts - introduction of SSSA, undated
Update for students slides, 2019
Procedures: fitness to practise, 2015

Personnel supporting programme approval
Members of Approval Panel

Not applicable, desktop review.

Programme Presenters

QA visitor teleconference with UoE head of group and placements and employability director, 21 August 2019.

Were any service providers visited?

Not applicable, desktop review.

Meetings with others

Mentors / sign-off mentors	
Practice teachers	
Service users / Carers	
Practice Education Facilitator	
Director / manager nursing	
Director / manager midwifery	
Education commissioners or equivalent	
Designated Medical Practitioners	
Other (please specify)	

If there were no representatives present during the approval event please state why:

Not applicable, desktop review.

Meetings with students

Nursing					

Adult		Year 1	Year 2	Year 3	Year 4
Mental Health		Year 1	Year 2	Year 3	Year 4
Children's		Year 1	Year 2	Year 3	Year 4
Learning Disabilities		Year 1	Year 2	Year 3	Year 4
Midwifery (3 year)		Year 1	Year 2	Year 3	
Midwifery (18 month)		Year 1	Year 2		
SCPHN		HV	SN	OH	FHN	RPHN
Learning and Assessment in Practice		Mentor		Practice Teacher		Teacher
Nurse Prescribing		V100		V150		V300
Specialist Practice		Adult		Mental Health		Children's
		Learning Disability		General Practice Nursing		Community Mental Health Nursing

		Community Learning Disabilities Nursing	Community Children's Nursing	District Nursing	

Additional evidence viewed

No additional evidence was reviewed.

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Issue record

Author:	Dave Clarke	Date:	04 Sep 2019
Checked by:	Judith Porch	Date:	04 Sep 2019
Approved by:	Andrea Bacon	Date:	05 Sep 2019