Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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Programme approval visit report

Section one

Programme provider name:	Leeds Beckett University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Leeds Teaching Hospitals NHS Trust Leeds and York Partnership NHS Foundation Trust Harrogate and District NHS Foundation Trust Leeds Community Healthcare NHS Trust Private, voluntary and independent health care providers

Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: BSc (Hons) Adult Nursing
Programme start date: 1 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Pre-registration nursing - Mental Health
Title of programme: BSc (Hons) Mental Health Nursing
Programme start date: 1 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Nursing Degree Apprenticeship route - Adult
Title of programme: BSc (Hons) Adult Nursing (degree apprenticeship)
Programme start date: 1 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Nursing Degree Apprenticeship route - Mental Health
Title of programme: BSc (Hons) mental health nursing (degree apprenticeship)
Programme start date: 1 September 2020

Academic level(s): England, Wales, Northern Ireland: Level 6	
Date of approval	22 April 2020
QA visitor(s):	Registrant Visitor: Pepsi Takawira Lay Visitor: Philip Stephenson

Summary of review and findings
Leeds Beckett University (LBU) presented documentation for the approval of a pre-registration nursing programme. The proposed award titles are BSc (Hons) mental health nursing and BSc (Hons) adult nursing. The programme is offered as a three-year full-time direct entry or apprenticeship route. The approval visit was undertaken at a distance. The programme is proposed for delivery from September 2020. The programme documentation and evidence presented at the approval visit confirm the curriculum content, modes of delivery and practice experiences are designed to enable students to meet the Standards for pre-registration nursing programmes (NMC 2018). The essence of the new standards are captured and explained both in the programme documentation and through discussion at the approval visit. We found evidence that LBU is committed to partnership working with stakeholders in the co-production, co-delivery and evaluation of the programme at both strategic and operational levels. Service users, employers, practice learning partners (PLPs) and students confirm their involvement in the design and development of the programme. There are issues raised in care quality commission (CQC) quality reports which require the attention of LBU and the associated PLPs to assure the quality of student practice learning experiences. In all cases there are action plans developed in collaboration with PLPs to mitigate risks to student learning. Three employers we met at the approval visit confirm their commitment to the delivery and ongoing development of the pre-registration nursing apprenticeship route in the programme. These employers are Leeds and York Partnership NHS Foundation Trust, Priory Group and Leeds Teaching Hospitals NHS Trust. LBU has been involved in partnership working with other approved education institutions (AEIs) in the region in the development of the Midlands, Yorkshire and East practice assessment document (MYEPAD) for pre-registration nursing students. There's a shared regional strategy and local plan approach to the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018), and preparation of practice supervisors, practice assessors and academic assessors. The SSSA are met at programme level.

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The Standards framework for nursing and midwifery education (SFNME) (NMC 2018) is met at programme level.

The programme is recommended to the NMC for approval subject to one NMC condition and one university condition. One NMC recommendation and two university recommendations are made.

Update 26 May 2020

The programme team has provided documentation to meet the NMC conditions. Conditions are met. 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:** Condition one: Provide a strategy to demonstrate how LBU will assure that practice learning opportunities allow the requisite breadth and depth of placement experience to enable students to care for a diverse range people in different practice learning environments. (SPNP R3.1, R3.2) Condition two: Evidence the operational management, tracking and reporting (past/present/future) of student placements with a view towards covering the relevant areas of practice and, for apprentices, provide a plan of their journey which should also form part of the public facing documentation. (University condition) **Assessment, fitness for practice and award:** None identified

	Education governance: management and quality assurance: None identified
Date condition(s) to be met:	26 May 2020
Recommendations to enhance the programme delivery:	Recommendation one: The school should explore the strengthening of the mental health staffing resource to ensure that students/apprentices have access to a variety of tutors. (SFNME R2.18) Recommendation two: To consider having one person identified as having responsibility for the tracking/recording of apprentices (e.g. employer engagement coordinator). This is also recommended practice for the non-apprenticeship provision. (University recommendation) Recommendation three: For generic assessments, the programme team to consider including phrasing such as 'pertinent to field of practice' in the assessment details to clarify relevance to the target award. (University recommendation)
Focused areas for future monitoring:	None identified

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

A placement allocation strategy handbook provides clear details of how practice learning experiences are managed across the programmes to ensure the required breadth and depth of placement experiences is achieved. The handbook and example matrices for current and new student allocations provides assurance that practice learning opportunities will allow the requisite breadth and depth of placement experience to enable students to care for a diverse range people in different practice learning environments. Condition one is now met.

The AEI has provided documentary evidence confirming the university condition is met. Condition two 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:	26 May 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)

QA Handbook

Partnerships

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

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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

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

LBU is involved in partnership working groups across Leeds and the wider practice learning area in Yorkshire. These include Midlands, Yorkshire and East practice learning group (MYEPLG), the Leeds universities practice placement quality group (PPQG) and practice placement quality committee's (PPQC) audit review sub-group, and the pan-Leeds SSSA nursing and midwifery group. These groups monitor supervision and assessment of students through feedback and evaluation from staff in practice learning environments and students. Documentation and evidence from the approval visit indicate that LBU works collaboratively and effectively with local AEIs and PLPs in the Leeds area to provide opportunities to further develop and maximise practice learning in a range of different practice learning environments.

Programme documentation and evidence at the approval visit confirm that LBU is committed to working with a range of key stakeholders in the design, co-development, delivery and evaluation of the programme at both strategic and operational levels. These stakeholders include employers, PLPs, students and service users/carers. The development of assessment practices, module schedules, size and number of modules in the proposed programme are directly linked to feedback from these stakeholders.

Employers we met at the approval visit from the NHS and private/voluntary sector are committed to delivering the pre-registration nursing apprenticeship route in the proposed programme. This commitment includes supernumerary time for apprentices, broader practice learning experiences outside of the apprentices' employment base and the provision of practice learning experiences for students on the direct entry route. The employers we met confirm the prospective numbers of their staff they'll be supporting to undertake the proposed programme. There's evidence of an effective collaborative process in the development of the proposed

programme and implementation of the SSSA. All stakeholders we met have a clear understanding of the NMC pre-registration nursing programme standards and the requirements of the SSSA.

The senior management team, employers and PLPs confirm there are sufficient resources to support the delivery of the programme in both academic and practice learning environments. We found that effective governance systems are in place to assure compliance with the legal, regulatory, education and professional requirements.

At the approval visit PLPs and employers confirm that they've a robust partnership with LBU. They tell us that the communication process between LBU and PLPs/employers is highly effective. Employers/PLPs and LBU confirm they undertake joint recruitment and selection of students for the programme.

Representatives for the service user and carer (SUC) group confirm their extensive involvement in the selection/recruitment, design, delivery, development and evaluation of the programme. There's a SUC engagement strategy and an identified coordinator managing SUC involvement. They're involved in all elements of the student journey from recruitment and selection to graduation. Service users tell us they've worked together with PLPs and academic staff to develop the proposed modules and will be involved in delivery using a variety of mediums. Service users confirm that they're well prepared for the various roles they undertake on the programme including equality and diversity training. Service users tell us they feel that students value their perspectives on care and feel well-supported by the programme team. Through their partnership working with the university and interactions with students, SUCs are confident that students are prepared well for their roles as nurses. Service users are justifiably proud of their role and contribution and feel part of the team alongside staff and students.

Students tell us they've numerous opportunities to feedback both informally and in more formal settings such as the monitoring annual review and enhancement (MARE) meetings, involvement in focus groups and stakeholder events and through student course representatives. Some of the changes to assessment and workload in the proposed programme are linked to this student feedback. LBU works in partnership with students in the recruitment and selection process for prospective students. Students tell us they're well supported in all aspects of student life and that feedback is responsive and timely. This is also reflected in the high overall satisfaction rates in the national student surveys for these programmes.

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

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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: <u>Standards for student supervision and assessment</u> *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

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. There's an established university process for recognition of prior learning (RPL). Documentary evidence indicates that RPL can be used for a maximum of 50 percent of the programme. There's clear evidence of RPL processes, mapped against programme outcomes at all levels and against academic levels. RPL processes comply with article 31(3) of directive 2005/36/EC.

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. There's an established university process for RPL which includes documentary evidence indicating that RPL can be used for a maximum of two-thirds (66 percent) of the programme for NMC registered nurses. RPL claims are mapped by the relevant programme lead to ensure they sufficiently demonstrate achievement of the Standards of proficiency for registered nurses and the programme outcomes.

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

Ongoing achievement record (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. Documentary evidence and the approval process confirm opportunities for students to develop abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes are embedded throughout the modules. The use of the virtual learning environment (VLE) is integrated throughout the programme with structured learning activities to support face-to-face teaching and learning. There are high levels of support to enable students to develop their skills in these areas. The student advice hub team signposts students to available support, making sure they've access to opportunities and additional support services that LBU provides including study skills.

Digital literacy is developed through use of the VLE using a variety of digital and technological resources, with a preliminary assessment of IT skills using quickscan at the beginning of the programme. Some modules on the programme are delivered partially using e-learning methods. Safe medicate e-learning package enables students to work through numeracy calculations at their own pace to prepare for annual assessments.

Literacy is supported through the programme by developing skills in communication, reading, interpretation, application and analysis. Additional support and resourcing is also made available through the library services. There's documentary evidence that the MYEPAD and the ongoing achievement record (OAR) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

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

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

Yes

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

There's no intention to transfer current students onto the proposed programme, however, if a student fails to progress with their cohort to level five, a robust programme mapping exercise has been undertaken to support transfer arrangements. This mapping exercise ensures that the Standards for pre-registration nursing programmes and Standards of proficiency for registered nurses will be met through the transfer of existing students onto the proposed programme if this is necessary.

Programme documentation and the approval process confirm that all students will transfer from the Standards for learning and assessment in practice (SLAiP) to the SSSA.

Students tell us they've been involved in consultations and briefings on these changes and how this will affect them. Discussion with students provides assurance that they're fully aware of the implications and how support during practice learning opportunities will differ from September 2020 onwards.

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

Registered nurses can apply for RPL which may be more than 50 percent and this is mapped 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: *22 April 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. The programme provides theory and practice learning across all fields of nursing practice. The practice assessment modules help the student to develop skills, knowledge and experience of other fields and areas of nursing including adult, learning disabilities, mental health, children and young people, babies, pregnant and postnatal mothers and end of life care.

Documentation and evidence from the approval visit confirm that inter-professional learning (IPL) is embedded both in the academic and practice learning environments (where evidence is captured via MYEPAD). Generic modules are shared with adult and mental health students (some also with nursing associates). Current students tell us that these opportunities to work alongside other students are valuable and offer great learning opportunities. Third year students attend multidisciplinary workshops with students from other programmes to develop team working and communication skills. There are also opportunities to take part in a range of simulations including working with SUCs and experiencing opportunities for interagency and interdisciplinary working. PLPs have also been involved in delivering taught sessions at LBU.

The programme team tell us that employers run a 'host and spoke practice model' for apprenticeship students, to enable them to gain experience in a variety of care settings. Students gain experiences in the four fields of nursing practice beyond their host practice environment on a spoke basis. Students are supported to gain the necessary experiences and skills across the lifespan and these experiences are recorded and verified in the student's MYEPAD.

The programme encourages enquiry-based learning prompting students to ask

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questions, challenge practice, interrogate evidence and identify solutions and conclusions to meet the programme outcomes. This enquiry-based approach provides opportunities for students to explore principles underpinning care in a range of practices across the lifespan. This was introduced because of feedback from students on the current programme. The practice assessment modules in each year of the programme must be passed to progress and complete the award. The theoretical assessments in the programme are set around practice learning and application to field specific practice ensuring a balance across the programme.

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. There's clear evidence in the programme and module specifications that the programme will prepare students to enter the register in their chosen field of nursing practice. Module descriptors show field specific content and assessment. Field specific programme specifications include field specific programme outcomes. Programme leads are current NMC registered nurses in the relevant field of practice.

The adult field of nursing practice learning outcomes and content effectively address the requirements of the EU directive 2005/36/EC.

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. Programme documentation provides evidence that supports the development of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in one of the two fields of nursing practice. The MYEPAD adopted for the programme is designed to assess pharmacology and medicines administration for entry to the register. The proposed programme has been collaboratively developed with relevant students, employers and PLP groups from all fields to ensure appropriate field specific content.

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 documentation and the approval process confirm that the programme has an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. All hours and learning outcomes must be achieved by the end of the programme. The programme handbook and module specifications detail theory and practice content and expected learning outcomes. The proposed programme structure evidences the practice allocation model which demonstrates achievement of programme hours.

A comprehensive range of learning and teaching strategies to actively engage students are detailed in the programme documentation. These include simulation, enquiry-based learning, blended learning, expert practitioner input and research informed teaching. These strategies are designed to offer students a variety of learning opportunities that align with their module learning outcomes and enable appropriate preparation and support as they progress through the programme.

Programme length for the direct and apprenticeship routes is detailed in the programme specification documents. There's an equal balance of theory and

practice across the programme stages. These meet the required 2300 hours in theory and 2300 hours in practice learning.

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

The programme is not delivered in Wales.

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

The programme doesn't lead to registration in two fields of nursing practice.

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

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

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

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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: *22 April 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

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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)

Not Met

R3.1 is not met. Documentary evidence and the approval process indicate that there are practice learning opportunities to allow students to develop and meet the proficiency to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice. PLPs tell us there's an ongoing project to increase and maximise placement capacity. PLPs have undertaken development

of a skills matrix to identify areas where annexe A and B can be achieved. In each year of the programme, students arrange their own enrichment placements in addition to the university managed practice learning experiences. These may be close to home or overseas and aim to offer opportunities of enhancing employability and enabling students to experience a diverse range of care environments.

Students tell us that they really value the practice learning opportunities they've had, but some feel opportunities outside of their field of nursing are sometimes quite limited, thus reducing the breadth and depth of clinical experience. As the enrichment placement is student led, it cannot be assured that the students will get the breadth and depth of experience they require as this is dependent on some of that experience coming from these placements. Therefore, a condition was applied. (Condition one)

Apprenticeship students experience both hub and external/spoke placements throughout their programme. The hub placements are based with their employer. The students are also placed in a range of settings from hospice to community and acute hospital trusts. At the visit the university recommended that a staff member should track and record these opportunities to ensure the full range of placements (University recommendation).

LBU is adopting the MYEPAD and OAR which has been mapped to the NMC Standards of proficiency for registered nurses. There are established processes and procedures for raising and escalating concerns which students and PLPs confirm they understand. There's a joint procedure between PLPs/employers and LBU for managing fitness to practice issues.

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)

Not Met

R3.2 is not met. The programme is designed to enable students and apprentices to get the appropriate experience to meet the holistic needs of people of all ages across the programme, but the mechanism for how the programme team will ensure this is not robust enough, hence applying a condition to develop a strategy. (Condition one)

Documentary evidence confirms there's a range of systems and processes in place through partnership working between the university, employers and PLPs to ensure that the quality of practice learning environments is monitored. This includes undertaking educational audits and sharing these with other AEIs that use the same practice learning environments, managing and monitoring concerns and complaints as well as student evaluations of their practice learning experiences.

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. The MYEPAD clearly maps the Future Nurse: Standards of proficiency for registered nurses (NMC, 2018) and identifies where the platforms and nursing procedures are recorded and assessed. Communication and relationship management skills are assessed for the two fields of nursing practice through the MYEPAD. SUCs give feedback to students through the MYEPAD. Practice learning opportunities allow students to meet the annexes as evidenced through successful completion of the MYEPAD. The programme team and students tell us that communication is an aspect of learning that is particularly well integrated throughout the programme with increasing levels of complexity and links with other elements of the programme.

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 is met. Programme documentation and the approval process confirm that simulation is used to support and enhance skills teaching. LBU have a simulation planning document for monitoring that simulation is effectively and proportionately used to support learning and assessment for the proposed programme. Compliance with the content of article 31(5) of directive 2005/36/EC is evident and mapped to the content of the programme specification and module documents. 181 simulated learning hours are spread across the programme to support learning and assessment. These are counted as part of the total 2300 practice hours. SUC involvement in simulated activities is confirmed at the approval visit.

The leadership team confirm that robust support is provided to students to engage with technology. The programme is supported by a library and learning innovation team (LLI) who provide a variety of support services which include the libraries, information technology (IT) facilities, VLE, resources and equipment loan. Students are introduced to the VLE platform at the start of the programme and it's integrated throughout to support all academic activity.

There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning

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including making reasonable adjustments for disabilities (R3.5)

Met

R3.5 is met. Programme documentation and the approval process confirm that LBU has robust policies and procedures in place to ensure that students' individual needs and circumstances are considered at all levels of the programme. This allows reasonable adjustments to be made as appropriate. This is explicit in the PLPs handbook. Students confirm various reasonable adjustments they've had in both practice learning environments and the university. The practice learning initial interview gives students the opportunity to discuss reasonable adjustments with their practice supervisor. This features in the checklist for practice learning orientation in the MYEPAD.

For apprentice students, the practice support tutor works with the employer and apprentice to develop a training needs analysis for both the employer and the apprentice. This forms the basis of an individual learning plan (ILP). Once the apprentice has been enrolled onto the programme a more detailed review takes place. The detailed ILP is used as the basis for discussion in the tripartite meetings.

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?
Not Met
Discussion at the approval visit demonstrates that the variety of placement opportunities that enable breadth and depth of experience can be limited for some students. The mechanism for monitoring this is not sufficiently robust to ensure all students have the required practice learning experiences by the end of the programme.
Condition one: Provide a strategy to demonstrate how LBU will assure that practice learning opportunities allow the requisite breadth and depth of placement experience to enable students to care for a diverse range people in different practice learning environments. (SPNP R3.1 R3.2)
Date: *22 April 2020*

Post Event Review

Identify how the condition is met:
Condition one: Documentation submitted by the programme team provides assurance that LBU will utilise a practice learning allocation model which will enable students to gain the requisite breadth and depth of practice learning opportunities that enable students to care for a diverse range of people in different practice learning environments.
Evidence: Placement allocation strategy handbook adult nursing and mental health nursing, May 2020   Placement allocation strategy handbook adult nursing and mental health nursing degree apprenticeship, May 2020   Example matrices for current and new students, undated   Experience matrix for pre-registration adult nursing and mental health nursing degree apprenticeship students, undated   Experience matrix for pre-registration adult nursing, undated   Experience matrix for pre-registration mental health nursing, undated
Condition one is met.

Date condition(s) met: 26 May 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.

Standard 4. Supervision and assessment

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

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

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

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

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

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

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

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

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

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

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills

set out in Standards of proficiency for registered nurses, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out 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. Programme documentation and the approval process provide evidence of processes to monitor how the supervision, support, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education. The MYEPAD and associated guidance provides an objective approach to assessing students' practice learning and achievement of the Standards of proficiency for registered nurses. There's policies in place supporting quality assurance of the programme.

The programme team and PLPs tell us those involved in student supervision and assessment are suitably prepared and undergo appropriate updates. Online learning, a face-to-face programme, supervisor (previously mentor) conferences and other resources are being used to prepare for the implementation of the SSSA. The introduction of the SSSA is well publicised in PLP organisations. There're handbooks for practice supervisors and practice assessors. These handbooks outline process for supporting and assessing students in practice.

We found there's an effective partnership approach in the implementation of the SSSA. PLPs have plans in place to manage process for supporting students

concurrently under existing arrangements and the SSSA. PLPs confirm there are sufficient numbers of practice supervisors and practice assessors for all students.

Academic support and student support services are comprehensive and clearly identified in programme documentation. Students tell us they're aware of what support they can receive in academic and practice learning environments. Students confirm they're well supported in university and in practice areas. LBU student support service provides a range of specialist services including disability services, dyslexia support and mental health support. Students tell us these services are helpful and supportive.

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. Documentary evidence in gateway two and the approval process confirm robust processes in the preparation for, and introduction of, the SSSA. The role and responsibilities of practice supervisors and practice assessors are detailed in programme documentation. We found PLPs and employers have a clear understanding of the requirements of the SSSA. A regional approach to supervision of students is adopted to ensure consistency in shared practice learning environments. There's appropriate material available for preparing and updating practice supervisors and practice assessors. Practice assessors say they're are confident about how SSSA is being implemented and are aware of their roles and responsibilities in this regard. PLPs tell us they've appropriate systems in place to monitor and assure capacity for practice supervision and assessment.

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. There are appropriate mechanisms in place to provide students with formative and summative feedback throughout the programme to support their development. The assessment process provides feedback and feed forward to students on their performance and achievement. Students confirm they receive a good level of support within the university and in practice learning environments. Students say they've formative feedback opportunities to prepare them for summative assessments. Students confirm they're able to obtain service user feedback through the MYEPAD and during simulated IPL events.

The MYEPAD provides opportunities for students to receive feedback about their progress in practice. Practice supervisors record their decisions on the student's progress and proficiency.

For apprentice students there are three tripartite meetings per academic year, these create further opportunities for feedback.

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. Comprehensive mapping of the NMC standards of proficiency to the two fields of nursing on each of the routes provides assurance that students will meet the Standards of proficiency for registered nurses in their field of nursing practice.

PLPs and the programme team confirm there are collaborative processes for preparation for enhanced skills delivery in practice learning and practice assessment. This includes a skills matrix involving analysis to identify the training needs of practice staff to support the skills achievement required in the new standards.

Students tell us that the programme and practice learning opportunities prepare them for their particular field of nursing.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that all programmes include a health numeracy assessment related to nursing 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</u>

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and assessment are met
Yes

Outcome
Is the standard met?
Met   **Date:** *22 April 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.

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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

No

There are no fall back exit awards that provide eligibility for 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: *22 April 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: Post-visit documentation: Placement allocation strategy handbook adult nursing and mental health nursing,	

May 2020
Placement allocation Strategy handbook adult nursing and mental health nursing degree apprenticeship, May 2020
Example placement matrices for current and new students, undated
Experience matrix for pre-registration adult nursing and mental health nursing degree apprenticeship students, undated
Experience matrix for pre-registration adult nursing, undated
Experience matrix for pre-registration mental health nursing, undated

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: Six x third year adult nursing students Two x second year adult nursing students One x second year mental health nursing student Two x first year adult nursing students One x adult nursing graduate (completed January 2020)	
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	No
System Regulator Reports List	

If you stated no above, please provide the reason and mitigation			
This is an established AEI and visits to facilities were not needed.			
Additional comments:			

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Issue record			
Final Report			
Author	Pepsi Takawira Philip Stephenson	Date	23 April 2020
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