

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	University of Abertay Dundee
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	NHS Tayside NHS Fife
<b>Programme(s) reviewed:</b>	
<p>Programme: Pre-registration nursing - Mental Health          Title of programme: BSc (Hons) Mental Health Nursing          Programme start date: 1 September 2020</p> <p>Academic level(s):          SCQF:          Level 10</p>	
<b>Date of approval</b>	6 March 2020
<b>QA visitor(s):</b>	Registrant Visitor: Sarah Traill Lay Visitor: Philip Stephenson

**Section two**

**Summary of review and findings**

University of Abertay (AU) presented for approval a full-time three-year pre-registration BSc (Hons) mental health nursing programme. The programme is mapped against the Standards for pre-registration nursing programmes (SPRNP) and the Standards of proficiency for registered nurses (SPRN) (NMC, 2018).

The programme documentation and approval process confirm evidence of partnership working between AU, practice learning partners (PLPs), students and service users. We find stakeholder involvement in the design and development of the programme. Programme design is grounded in a commitment to recovery, resilience and person-centred care. PLPs offer a range of practice learning opportunities in all fields of nursing. Another approved education institution (AEI) in the locality, co-ordinates practice placements for AU students using software that ensures students' practice learning experiences meet the SPRNP requirements.

Documentary evidence and the approval visit confirm there's a clear partnership approach between AU and their PLPs. There's evidence of consultation with PLPs, students and service users and carers (SUC) on programme content and the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018). Training and support for those with student support, supervision and assessment roles is robust and partnership working is enhanced by a number of joint AU and PLP posts. The programme team, PLPs and students confirm arrangements are in place to ensure students' are supernumerary during the programme. There are effective mechanisms for sharing information between the university and PLPs to support effective and safe practice learning. The practice assessment document (PAD) and guidance are comprehensive. AU uses the Pan Scotland PAD. AU is a member of Scotland's future nurse and future midwife programme board (SFNFMPB). The SFNFMPB provides strategic oversight, direction and governance to the implementation of the SPRN and SSSA in Scotland. It aims to ensure there are appropriately prepared practice and academic assessors, and practice supervisors to support student learning and assessment.

The Standards framework for nursing and midwifery education (SFNME) and SPRNP (NMC, 2018) aren't met at programme level as a condition applies. Arrangements at programme level meet the SSSA (NMC, 2018).

The programme is recommended to the NMC for approval subject to one NMC condition. Two recommendations for programme enhancement are made.

The university set one condition and made one recommendation.

Updated 26 May 2020:

AU provided documentary evidence which demonstrates NMC condition one is met. Evidence is provided to meet condition two (university condition) and AU confirm condition two is met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<b>Conditions:</b>  <i>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.</i>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b> None identified</p> <p><b>Selection, admission and progression:</b> Condition one: Provide a clear statement on how capability for digital and technological literacy to meet programme outcomes is assessed on entry to the programme. (SFNME R2.1; SPRNP R1.1.7)</p> <p><b>Practice learning:</b> None identified</p> <p><b>Assessment, fitness for practice and award:</b> None identified</p> <p><b>Education governance: management and quality assurance:</b> Condition two: Amend module descriptors to correct errors. (University condition)</p>
<b>Date condition(s) to be met:</b>	1 June 2020
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: Evaluate the implementation of the new SUC strategy. (SFNME R2.7, R5.1; SPRNP R4.1)</p> <p>Recommendation two: Reflect on the university regulations for recognition of prior learning (RPL) and consider whether the AU maximum allowance of 50</p>

	<p>percent can be increased through an exemption to regulations, to permit a higher percentage for NMC registered nurses. (SPRNP R1.6)</p> <p>Recommendation three: Review the grading of the practice based modules. Consider whether practice units of assessment should be pass/fail. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>The implementation of the RPL process. The implementation of the SUC involvement strategy.</p>

Programme is recommended for approval subject to specific conditions being met	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>The programme team has provided documentation detailing how capability for digital and technological literacy to meet programme outcomes is assessed on entry to the programme. This details questions applicants are required to answer during the values-based recruitment and selection interview. The programme team has corrected errors in module descriptors and provided amended documentation. AU confirms the university condition is met. Documentary evidence provided demonstrates all conditions are now met. The programme is recommended to the NMC for approval.</p>	
<b>AEI Observations</b>	<p><b>Observations have been made by the education institution</b></p> <p>No</p>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	26 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</i></u></p>

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

**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*

Programme documentation and the approval visit provide evidence of effective partnership working with PLPs and students at strategic and programme level. Documentation identifies interviews involve SUC, PLPs and students. There's a recently developed SUC strategy which includes plans for greater involvement of service users in the programme's teaching, learning and assessment strategies, and the recruitment process. AU links with a number of local SUC organisations and has made efforts to engage SUCs by working with the leaders of these organisations to increase SUC involvement in the programme and ensure SUCs are supported effectively. Service users tell us they're involved in curriculum development and the design of the SUC strategy. The visitors recommend the university evaluate the implementation of the SUC strategy to ensure plans are achieved. (Recommendation one)

The university has a service level agreement with another AEI to allocate practice learning placements to AU mental health nursing students. This agreement provides access to over 600 practice placements in the NHS and independent sector across Tayside and Fife. Practice placements are allocated using the practice learning management system InPlace. Students and PLPs tell us this is a new, fully functioning and effective system.

A range of stakeholder groups are involved and consulted in programme development. These include local NHS health boards, education partners and future employers. Feedback received from the NHS Education for Scotland survey, academic and PLP staff, students and SUC groups is also used. During the approval visit students, service users and PLPs confirm their involvement in developing the programme.

The programme team tell us the anticipated intake is 50-55 students per year. AU and the programme team are committed to the widening participation agenda. They tell us entry through college higher national and access routes is common. A



number of students tell us they entered the programme through widening access routes. They tell us AU provides the support required to achieve in all aspects of the programme. Students confirm reasonable adjustments are made in theory and practice learning if needed. There is evidence students requiring reasonable adjustments have individual support plans. Students tell us the emphasis on personal resilience and self-awareness in the programme is positive, and enhances development of nursing proficiency.

Students tell us they're supported by and learn in partnership with the programme team. They tell us they're able to access and effectively communicate with academic staff and PLPs. There's evidence of inter-professional learning (IPL) in practice assessment documentation, and a theory module on collaborative and IPL in the third part of the programme. The programme team includes academics and practitioners from the fields of counselling, health sciences and biomedical sciences. Students on the programme have opportunities to learn alongside students learning these disciplines. AU has a number of joint AEI and PLP posts. The programme team tell us these post-holders help facilitate communication and partnership working. There's evidence of information sharing for students requiring reasonable adjustments between AU and PLPs which ensures a partnership approach. AU completed joint research with PLPs to identify good practice for implementing reasonable adjustments for students in practice. The research outcomes inform the approach used to assess and support student needs. Students tell us reasonable adjustments in theory and practice learning are effective.

There's a professional network group (PNG) which oversees ongoing partnership work with delivery partners and other AEIs. There are robust procedures for escalating concerns including adverse care inspectorate and health improvement Scotland reports. PLPs and students tell us they are aware of the process for escalating concerns and identify examples of how AU responds effectively.

A strategic oversight group (SOG) is formed with representatives from local colleges, universities and NHS organisations to discuss, co-ordinate, offer feedback and lead strategic developments across the area. Stakeholders present at the visit confirm AU are receptive to feedback and provide examples of how their feedback has been used to change the programme. PLPs tell us they work with AU to ensure policies are in place to enable students to meet proficiencies in practice. PLPs tell us they are effectively supported by programme team staff.

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

**Met**

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

*Met*

**If not met, state reason**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

### Student journey through the programme

#### Standard 1. Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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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)**

**No**

R1.1.7 is not met. R1.1.4 - R1.1.6 are met. Digital and technological literacy is identified as being assessed through completion of the online application form. There are no safeguards to ensure the application form is completed by the applicant. Further assurance is required to determine R1.1.7 is met and students on entry to the programme have capability for digital and technological literacy to meet programme outcomes. A clear statement on how capability for technological and digital literacy is assessed on entry to the programme will provide assurance. (Condition one)

**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. The AU RPL policy allows up to 50 percent of the programme to be credited on entry to the programme. An individual mapping process where prior learning and experience is mapped against programme outcomes is carried out by an RPL assessor to ensure equivalence. The programme team confirm all RPL is subject to sampling and review by an external examiner, and is ratified by an exam board prior to admission. Student facing documentation provides information regarding the RPL process and RPL information is available to applicants. RPL complies with Article 31(1) 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. The AU RPL policy allows up to a maximum of 50 percent of the programme to be credited on entry to the programme. The programme team didn't

submit documentation explaining the process of RPL for NMC registered nurses. They told us they haven't previously received RPL applications from NMC registered nurses but acknowledged they may in the future. The programme team tell us an NMC registered nurse candidate would be required to submit documentation that is mapped against programme outcomes by an RPL assessor in line with AU regulations for RPL. The NMC visitors recommend that AU reflect on the university regulations for RPL and consider whether the maximum permitted RPL allowance of 50 percent can be increased to permit a higher percentage of RPL for NMC registered nurses. (Recommendation two)

**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. Documentation confirms mapping of indicative content to meet numeracy, literacy, digital and technological literacy proficiencies, and programme outcomes. AU has a well-equipped clinical skills laboratory and interpersonal skills learning suite. The current virtual learning environment (VLE) Blackboard is soon to be replaced with an enhanced VLE called Brightspace. The programme team and students are supported to use these facilities by colleagues in the technology enhanced learning centre. Students tell us they are supported with their information technology needs, and the level of support they receive and collaborative group work promote personalised learning.

AU teaching and learning enhancement strategy (2020-2025) aims to improve student engagement and extend the range of support available to students. This includes technology, learning analytics and artificial intelligence support to prepare students for the world of work and life-long learning. There are plans to improve the digital literacy of students and staff with a member of the programme team dedicated to digital and technology learning.

The PAD and ongoing achievement record (OAR) are linked to competence outcomes in numeracy, 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***

Current students will not transfer onto the new programme. They will transfer to the SSSA. Current students are provided with information ensuring they understand the new roles and assessment process. Students tell us they are consulted and agree to the adoption of the SSSA. The programme team tell us that the RPL process mapping previous modules against the new standards would be used to facilitate transfer to the new programme in cases where students have an extended interruption, and return when the programme approved against the NMC (2010) standards for pre-registration nursing education ceases to run. Students tell us they have been consulted about transferring to the new programme and are happy to remain on their current programme.

**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***

There's evidence that for NMC registered nurses RPL is capable of being mapped to the SPRN and programme outcomes. The AU RPL policy allows up to a maximum of 50 percent of the programme to be credited. The programme team confirm that while they haven't previously had applications from NMC registered nurses, they would follow the RPL process whereby candidates submit documentary evidence of prior learning. This would be mapped by an RPL assessor against the programme outcomes. The process is subject to external examiner review and assessment board ratification. AU are advised to reflect on the university regulations for RPL and consider whether the maximum recognition of 50 percent could be increased to permit a higher percentage of RPL for registered nurses. (Recommendation two)

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

**No**

SFNME R2.1 is not met. Further evidence is required to ensure students on entry to the programme have capability for digital and technological literacy to meet programme outcomes. (Condition one)

**Outcome**

**Is the standard met?**

**Not Met**

Digital literacy is assessed through engagement with the online application process. There are no safeguards to ensure the application form is completed by the applicant. Further assurance is required to determine R1.1.7 is met.

Condition one: Provide a clear statement on how capability for digital and technological literacy to meet programme outcomes is assessed on entry to the programme. (SFNME R2.1; SPRNP R1.1.7)

**Date: 15 March 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition one: The programme team has provided documentary evidence detailing how capability for digital and technological literacy to meet programme outcomes is assessed on entry to the programme. The document details questions applicants are asked during the recruitment and selection interview. These require applicants to evidence capability to develop digital and technological literacy to meet programme outcomes. Condition one is now met.

Evidence:

AU, school of applied sciences NMC approval event report, 15 May 2020

**Date condition(s) met: 26 May 2020**

**Revised outcome after condition(s) met:**

**Met**

## **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)**

**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. Documentation and evidence from the approval visit confirm the design and delivery of the programme will support students in both theory and practice to experience all four fields of nursing practice; adult, mental health, learning disabilities and children's nursing.

Students are allocated a range of practice learning experiences using InPlace software. A hub and spoke approach is used. Students practice learning experiences enable them to develop cross-field nursing knowledge and skills, and knowledge and skills related more specifically to their mental health nursing field.

Module specifications confirm theoretical learning in all four fields of nursing practice. Students we met at the approval visit confirm they learn about nursing across the lifespan and the four fields of nursing practice. PLPs tell us students experience and learn in a variety of practice settings and are provided with practice learning experiences in the four fields of nursing practice.

Students tell us they value the range of practice and academic learning opportunities available to them and feel confident the programme supports cross-field learning. They tell us there are sufficient practice learning staff and members of the programme team to deliver the programme. They tell us they feel well supported in theory and practice learning environments. Signed practice agreements between the AEI and PLPs provide assurance that there are sufficient academic and practice staff to support programme delivery.

**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. Documentation and evidence from the approval visit confirm the design and delivery of the programme illustrates specific mental health field content that allows successful students to register as a mental health nurse on

programme completion. Mental health nursing content and programme outcomes are detailed in the structure of the programme. Modules in the first part of the programme cover all four fields of nursing practice, except one focussed on mental health across the lifespan. Part two includes a higher ratio of field specific modules including evidence based mental health interventions and complex needs in mental health care. Part three includes modules on effective communication in mental health care and person-centred and relationship-centred mental health care.

Students tell us they're confident the programme being approved will prepare students to practice as mental health nurses. PLPs tell us programme design and content appropriately prepare students to practice as registered mental health nurses. PLPs tell us students experience and learn in a variety of mental health practice settings. Corresponding practice module specifications and practice assessment documents confirm required mental health practice learning is evidenced.

*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. Documentation and the approval process confirm mapping has been



undertaken to ensure field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included in the programme. Module descriptors show field specific content and assessment of these areas. Students tell us they learn about law, safeguarding, consent and medicines management and optimisation early in the programme. Students tell us these topics are revisited at different programme points during theory and practice learning.

The PAD and OAR provide multiple opportunities to evidence learning in these areas. PLPs confirm students are supported to develop field specific learning related to the law, safeguarding, consent, pharmacology and medicines administration and optimisation during practice learning experiences. They provide examples of how they support students to develop proficiencies in medicines administration and optimisation.

**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. Documentation confirms the programme structure comprises of 4600 hours with an equal split between theory and practice learning. A programme calendar shows the breakdown of theory and practice learning weeks. There are 2300 hours of practice learning. Practice hours are recorded on a time sheet signed by the practice assessor. Outstanding practice hours are made up at the end of the programme.

The theory practice calendar illustrates 2300 hours of theory. Practice modules and theory modules are separate. Appropriate module aims, descriptors and outcomes are specified in programme documentation. Theory hours are included in the module specifications.

There's clear evidence of a range of teaching and learning methods including lectures, small group seminars, self-reflection groups, problem-based learning, online learning and discussion groups. The programme team use a spiral curriculum to introduce and then build on previous learning. Students tell us the

structure and balance of learning is good. A range of teaching, learning and assessment strategies are detailed in the programme specification and programme handbook. Students tell us lectures are interesting and self-reflection groups help develop confidence and resilience.

Learning in the university setting including recording of authorised and unauthorised absence, is monitored through sessional sign-in. The monitoring process is outlined in the attendance monitoring guidance.

Another AEI is commissioned to manage practice placements for students and is in the process of implementing a practice placement software solution, InPlace. This ensures allocation of enough practice hours and a range of practice learning experiences to meet programme requirements. Electronic records of students' placements and hours are available to the programme team to ensure they can monitor students' progress in gaining a sufficient range of practice learning experiences, and the required practice hours. Personal tutors follow up deficits with students as required.

*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 delivered in Scotland only.

**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)**

**No**

R2.11 is not applicable to the programme being approved. The programme prepares successful students for entry to the NMC register in the mental health field of nursing practice only. There's no opportunity to register in the adult field.

**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 entry to the NMC register.

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**

The programme does not lead to registration in another profession.

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

**Yes**

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?**

**Met**

**Date: 6 March 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

**N/A**

**Revised outcome after condition(s) met:**

N/A

**Standard 3. Practice learning**

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

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

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

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-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. Students are informed of the importance of raising concerns and the process to follow in the student handbook and classroom updates. Students tell us they feel confident with these procedures and well supported by the university and practice staff. Practice learning opportunities allow students to develop and meet the SPRN 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.

A programme planner shows practice learning experiences are six weeks in length, with a final 10-week practice learning experience in the third part of the programme. The allocation of practice placements using the InPlace software system ensures students are provided with the required range of experiences to meet the SPRN and programme outcomes. Students tell us the range of practice learning experiences and the learning opportunities available, help them develop proficiency and confidence to deliver nursing care to a diverse range of people across the four fields of nursing practice. PLPs tell us they organise learning opportunities to meet all the SPRN using a hub and spoke model for each practice learning experience. Students have a hub placement and then spoke out to gain essential learning opportunities across all fields of nursing practice. Senior PLP representatives tell us they review and amend their clinical procedure policies to facilitate students practice learning and skills acquisition, in line with the SPRN. PLPs tell us they provide development sessions for practice assessors and practice supervisors so they can support students to develop and meet the required SPRN. Practice learning across the fields of nursing and achievement of SPRN are recorded in the PAD.

Students are informed through direct teaching during practice modules and in the PAD, that there is an NMC requirement to experience practice across the full 24-hour period. The 24-hour experience and hours of practice are recorded on timesheets in the PAD.

**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. Documentation and the approval process confirm the programme ensures students experience the variety of practice learning experiences required to meet the holistic needs of people in all ages. Documentation confirms there's weekly contact between programme team representatives and the placement allocation team, to ensure information about placement learning experiences is current and student requirements are matched by placement provision. AU students have access to 600 practice learning environments. Students, the programme team and PLPs confirm the variety of placements available is sufficient to support students to meet the holistic needs of people of all ages. The assessment of student performance is documented in the PAD. PLPs confirm they know how to raise concerns about student progression or fitness to practice.

AU has a clear process to ensure practice learning environments are audited in order to demonstrate they are safe and effective learning environments for students. The NHS Education for Scotland audit tool is used. This includes a process for developing and evaluating action plans to improve practice learning. Students tell us they have the opportunity to evaluate practice learning experiences during an allocation through discussion with their practice and academic assessor. Students tell us they are confident their concerns will be listened to and acted on. Students submit an evaluation of the practice learning environment at the end of their placement experience. The evaluation and audit are submitted to the quality management of practice learning environment (QMPL) website, which is being implemented in universities and practice learning environments across Scotland. The NHS education for Scotland QMPL resource, provides current information and reports on all practice learning environments. The reports are available to students, AEs and PLPs. The programme team and PLPs confirm they work together on action plans to improve practice learning.

**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. Documentation and the approval process confirm PLPs and the programme team facilitate workshops with practice assessors and supervisors to



provide advice relating to the communication and relationship management skills and nursing procedures set out in the SPRN. PLP's and the programme team confirm the workshops are helpful in providing guidance on how to supervise, support and assess students. Understanding and communication of the SPRN across AU partnership sites has been facilitated by joint AU and PLP posts. Student performance, progress and achievement is recorded in the PAD document. Documentation and evidence from the approval visit confirm students' practice learning experiences are planned individually to ensure that they are supported to achieve the required proficiencies, and the communication and relationship management skills and nursing procedures as set out in the SPRN, in the mental health field of nursing practice.

Students tell us they're supported in achieving these proficiencies during practice learning experiences, and through self-reflection groups facilitated by a member of the programme team during theory blocks. They also complete theory modules on effective communication and person and relationship centred care.

The PAD includes a section where SUC can provide feedback on their care. The SUC strategy includes plans for the inclusion of SUC in teaching, learning and formative assessment of communication and relationship management skills.

**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. Documentary evidence and the approval visit confirm multiple opportunities for students to engage in technology enhanced learning. Students tell us they regularly use virtual learning environments. The programme team includes a dedicated member of staff who designs and evaluates technology based learning for the programme. The amount of technology enhanced and simulated skills learning, is proportionate. Students tell us it's effective and supports their learning. The programme documents refer to the use of simulated skills practice learning. Simulation sessions are facilitated by the programme team and practice staff with the required specialist knowledge. The programme team tell us simulated skills learning is formative and does not replace practice hours or practice assessment.

**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. Documentation and discussion with the programme team, students and PLPs at the approval visit provide assurance that students' individual needs and personal circumstances are effectively accounted for when allocating practice learning experiences and during theoretical learning. There's a clear process for identifying and assessing students' learning needs, including occupational health screening and notification of disabilities so reasonable adjustments can be made, and additional student advisory services provided.

Specific identified learning needs are communicated by the student or the delegated link tutor or academic assessor, to the practice supervisor and practice assessor. The PAD includes a prompt to advise students that it's good practice to inform their practice assessors if they have any identified reasonable adjustments. The practice learning handbook provides information on reasonable adjustments. If consideration is needed for allocating suitable practice placement areas, the programme team advise the practice learning allocation team so that reasonable adjustments can be made. The programme team run workshops for PLP staff to provide advice on implementing evidenced based reasonable adjustments in practice. PLPs tell us they're supported by the programme team to meet the learning needs of students who require reasonable adjustments. Students tell us that their needs are fully assessed, and they're effectively supported through a wide range of university services. They provide examples of how students with individual learning needs are supported and how reasonable adjustments are implemented.

The student handbook outlines the range of support on offer to students at AU. This includes counselling, mental health and study skill support, a digital skills officer, and academic support through the library services.

*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: 6 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 the approval visit confirm programme support, supervision, learning and assessment complies with the SFNME.

Submitted documents evidence a number of operational and strategic committees, audit and quality assurance processes that assess and monitor whether learning and assessment complies with the SFNME. These include the QMPLE process, memorandums of agreement with PLPs and NHS Education for Scotland audit. AU is a member of the SFNFMPB which provides strategic oversight, direction and governance to the implementation of the SPRN and SSSA in Scotland.

Academic assessment boards, evidence of external examiner oversight, and institution led programme reviews ensure institutional quality assurance of the programme. Student facing documentation includes information on regulations and policies, assessment processes and a range of student support services. AU operates a personal tutor system and students tell us they feel well supported, have the opportunity to give programme feedback and are confident their voice is heard by academic staff. There are clear processes for escalating concerns which are detailed in programme documentation. Students confirm they're aware of the procedure for raising concerns about practice learning. Documentary evidence provides assurance that there are enough appropriately prepared staff to support programme delivery. Students engage in IPL in practice and theory, which is evidenced in the PAD, and module and programme specifications. IPL is promoted by the involvement of academics from different disciplines and the opportunity to share learning with students from other disciplines.

SUC tell us they have been consulted in the design of the programme and have contributed to the design of a SUC strategy which aims to enhance SUC involvement in student recruitment, teaching and assessment.

**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. There's a national approach across Scotland to develop a framework for developing and implementing practice supervisor, practice assessor and academic assessor roles. This includes guidelines and resources for training.

The programme team and PLPs tell us they've been planning implementation of the SSSA locally by auditing the current provision of mentors, sig-off mentors and potential supervisors. This information is used to develop and resource targeted training. Transition workshops have been developed for staff who previously fulfilled mentor and sign-off mentor roles. Additional training sessions are available for PLP staff to enable them to undertake practice supervisor roles. These are promoted in weekly professional network meetings. PLPs confirm there are sufficient practice staff to support the implementation of the SSSA. Documentary evidence and the approval visit confirm the allocation of an academic assessor assigned to each part of the programme. Each academic assessor has completed training for the role in line with the national framework guidance. Placement guidelines are provided to students, practice assessors and practice supervisors which outline the SSSA roles and their responsibilities. Students confirm they are aware of the academic assessor, practice assessor and supervisor roles and the implications for practice learning.

*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. Documentation and discussion with the programme team, PLPs and students' at the approval visit confirm processes are in place to provide students with written and verbal feedback from tutors and PLPs, and these processes work effectively. Theory and practice modules include opportunities for both formative and summative assessment.

Students tell us formative and summative feedback helps them in their personal and professional development. Students tell us they value the use of weekly personal learning groups which provide ongoing formative assessment throughout the programme.



Formative and summative performance feedback is documented in the PAD, this includes interim reviews and action plans to help students achieve. The PAD evidences feedback from practice supervisors. Communication between practice assessor and academic assessor and decisions about student progression is recorded in the PAD. Programme module assessments include case studies, reflective portfolios, essays, posters and presentations, appraisal of research, exams and observed structured clinical examinations (OSCEs). The SUC strategy shows that SUC will be involved in giving formative feedback to students. The PAD includes sections for SUC to provide feedback to students. The modules incorporate opportunities for formative feedback to assist students to improve before the scheduled summative assessment.

**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. The standards of proficiency relating to practice learning have been mapped against the PAD. PLPs tell us they completed a capability and capacity scoping exercise to identify where students can achieve the SPRN. This resulted in changes to policy to allow students to undertake required proficiencies and continuing professional development sessions to enable staff to assess proficiencies to meet SPRN requirements. Documentation effectively evidences the mapping of content and assessment to the SPRN and programme outcomes.

*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: 6 March 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

**N/A**

**Revised outcome after condition(s) met:**

**N/A**

**Standard 5. Qualification to be awarded**

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

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

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

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

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

**Yes**

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

**Yes**

*Fall Back Award*

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

**N/A**

There's no exit or fall back award with eligibility to register as a nurse.

**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: 6 March 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

**N/A**

**Revised outcome after condition(s) met:**

**N/A**



## Section four

### Source of evidence

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

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



AU institution led review, May 2018  
 AU learning enhancement strategy 2020-25 consultation, October 2019  
 AU practice supervisors and practice assessors learning resource, February 2020  
 AU NHS Education for Scotland, a systematic integrative review of empirical  
 research about making clinical practice placements to support pre-registration  
 healthcare students who have a disability, June 2016

Updated 26 May 2020:

AU, school of applied science, NMC approval event report, 15 May 2020

AU, updated BScH MHN 2020 programme modules, 15 May 2020

Additional comments:

<b>During the visit the visitor(s) met the following groups</b>	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:	
Four x year one BSc mental health nursing students	
Three x year two BSc mental health nursing students	
Five x year three BSc mental health nursing students	
Three x year four BSc mental health nursing students	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	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

No requirement to visit practice areas or facilities during the approval visit.

Additional comments:

**Mott MacDonald Group Disclaimer**

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**Issue record**

**Final Report**

Author	Sarah Traill Philip Stephenson	Date	6 March 2020
Checked by	Jill Foley	Date	2 June 2020
Submitted by	Lucy Percival	Date	8 June 2020
Approved by	Leeann Greer	Date	9 June 2020