

Programme approval visit report

Section one

Programme provider name:	University of West of Scotland
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	NHS Lanarkshire Sector NHS Ayrshire and Arran Sector NHS Greater Glasgow and Clyde Sector NHS Dumfries and Galloway Sector NHS Highland (Argyll and Bute) Sector NHS National Waiting Times Centre (Golden Jubilee Sector) Private, voluntary and independent health care providers Education and social care providers
Programme(s) reviewed: Programme: Pre-registration nursing - Adult Title of programme: BSc (Hons) Adult Nursing; MSc Adult Nursing Programme start date: 31 August 2020 Academic level(s): SCQF: Level 9 Level 10 Level 11 Programme: Pre-registration nursing - Mental Health Title of programme: BSc (Hons) Mental Health Nursing; MSc Mental Health Nursing Programme start date: 31 August 2020 Academic level(s): SCQF: Level 9 Level 10 Level 11	
Date of approval	17 March 2020
QA visitor(s):	Registrant Visitor: Ursula Chaney Lay Visitor: Carol Rowe

Section two

Summary of review and findings

The school of health and life sciences (the school) at the University of West of Scotland (UWS) has presented programme documentation for the approval of a three-year full-time BSc (Hons) nursing (adult, mental health fields) programme and a two-year full-time MSc nursing (adult, mental health fields). The MSc nursing is with compulsory recognition of prior learning (RPL). UWS delivers nurse education across four academic sites. These are Lanarkshire, Dumfries, Ayr and Paisley. The student experience is commensurate across all sites.

The programme is mapped to the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (SPRNP) (NMC, 2018) and future nurses: Standards of proficiency for registered nurses (NMC, 2018).

Programme documentation and the approval process confirm effective partnership working between the approved education institution (AEI) and practice learning partners (PLPs). PLPs include national health service (NHS), independent and third sector organisations. The AEI works in partnership with service users and carers (SUCs), and students. These stakeholders collaborate in the co-production of this programme. There remains a need for clearer SUC input across all aspects of the programmes.

A programme feature is the adoption of the all Scotland approach to supervision and assessment in practice. This practice learning network has developed a national framework for practice assessors, practice supervisors and academic assessors in Scotland. UWS has adopted the Scottish practice assessment document (PAD), developed in partnership with other AEIs. This provides a consistent approach to assessment in practice across PLPs.

The Standards framework for nursing and midwifery education (SFNME) are not met at programme level. Documentary evidence and discussion at the approval event confirm the Standards for student supervision and assessment (SSSA) are met at programme level.

UWS works in collaboration with PLPs when issues of concern are identified through inspections from Health Improvement Scotland or raised by individuals regarding practice learning environments (PLEs). These are addressed at local and at strategic levels with PLPs to mitigate any risk. UWS completes the annual self-report and any exceptional reporting as required.

The programme is recommended to the NMC for approval subject to two specific NMC conditions. The university made one condition. Visitors made four recommendations.

Updated 1 May 2020:

UWS has provided documentation to meet the NMC conditions and the university condition. All 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
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: The AEI must provide an implementation plan for SUC involvement in all aspects of the programme and for both fields. (SFNME R1.12; SPRNP R2.1)</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: The AEI and PLPs must provide signed practice learning agreements. (SFNME R2.1, R2.14; SPRNP R2.1, R2.4)</p> <p>Condition three: All documentation (programme specifications, module descriptors and handbooks) should be reviewed and updated in relation to feedback provided. (University condition)</p>
Date condition(s) to be met:	30 April 2020

<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The AEI is recommended to strengthen plans for four field practice allocations. (SFNME R3.2, R3.3; SPRNP R2.4, R3.1)</p> <p>Recommendation two: The AEI is advised to consider processes for RPL in relation to higher candidate numbers seeking RPL. (SFNME R2.8; SPRNP R1.5, R1.6)</p> <p>Recommendation three: The AEI is advised to expand the SUC group. (SFNME R1.12)</p> <p>Recommendation four: The AEI is recommended to make more visible four field theoretical content in programme documentation. (SFNME R3.2; SPRNP R2.4)</p>
<p>Focused areas for future monitoring:</p>	<p>SUC input across programme delivery and fields of practice. Practice allocations and theoretical content across all fields of practice.</p>

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>UWS has provided a revised implementation plan and documentation for SUC involvement across programmes. Updated and signed practice learning agreements are submitted. To meet the university condition UWS has submitted revised programme documentation.</p> <p>The programme is recommended for approval.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	1 May 2020

Section three

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

Partnerships

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

Please refer to the following NMC standards reference points for this section:

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

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

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

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

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

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

Standard 3: Student empowerment:

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

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

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

R3.18 have opportunities throughout their programme to give feedback on the

quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

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

Discussions with PLPs and documentary evidence identify effective partnership working with the AEI. These are through forums at operational and strategic level. PLPs are aware of fitness to practise (FTP) processes for students and participate in panel membership in any such instances. The school and PLPs work together to mitigate against any circumstances causing concern to student practice learning experiences or which compromise patient safety. The university and school has processes for programme governance. Discussions demonstrate commitment from PLPs and the university to work in partnership to deliver the programmes but there are no signed practice learning agreements. (Condition two)

PLPs confirm they're working closely with the AEI to ensure nurses are ready to deliver new proficiencies and to meet the SSSA. This includes scoping practice learning staff skills and preparing them for roles as practice supervisors and practice assessors in conjunction with UWS and the implementation plan across all health boards.

Students tell the panel there's effective partnership working. They say they're supported and have a variety of mechanisms to provide feedback. They have opportunity to provide feedback via practice placement evaluations, module surveys and student liaison groups throughout the academic year. Students identify their support mechanisms in university and in the PLE Students are invited to stakeholder engagement events called 'crafting the vision'. Students are aware of forthcoming changes in theory and practice having received information regarding transfer to the SSSA and for those students to whom it applies, the new programme standards.

The school has a SUCs group. Discussions demonstrate there's SUC involvement in recruitment and selection processes and some involvement in programme delivery particularly for mental health nursing students. There are opportunities for inter-professional learning and students say how their feedback has influenced development of the new programme. There is limited evidence of SUC involvement across all aspects of programme delivery including module delivery, assessment and evaluation. (Condition one)

The range of service user experience is limited and could more fully reference the four fields of practice. (Recommendation three)

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

Not Met

There's limited SUC engagement across all aspects of programme delivery including modular and programme evaluation.

There's commitment from PLPs and university to work in partnership to deliver the programmes but there are no signed practice learning agreements.

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

Met

If not met, state reason

There's limited SUC engagement across all aspects of programme delivery including modular and programme evaluation.

Condition one: The AEI must provide an implementation plan for SUC involvement in all aspects of the programme and for both fields. (SFNME R1.12; SPRNP R2.1)

There's commitment from PLPs and university to work in partnership to deliver the programmes but there are no signed practice learning agreements.

Condition two: The AEI and PLPs must provide signed practice learning agreements. (SFNME R2.1, R2.14; SPRNP R2.1, R2.4)

Post Event Review

Identify how the condition is met:

Condition one: UWS has provided an implementation plan for how SUCs will be involved in programme delivery, assessment and evaluation for both fields of practice.

Evidence:

Service user and stakeholder engagement terms of reference, 26 April 2020
Service user engagement booklet, 26 April 2020
Service user engagement action plan, 26 April 2020

Condition one is met.

Condition two: UWS and their PLPs provide signed agreements for how they'll resource and support the programme.

Evidence:

Practice agreement NHS Ayrshire and Arran, 21 April 2020
Practice agreement NHS Dumfries and Galloway, 21 April 2020
Practice agreement NHS Greater Glasgow and Clyde, 21 April 2020
Practice agreement Golden Jubilee Foundation Hospital, 21 April 2020
Practice agreement NHS Highland, 22 April 2020
Practice agreement NHS Lanarkshire, 21 April 2020
Practice agreement The State Hospital, 21 April 2020

Condition two is met.

Date condition(s) met: 1 May 2020

Revised outcome after condition(s) met:

Met

Conditions one and two are 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 policy and process for RPL with appropriate mapping capability to programme outcomes and Standards of proficiency for registered nurses. Regulations permit up to 50 percent RPL. Discussion with the programme team confirm RPL processes for application to a maximum of 50 percent which is capable of mapping to the programme outcomes and complies with Article 31(3) of the Directive 2005/36/EC. RPL is currently mostly used by candidates who undertake higher national certificate in care and for entry to year two of the BSc (Hons) nursing programme. Documentary evidence shows the programme is designed to enable students to RPL to part two of the BSc (Hons) nursing programme. To date, there is little demand for RPL from candidates and the programme team do not anticipate this will change. (Recommendation two). RPL mapping documentation has external examiner oversight.

For entry to MSc nursing, students are required to have a relevant degree in biological, health, social science or related subjects. Applicants must evidence 500 hours of theory relevant to biological, health, social science or related content through RPL. RPL processes are subject to scrutiny by both the programme leader or representative and the school's admission officer.

All candidates applying for RPL are subject to the programme entry and selection requirements.

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. Programme documentation states RPL can be applied to a maximum

of 50 percent. The programme team confirm RPL process and mapping to the Standards of proficiency for registered nurses and programme outcomes. (Recommendation two)

RPL applications are subject to review by the programme lead or representative and the school's admission officer. Candidates applying for RPL are subject to the programme entry and selection requirements.

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 confirms numeracy, literacy, digital and technological literacy is mapped against proficiency standards and programme outcomes. There's evidence that indicative content is mapped and meets NMC requirements for proficiencies and programme outcomes.

BSc (Hons) students in semester one and two in year one of the programme undertake a module on academic and professional development. This module aims at encouraging development of academic, professional and graduate skills.

All module descriptors across the programme identify and offer employability skills and personal development planning skills. These skills include information, communications, technology (ICT) and numeracy skills. All modules are supported with a virtual learning environment (VLE). Students engage with programme content using the VLE, including formative and summative assessments. Literacy skills are developed in a progressive manner through academic assignments and support is available from the academic team. This is verified by students. Digital literacy is mapped and developed throughout the programme. Numeracy skills are assessed in part two of both routes in the programme with students having to achieve 100 percent to pass. Students have opportunity to develop their numeracy skills using safeMedicate software. Students are signposted to available support and have a personal tutor throughout the programme. Programme handbooks identify support mechanisms in the university.

The programme uses the Scottish PAD. This is mapped to the Standards of

proficiency for registered nurses with numeracy, literacy, digital and technological literacy assessed in each part of the programme in practice learning.

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

All existing pre-registration nursing students will transfer to SSSA from September 2020. Documentary evidence demonstrates an addendum to the existing Scottish ongoing record of achievement (SOAR) to reflect SSSA, for those who remain on programmes aligned to the 2010 standards. Students confirm they're aware of changes for supervision and assessment.

The BSc (Hons) 2019 cohort will transfer to the 2018 programme standards. Students confirm they have received information regarding transfer to 2018 programme standards through preparatory lectures and they're going to be updated with further sessions. The programme team have mapped their programme to the Standards of proficiency for registered nurses, annexe a and annexe b. Proficiency deficits will be incorporated into study days for transferring students. Existing students from 2018 cohorts and all MSc cohorts will complete their programme on the 2010 programme standards. They are aware and understand this. Documentary evidence identifies the process for students returning from interrupted studies and ensures progression criteria is met to transfer to 2018 standards on their return to study.

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

Evidence identifies RPL can be considered up to 50 percent of the programme. RPL for registered nurses will be undertaken on an individual basis. RPL is capable of being mapped to the Standards of proficiency for registered nurses and

programme outcomes.

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

Yes

Outcome

Is the standard met?

Met

Date: 26 March 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2. Curriculum

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

R2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education

R2.2 comply with the NMC Standards for student supervision and assessment

R2.3 ensure that all programme learning outcomes reflect the Standards of

proficiency for nursing associates.

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

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

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

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

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

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

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

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

No

R2.1 is not met. There's limited SUC engagement across all aspects of programme delivery including modular and programme evaluation. (Condition one)

There's commitment from PLPs and university to work in partnership to deliver the programmes but there are no signed practice learning agreements. (Condition two)

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)

Not Met

R2.4 is not met. Documentary evidence identifies programme design and delivery supports students in theory and practice learning for each field of nursing. Discussion with the programme team confirms input from academic staff with

learning disabilities and children's nursing qualifications in adult and mental health programme teams. Both the BSc (Hons) and MSc routes have field specific modules and generic modules which are shared with both fields of practice. Learning disabilities nursing field content is identified in documentary evidence as a 'thread' mapped across the programme and children's nursing is captured in module descriptors identifying relevant content. (Recommendation four)

In relation to the PLE each student has an end of part review with their personal tutor. Part of this discussion is to address student experience across fields of practice and to ensure student needs are addressed if they are not achieving these experiences. (Recommendation one)

Programme planners identify practice learning experiences across parts of the programme. The programme team confirm students will have opportunity to achieve cross field experience in practice and in theory. Students confirm there's opportunity to review and discuss their PLEs and highlight further experiences needed which are then be part of their elective practice placement. The programme team confirm there'll be involvement from academic staff who are children's nurses, health visitors and a neonatal nurse. Scenarios are being developed to capture cross field experiences to use in classroom teaching. There's commitment from PLPs and the university to work in partnership to deliver the programmes but there are no signed practice learning agreements. (Condition two)

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. Programme documentary evidence identifies that the structure, design and delivery relates to single fields of nursing practice in adult and mental health. The programme has a number of generic modules to both fields of practice, which students undertake in the theoretical learning setting. Field specific modules are undertaken for mental health and adult nursing students enabling students to enter their field of practice on the NMC register subject to successful completion of the programme. There are specific programme learning outcomes and content in module descriptors for each field.

Practice learning experiences are allocated to represent each field of practice. Field specific practice allocation is sufficient to enable students to meet the proficiencies and scope of learning required for their chosen field of practice. There is opportunity for students to have practice placement experience across all fields of practice. Students confirm they feel supported and ready for their field of practice.

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. Documentary evidence and discussions with the programme team identify how law, safeguarding, pharmacology and medicines administration and optimisation are addressed in programme delivery. Documentary evidence identifies how law and safeguarding are threaded throughout the programme. These aspects are mapped within the PAD and form part of the assessment for both routes in each part of the programme.

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

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

Met

R2.9 is met. Programme structure identifies an equal balance of theory and practice learning. Module descriptors and programme documentation indicate the

hours of theory and practice. The BSc (Hons) route comprises of 2320 hours in practice and 2400 hours of theory. The MSc route comprises of 2320 hours in practice and 2300 hours in theory of which 500 hours are evidenced through RPL process.

The programme team say the programme is underpinned with the model of 'tell, show, do, review' to enable process of review and development for students and enhance consolidation of learning in practice. A range of learning and teaching strategies are evident in programme documentation. Students will undertake lectures, tutorials, practical sessions, role play, group work, discussions and e-learning activities including online quizzes. Programme handbooks signpost students to the programme structure and content.

'InPlace' is the software package in use detailing practice placement learning allocations and hours in practice learning. Practice learning hours are verified by the practice supervisor or practice assessor for each practice learning experience. Attendance is recorded within the PAD and is subject to end of part reviews with the programme team.

The programme team and students confirm all unmet hours in theory and practice are required to be retrieved. One example is given by students for any missed skills sessions in the university where they attend 'catch up sessions'. The programme team say they can track student engagement with online learning via the analytical tracking systems in the VLE. Alternative theoretical learning can be arranged for students if needed.

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 only delivered in Scotland.

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 is for single field registration in adult or mental health nursing.

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

Yes

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

No

There's limited SUC engagement across all aspects of programme delivery including modular and programme evaluation. (Condition one)

There's commitment from PLPs and university to work in partnership to deliver the programmes but there are no signed practice learning agreements. (Condition two)

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

Yes

Outcome

Is the standard met?

Not Met

There's limited SUC engagement across all aspects of programme delivery including modular and programme evaluation.

Condition one: The AEI must provide an implementation plan for SUC involvement in all aspects of the programme and for both fields. (SFNME R1.12; SPRNP R2.1)

There's commitment from PLPs and university to work in partnership to deliver the programmes but there are no signed practice learning agreements.

Condition two: The AEI and practice learning partners must provide signed practice learning agreements. (SFNME R2.1, R2.14; SPRNP R2.1, R2.4)

Date: 26 March 2020

Post Event Review

Identify how the condition is met:

Condition one: UWS has provided an implementation plan for how SUCs will be involved in programme delivery, assessment and evaluation for both fields of practice.

Evidence:

Service user and stakeholder engagement terms of reference, 26 April 2020

Service user engagement booklet, 26 April 2020

Service user engagement action plan, 26 April 2020

Condition one is met.

Condition two: UWS and their PLPs provide signed agreements for how they'll resource and support the programme.

Evidence:

Practice agreement NHS Ayrshire and Arran, 21 April 2020

Practice agreement NHS Dumfries and Galloway, 21 April 2020

Practice agreement NHS Greater Glasgow and Clyde, 21 April 2020

Practice agreement Golden Jubilee Foundation Hospital, 21 April 2020

Practice agreement NHS Highland, 22 April 2020

Practice agreement NHS Lanarkshire, 21 April 2020

Practice agreement The State Hospital, 21 April 2020

Condition two is met.

Date condition(s) met: 1 May 2020

Revised outcome after condition(s) met:

Met

Conditions one and two are met.

Standard 3. Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

Evidence that the practice learning opportunities allow students to develop

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

Met

R3.1 is met. Documentary evidence and the approval visit demonstrates a variety of practice placements enabling students to 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. Students identify they undertake a range of practice learning experiences across their programme and there's opportunity to discuss and review their experiences and skills achieved with the programme team. The PAD includes reviews within each PLE. The programme team say students have an end of year review with their personal tutor which includes reviewing practice placement experiences and ensuring sufficient variety and exposure to all four fields of nursing practice. Documentary evidence identifies assigning practice placement allocations to ensure experiences across primary care and secondary care settings.

Mental health students undertake a dedicated adult practice placement within their programme. (Recommendation one)

All students are allocated wider experience practice placements which offer students experiences in the health and social care sectors across NHS, private and independent sectors. The PAD requires students to record and reflect on additional learning opportunities associated with each practice learning experience.

PLPs confirm students are supported in their PLE to undertake learning opportunities. Preparation for implementation of Standards of proficiency for registered nurses and the SSSA has included reviewing practice learning staff skills and opportunities to widen student learning experiences under the practice supervisory model.

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

Met

R3.2 is met. Documentary evidence and the approval process show how practice learning experiences will meet the holistic needs of people in all ages. Practice placement experiences are allocated to students using 'InPlace' allocation software. PLE are allocated across hospital and community settings for both fields of practice for both routes of the programme. Students are allocated practice

placement experiences which enable them to meet the Standards of proficiency for registered nurses. Proficiencies are assessed with the PAD.

Each PLE requires preliminary, interim and final review with the practice supervisor and/or practice assessor. Students can give feedback during this review process. Documentary evidence identifies the audit process is collaboratively undertaken by PLPs and the liaison lecturer on a biennial basis unless there are reasons it is required sooner, such as, changes in practice learning environments, programme reapproval, student feedback indicates patterns of concern. The programme team confirms where external regulatory reports identify real or potential impact on student learning they work in partnership with PLPs to mitigate and manage risk. Students give feedback through the quality management of practice learning environments (QMPLE) system. This system provides feedback to PLPs and is reviewed by practice education facilitators, care home education facilitators and liaison lecturers who work in partnership to address any specific issues raised. Liaison lecturers are responsible for working in partnership with PLPs in monitoring and quality assuring PLE. This includes supporting students who raise concerns regarding care. Documentary evidence identifies the school has developed quality standards for the role of liaison lecturer.

PLPs confirm they work in partnership with the school in addressing any concerns about students' progress and work together to create an action plan for students. They confirm their understanding of FTP procedures and their involvement including representation on relevant FTP panels.

Student facing documentation signposts to raising concerns in practice. Students confirm they are aware of process for raising complaints or issues and identified information is available to them to access on the VLE.

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. There's evidence that 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 in each field of practice of the programme. The PAD records supervision and assessment of all communication and relationship management skills and nursing procedures for the chosen field of practice. PLPs say they're working with the AEI to ensure practice learning staff are able to support students in practice in obtaining all skills and proficiencies. The programme team confirm they're linking with clinical staff for their own skills update.

The programme team and documentary review confirms students will have theoretical instruction in relation to communication and relationship management skills and nursing procedures. Students are expected to consolidate these skills in practice, which form part of the PAD.

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 including module descriptors provides evidence to assure us technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Documentary evidence identifies mapping of annexes a and b skills and procedures in the Standards of proficiency for registered nurses to modules which will be undertaken through case scenarios and simulation-based learning. Achievement is expected in practice with exception for those proficiencies which may be hard to achieve in practice. The programme team confirm they are drawing on clinical expertise from PLPs to ensure simulation-based learning equipment and scenarios enhance delivery of learning. Simulation-based learning includes scenarios across four fields of practice. Programme team confirm the 'tell, show, do, review' approach will be used in simulation-based learning. This will include a range of approaches including role playing, videos, undertaking holistic scenarios to real time authentic role playing. There will be opportunity for synchronous and asynchronous learning opportunities using digital and mobile technologies. Students use 'safeMedicate' for formative and summative assessment of their numeracy skills.

Students use the VLE to access programme material. They submit formative and summative assessments electronically, give module feedback and receive coursework feedback through the VLE. Practice placement allocations and student feedback mechanisms are online.

Simulation-based learning and practice learning opportunities in the adult field comply with Article 31 (5) of Directive 2005/36/EC.

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

Met

R3.5 is met. Documentary evidence and the approval visit identify processes are in

place to assess and meet students' individual needs and personal circumstances. Documentary evidences highlights there are university processes in place to support reasonable adjustments. Documentary evidence identifies that students with a disability can have an annual disability assessment with the disability team.

Students are signposted in the programme handbook and the PAD to sources of help including student support services with links to relevant support and disability services within the university. Each PLE signposts reasonable adjustments as a topic of discussion in the preliminary meeting with the practice supervisor.

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: Standards framework for nursing and midwifery education relevant to practice learning are met

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 26 March 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4. Supervision and assessment

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

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

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

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

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

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

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

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

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

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

R4.10 ensure that all proficiencies are recorded in an ongoing record of

achievement which must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses, and

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

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

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. Documentary evidence and discussions with stakeholders at the visit demonstrate detailed plans for student support, supervision, learning and assessment in both routes of the programme.

Students confirm they're supported in both the practice learning and the academic setting. Programme handbooks and the practice learning handbook signpost students to support and supervision available, learning opportunities and assessment information. All students are allocated a personal tutor and additionally, in their practice learning, they are allocated a liaison lecturer who offers support.

PLPs identify plans in place for preparing and preparing existing practice learning staff to be practice supervisors and practice assessors in alignment with the SSSA. This is being undertaken in partnership with the school and as part of the 'once for Scotland' strategy.

Programme documentation identifies student supernumerary status. Students

confirm they are aware of the NMC Code, importance of obtaining consent and escalating concerns. They say the information for dealing with complaints is available on the VLE.

All programme resources are sufficient to meet learning outcomes and facilitate meeting the Standards of proficiency for registered nurses.

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 review and discussion at the visit demonstrate processes are in place to identify and prepare practice supervisors and practice assessors. PLPs are positive about the all Scotland approach and acknowledge preparation for these roles will include online and face to face training. Preparation and transition plans are in place and will commence in April 2020. PLPs say preparation transition will be joint with the school and form part of the transition plans across all health boards in line with the 'once for Scotland' approach. PLPs confirm they are working organisationally towards a multi-disciplinary (registered healthcare professionals) approach for practice supervision. Documentary evidence identifies QMPLE will hold a live register of practice supervisors and practice assessors.

The programme team confirm personal tutors will act as academic assessors but not for different parts of the programme for any one student. The programme lead is responsible for allocating academic assessors.

Student facing documentation, the PAD and the practice learning handbook identify roles and responsibilities for practice supervisors, practice assessors and academic assessors. Liaison lecturers provide support to practice supervisors and practice assessors in practice. The academic assessor role will collaborate with practice assessors and record outcomes in the PAD, collating and confirming student achievement.

Students confirm they're consulted and aware of changes to supervision and assessment in practice.

PLPs work collaboratively with the school which operates a liaison lecturer for each PLE, including NHS, private and independent sectors. PLPs say student transfer to SSSA and assessment for each part of the programme will include the practice assessor, student and academic assessor and include feedback from practice supervisors through discussion and in the PAD.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. Documentary evidence and the approval visit identify student feedback processes. Students confirm they are aware of various feedback mechanisms available to them in practice and in the university.

Students submit formative work online including quizzes and receive feedback on these and feedback through online module forums. There's a variety of summative assessments which are submitted online and feedback is available to students online. The school uses 'Turnitin' which facilitates submission, marking and feedback for written coursework online. Students confirm they receive feedback within three weeks which is timely, helpful and developmental. Students say they can follow up online feedback with their personal tutor. They say assessment rubrics are detailed, helpful and discussed with them.

Students have preliminary and interim meetings in practice. These are followed up with a final assessment for each PLE. This provides opportunity for formative and summative feedback from practice supervisors and practice assessors. SUC feedback is incorporated with each PLE. SUC feedback will be mediated through a practice supervisor or practice assessor who will identify suitable SUCs to give feedback on each student's practice. Students are required to reflect on this 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. Curriculum documents and evidence identify how the Standards of

proficiency for registered nurses are mapped to students' fields of practice.

Practice placement mapping demonstrates there's practice learning opportunities in a variety of settings relevant to each field of practice.

The programme team confirm practice learning experiences will enable students to meet their programme learning outcomes and NMC Standards of proficiency for registered nurses. PLPs confirm they're working with the school to ensure nurses are ready to support students in practice to achieve the Standards of proficiency for registered nurses. Both the programme team and PLPs confirm partnership working to meet the requirements of SSSA in preparing practice supervisors, practice assessors and academic assessors. Students in discussion confirm they feel supported and ready to enter the register.

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: Standards framework for nursing and midwifery education relevant to supervision and assessment are met

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment are met

Yes

Outcome

Is the standard met?

Met

Date: 26 March 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5. Qualification to be awarded

Approved education institutions, together with practice learning partners,

must:

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Fall Back Award

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

Yes

The fall back exit award with eligibility for registration in a single field of practice are BSc for the BSc (Hons) and postgraduate diploma in nursing for the MSc.

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

Yes

Outcome

Is the standard met?

Met

Date: 26 March 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	No
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	No
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	No
If you stated no above, please provide the reason and mitigation	
Written confirmation by the AEI and associated practice learning partners is outstanding and subject to a condition.	

The SOAR is combined within the PAD.
Student university handbook: students are signposted to relevant and functioning links in their programme handbook to UWS policies, procedures and support available.

List additional documentation:
Post visit evidence:
Service user and stakeholder engagement terms of reference, 26 April 2020
Service user engagement booklet, 26 April 2020
Service user engagement action plan, 26 April 2020
Practice agreement NHS Ayrshire and Arran, 21 April 2020
Practice agreement NHS Dumfries and Galloway, 21 April 2020
Practice agreement NHS Greater Glasgow and Clyde, 21 April 2020
Practice agreement Golden Jubilee Foundation Hospital, 21 April 2020
Practice agreement NHS Highland, 22 April 2020
Practice agreement NHS Lanarkshire, 21 April 2020
Practice agreement The State Hospital, 21 April 2020
BSc Hons Adult Nursing programme specification and module descriptors, 26 April 2020
BSc Hons Mental Health nursing programme specification and module descriptors, 26 April 2020
MSc Adult Nursing and MSc Mental Health Nursing programme specification and module descriptors, 26 April 2020
MSc Adult and Mental Health programme handbook, 26 April 2020
BSc Hons Mental Health programme handbook, 26 April 2020
BSc Hons Adult Nursing programme handbook, 26 April 2020

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:	
21 students across all four campuses: MSc nursing adult, year one x two MSc mental health, year one x three MSc mental health, year two x one BSc (Hons) nursing adult, year one x two BSc (Hons) nursing adult, year two x three	

BSc (Hons) nursing adult, year three x four BSc (Hons) nursing mental health, year one x three BSc (Hons) nursing mental health, year two x two BSc (Hons) nursing mental health, year three x one	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Royal hospital for sick children and department of clinical neurosciences, Western General Hospital, 24 October 2019 Queen Elizabeth University Hospital (including institute of neurosciences and royal hospital for children), 31 January 2019	
If you stated no above, please provide the reason and mitigation No practice visits are required for this visit.	
Additional comments:	

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Issue record			
Final Report			
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