Programme approval visit report

Section one

Programme provider name:	Edinburgh Napier University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	NHS Lothian NHS Borders NHS Forth Valley NHS Tayside NHS Fife NHS Scotland Private, voluntary and independent health care providers Education and social care providers

Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: Bachelor of Nursing (Adult)
Programme start date: 7 September 2020

Academic level(s):
SCQF:
Level 8
Level 9

Programme: Pre-registration nursing - Mental Health
Title of programme: Bachelor of Nursing (Mental Health)
Programme start date: 7 September 2020

Academic level(s):
SCQF:
Level 8
Level 9

Programme: Pre-registration nursing - Learning Disabilities
Title of programme: Bachelor of Nursing (Learning Disability)
Programme start date: 7 September 2020

Academic level(s):
SCQF:
Level 8
Level 9

Programme: Pre-registration nursing - Child

Title of programme: Bachelor of Nursing (Child Health)
Programme start date: 7 September 2020

Academic level(s):
SCQF:
Level 8
Level 9

Date of approval	25 March 2020
QA visitor(s):	Registrant Visitor: Kudzai Mafuba
	Lay Visitor: Sandra Stephenson

Summary of review and findings
The school of health and social care (the school) at Edinburgh Napier University (ENU) is seeking approval for a full-time three-year pre-registration undergraduate Bachelor of nursing (BN) programme in the adult, child, learning disabilities (LD), and mental health (MH) fields of practice. The proposal is to commence the programme in September 2020. ENU are part of the all Scotland approach to the NMC Future nurse standards and there are strong links with local health boards, other AEIs in the region and practice learning partners (PLPs). The proposed programme has been developed in accordance with the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), Standards for student supervision and assessment (SSSA) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (SPRN) (NMC, 2018).

The proposed title of the award includes Bachelor of nursing (adult), Bachelor of nursing (child health), Bachelor of nursing (learning disability) or Bachelor of nursing (mental health).

Documentary evidence indicates effective partnership working between the university and key stakeholders. Strategic and operational meeting structures ensure that PLPs are collaboratively engaged in the design, development and ongoing delivery of the programme.

The programme has clear processes in place to ensure public protection, and the fitness to practise of students is assured through robust quality processes. Equality and diversity are addressed through a range of policies and processes from application through to registration.

A Scottish future nurse and midwife programme board has been established under the direction of the chief nursing officer. Its purpose is to support a "once for Scotland" approach to the implementation of the new NMC Future nurse standards.

Learning in practice is assessed using the electronic Scottish practice assessment document (SPAD). The SPAD has resulted from collaboration with a number of programme providers from Scotland. The school has been fully engaged in the development of the SPAD and there's a strategy to implement this across all ENU PLP organisations.

The approval visit was undertaken at a distance.

The programme is recommended for approval subject to one university condition. There are three NMC recommendations.

The SFNME (NMC, 2018) is met at the programme level. The SSSA (NMC, 2018) are met at programme level.

Updated 22 April 2020:

Evidence is submitted to meet the one university condition. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition one: To make revisions to student-facing programme documentation to ensure compliance with university expectations. (University condition)
Date condition(s) to be met:	22 April 2020
Recommendations to enhance the programme delivery:	Recommendation one: Consider ensuring that there is strategic oversight for implementation of the service user and carer involvement strategy in order to facilitate consistent service user and carer preparedness for their roles throughout the programme and across all the four fields. (SFNME R1.12)

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	Recommendation two: Consider reviewing recognition of prior learning (RPL) student-facing information to ensure that applicants are made aware of this opportunity during the application process. (Standards for pre-registration nursing programmes (SPNP) R1.5) Recommendation three: Consider incorporating content on safeguarding and whistleblowing in induction to practice learning sessions. (SPNP R2.8)
Focused areas for future monitoring:	Service user and carer involvement in selection and programme delivery. Implementation of RPL in relation to practice learning. Preparation of service users and carers for their roles.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: Revised programme specification, programme handbook, and SPADs are provided. The AEI's head of learning and teaching confirm that the university condition is met. Condition one is met. The programme is recommended to the NMC for approval.	
AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	22 April 2020

Section three

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

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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

There's documentary evidence demonstrating that ENU, employers, PLPs and service users collaborate in developing the programme. We find a number of processes are in place indicating that support, oversight, governance and quality assurance processes for the programme are in place to ensure effective learning. There are written partnership agreements in place between the AEI and PLPs. Documentation demonstrates the AEI and PLPs provide adequate support to practice supervisors, practice assessors, and academic assessors by facilitating preparation for their roles and providing sufficient time for them to support and give feedback to students constructively.

To plan and develop the 2020 curriculum the pre-registration nursing curriculum development group (PNCDG) has been set up. This group includes membership from all stakeholder groups, including academics, clinicians, service users and carers, and students. The 'once for Scotland' approach has led to the development of operational guidance related to the new roles within the SSSA, intended for implementation by all AEIs in Scotland, supported by online learning material from NHS Education for Scotland.

There's a service user and carer involvement strategy. We're told the responsibility for the implementation of the service user and carer strategy is shared between the head of simulation (for service user and carer involvement in simulated learning), adviser of studies (for service user and carer involvement in recruitment and selection) and individual module leaders (for service user and carer involvement in theory teaching). It is recommended that the school consider strategic oversight for implementation of the service user and carer involvement strategy in order to facilitate consistent service user and carer preparedness for their roles throughout the programme and across all the four fields. (Recommendation one)

The programme team tell us service users and carers are involved in programme development, selection, teaching and programme evaluation. We're told service users and carers were consulted about the content of the proposed programme. Service users confirm this. Students confirm that they were consulted on the development of the proposed programme and confirm that they were sent programme documents for comment.

Documentation demonstrates the AEI has processes in place to facilitate student

empowerment. There are feedback reporting processes in place at all levels of the AEI. There are processes to ensure timely feedback is given to students in both university and practice settings. The students tell us the student voice is encouraged at regular meetings with the AEI, and PLPs. Students, PLPs and service users confirm this.

Students say they receive support, receive timely feedback and know when their assessments are due for submission. Students say ENU gives them excellent mechanisms for reflecting on their practice, which is particularly useful in identifying their strengths and weaknesses.

Students are represented on a number of committees and groups including; the staff student liaison committee, the school learning, teaching and assessment student experience committee, board of studies and ENU/NHS Lothian strategic alliance. Throughout the programme students give feedback through surveys and module evaluations. Student feedback on modules is reviewed through the student-staff liaison committee meetings and shared with module teams to allow for future improvements. They feedback on their experience of practice learning through the online quality management of the practice learning environment (QMPLE) website. Student feedback is shared with the clinical team to further support practice learning development.

There are opportunities for students to have inter-professional learning (IPL) in both theory and practice. There are plans for students to be involved in IPL through simulation-based learning, and in practice. The programme team tell us IPL will take place throughout the programme and will involve other allied health professions students in university and practice settings. Staff from a number of disciplines including physiotherapy, occupational therapy, social work, psychology, and medicine teach on the programme. In practice learning environments the practice education facilitator (PEF) supports IPL.

PLPs tell us they maintain registers for practice supervisors and practice assessors. Details of practice supervisors are captured through the all-Scotland placement audit process, and the NMC revalidation process. Documentation demonstrates there are robust processes in place to ensure that Disclosure and Barring Service (DBS) status, occupational health status, mandatory training requirement status, and practice supervision and assessment requirements of each student are maintained.

Programme documentation shows that academic assessor roles will be managed and monitored through the staff appraisal process. The AEI and PLPs tell us there's a national and regional approach for training practice supervisors and practice assessors. Each practice learning environment has a nominated person for enhancing the practice learning environment, supporting the development of practice supervisors and academic assessors, allocation of the practice supervisors and practice assessors, and improving student experience. The AEI organise placements and allocate academic assessors. The programme team tell

us students are allocated an academic assessor and a co-academic assessor, who take on the role of academic assessor for alternate years.
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: <u>Standards framework for nursing and midwifery education</u> *Met*
Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: <u>Standards for student supervision and assessment</u> *Met*
If not met, state reason
Post Event Review
Identify how the condition is met:
Date condition(s) met: N/A **Revised outcome after condition(s) met:** N/A

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)

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. Documentation shows that the maximum allowance for consideration of RPL is 50 percent. There are detailed RPL mapping tools for both theory and practice learning. The programme team tell us that eligibility for RPL is discussed with students during the selection process. However, the interview documentation provided doesn't provide evidence of how this is documented. (Recommendation two)
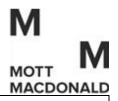
The programme is designed in three distinct parts. RPL is accepted for whole modules for theory learning. Applicants for all routes are required to provide evidence in a portfolio and mapping documentation to demonstrate that they meet NMC proficiencies, communication and relationship skills, and nursing procedures against which RPL is claimed. Students applying for RPL for practice learning need to demonstrate practice experience relevant to their intended field of practice.

The academic assessor undertakes assessment of the evidence of theory learning, and a nominated practice assessor in collaboration with an allocated academic assessor undertakes assessment of evidence of practice learning.

Applicants for RPL for the adult field are required to demonstrate that their prior practice experience for which they seek RPL meets the requirements of the SPAD, which complies with article 31(3) of directive 2005/36/EC. The external examiner reviews all RPL portfolios.

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. Documentation is explicit that NMC registered nurses can be granted more than 50 percent RPL. There are detailed RPL mapping tools for both theory and practice learning.

For registered nurses applying to study the adult field of practice, the assessment of RPL includes the requirements of directive 2005/36/EC. Documentation shows that RPL of theoretical modules requires the applicant to demonstrate and provide evidence of how they meet the learning outcomes of the modules and how they can apply these to their intended field of practice. Claims for practice learning are assessed against the SPAD. The external examiner reviews applications for RPL.

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. The programme team tell us that digital and information and technology skills are assessed through the online application process through the Universities and Colleges Admissions Service (UCAS). The programme team also tell us students complete a digital and information technology skills assessment online before beginning the programme. Students who require additional support are provided with learning resources prior to the start of the programme. The programme team tell us the school has adopted the Scottish digital literacy strategy and that numeracy and English language are a requirement for entry onto the programme. The programme team tell us there's support for skills transition before the start of the programme for students applying through the widening participation routes.

The assessment strategy demonstrates that students have a number of formative and summative assessments, which facilitate their development in numeracy, literacy, digital and technological literacy. Students are required to pass 'safeMedicate' at one hundred percent in the final year of the programme. Numeracy calculations relating to medicines management are part of practice learning. ENU provide numeracy support to students. Written assignments,

presentations, and the development of resources and posters require students to demonstrate continuous development of literacy and digital and technological literacy skills. In addition, the programme team tell us students have further opportunities to develop their information technology skills through the use of the electronic SPAD, e-health during practice learning, undertaking presentations, and learning through blended learning. The SPAD requires students to demonstrate numeracy, literacy, digital and technological skills required to meet the needs of people in their care to ensure safe and effective nursing practice. The SPAD also requires students to demonstrate proficiency and accuracy when calculating dosages of prescribed medicines, use and manage a range of digital technologies to access, input, share and apply information and data within teams and between agencies, and keep complete, clear, accurate and timely electronic records.

An assessment strategy confirms all assessments are completed at the end of each module. The programme team tell us that patchwork assessments, essays, group presentations, examinations, and objective structured clinical examinations (OSCEs) will be used to assess student progression.

Students are assessed for their knowledge and skills in medicines management throughout the programme, and summatively at the end of the programme. Documentation clearly shows when summative assessments are required. Documentation also shows when students can retrieve failed assessments.

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 first year students will transfer to the SPRN (NMC, 2018) and SSSA (NMC, 2018) at the beginning of the second year of their programme. Current second years will remain on the existing programme, Standards for pre-registration nurse education (NMC, 2010) and essential skills clusters (NMC, 2010). The NMC (2010) Standards programme has been mapped to the NMC (2018) Future nurse standards programme for both theory and practice learning. They will however transfer to the SSSA (NMC, 2018). The programme team confirm that there are plans to up skill current third year students to meet requirements of annexes A and

B of the SPRN (NMC, 2018).

Students tell us they've been formally informed of the proposals. They tell us they're aware they will transfer to the SSSA model of practice learning and assessment.

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

Documentation is explicit that NMC registered nurses can be granted more than 50 percent RPL. There are detailed RPL mapping tools for both theory and practice learning.

For registered nurses applying to study the adult field of practice, the assessment of RPL includes the requirements of directive 2005/36/EC. Documentation shows that RPL of theoretical modules requires the applicant to demonstrate and provide evidence of how they meet the learning outcomes of the modules and how they can apply these to their intended field of practice. Claims for practice learning is assessed against the SPAD. The external examiner reviews applications for RPL.

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

Yes

Outcome
Is the standard met?   *Met*   Date: *25 March 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A*

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![Mott MacDonald logo]

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 Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

Provide an evaluative summary from your documentary analysis and evidence

AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

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

Met

R2.4 is met. We found that all modules are mapped to all NMC Future nurse proficiencies. Relationship and communication skills and nursing procedures are mapped to the SPAD. The programme team tell us that during theory learning students have shared learning and field specific learning. We found that module teams have representatives from the four fields of nursing practice. Documentation shows that module content enhances students' learning relating to caring for people in all four fields of nursing practice and across the lifespan.

Documentation shows that PLPs and service users and carers are involved in the delivery of modules to facilitate students' learning and understanding of the needs of patient groups across the four fields of nursing practice. Documentation illustrates that practice learning experiences provide students with the opportunity to participate in the delivery of person-centred care to clients from all fields of nursing practice. Blended learning is used to deliver the programme. The Moodle virtual learning platform (VLE) is used to manage and support programme theory learning.

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)
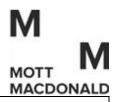
Met

R2.5 is met. The validation documents, programme specifications and programme handbooks identify routes for all four fields of nursing practice. Programme content and the assessment strategy enable students on successful completion of the programme to apply for entry onto the NMC register as an adult, child, learning disabilities or mental health nurse. Theory and practice module learning outcomes address core and field specific content which students are required to apply to their intended 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 clearly shows mapping of law, safeguarding, consent, pharmacology and medicines administration and optimisation in modules. The programme team tell us that pharmacology, IPL, research and evidence-based practice, and leadership content is threaded throughout the three years of the programme.

The field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for each field of practice is delivered and assessed in a number of modules throughout the programme. Students are assessed on safeguarding, law and consent in practice. There are raising concerns processes in place, evidenced through the documentation. However, students we met couldn't explain to us the process of raising concerns indicating a need to reiterate this to students. (Recommendation three)

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

Met

R2.9 is met. Programme documentation demonstrates that during the programme students complete a minimum of 2300 hours of theoretical learning and 2300 hours practice learning, including hours awarded through RPL. There's an all Scotland approach to simulation learning and 448 hours of simulated learning contribute towards practice learning hours. During practice learning weeks students will spend four days in practice and one theory learning in practice day. Programme plans demonstrate that there's a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme. The time spent in simulated learning to facilitate practice learning is included in the time spent in practice learning environments.

A blended learning approach using a range of learning and teaching strategies is used. Programme documentation shows that students learn through lectures, tutorials, scenario-based flipped classrooms, discussion boards and case studies which link theory to practice. The programme team and students confirm this. The programme and module specifications demonstrate there are appropriate module aims and learning outcomes. Students tell us the learning and teaching strategies are effective and help them achieve module and programme outcomes.

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)

Yes

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)

Yes

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: <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *25 March 2020*

Post Event Review

Identify how the condition is met:

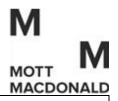
Date condition(s) met:

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. ENU share placements with other AEIs who provide NMC pre-registration nursing programmes in the region. ENU and their PLPs have a wide range of audited practice learning environments which provide students with opportunities to experience and provide person centred care to a diverse range of people of all ages across all fields of nursing practice. Students have opportunities to work with other service users from all fields of nursing practice for each part of the programme.

The all Scotland audit of the practice learning environment document identifies the learning opportunities within each environment and indicates where students can have the opportunity to develop some of the more specific skills within annexes A and B of the SPRN. Allocation of practice learning experiences is undertaken by the AEI. The placements team allocate, record and monitor student placement allocations throughout the programme. All placement allocations are planned to ensure students have a variety of different learning experiences during the programme.

ENU use the electronic SPAD. Students complete electronic timesheets during practice learning.

PLPs tell us they maintain registers for practice assessors. Details of practice supervisors are captured through the all Scotland practice learning audit process, and the NMC revalidation process. PLPs confirm that placement allocation is undertaken by ENU. PLPs confirm they get advance notification of students allocated to their clinical areas. Students tell us they're informed of their practice learning opportunities in advance.

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. Programme documentation shows the variety of practice learning experiences ensure students are able to participate in person centred care to meet the holistic needs of people of all ages.

Documentation demonstrates that adult field students have practice learning experiences in community nursing teams, specialist community services, primary care services and public health, community hospitals, acute in-patient hospital experiences including medical, surgical wards/day surgery, minor injuries, out-patient services and specialist services for example accident and emergency, intensive care, cardiac care units, medical admissions units, theatres, and palliative care environments.

Child students have experiences in nurseries, schools, special baby care units, acute children's hospital services, specialist children's services including neonatal and child intensive care, palliative care and child, adolescence mental health services, health visiting and community children's nursing.

Learning disability field students have experiences in schools for students with special educational needs, services for people who have profound and multiple learning disabilities, assessment and treatment units, specialist residential services, child and adolescence mental health services, and community learning disability services.

Mental health field students have experiences in residential and hospital units, community mental health teams, primary care teams, adolescence mental health services, forensic services, prison health care services, intensive care services, community drug and alcohol services, and mental health crisis teams.

Documentation demonstrates that students have cross-field experiences during the programme. Students confirm that while they're in practice they have opportunities to care for patients from other fields of nursing practice.

Students confirm they have a wide range of experiences, which enable them to meet the requirements of the programme.

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. All communication and relationship management skills and nursing procedures are mapped to the SPAD. These are summatively assessed at each progression point. The all Scotland audit of the practice learning environment document identifies the learning opportunities within each environment and indicates where students can have the opportunity to develop some of the more specific skills within annexes A and B of the SPRN. The variety of practice learning experiences students have, as detailed within the practice learning plans in the validation documents, facilitate students developing these skills within the context of their field of practice. The SPAD identifies a small number of nursing procedural skills, which may not be able to be assessed within the practice setting due to PLP policies. These specific skills can be developed and assessed via simulation, which will account for 448 hours of practice learning.

Documentation and the programme team confirm students have practice learning experiences in all four fields of nursing practice.

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. Students engage in simulated learning in the clinical simulation centre, which replicates a range of practice settings. There's a dedicated team of staff comprising of registered nurses, midwives, and technical support staff who support simulated learning. Academic staff, practitioners and service users contribute to student learning through simulation. Service users and carers are involved in the development and delivery of simulated scenarios. Service users and carers confirm this. Simulated learning activities ensure that technology enhanced and simulation-based learning opportunities support learning and assessment. For pre-registration nursing programmes leading to registration in the adult field of practice this complies with article 31(5) of directive 2005/36/EC. Simulated learning time counts as practice learning time. The programme team tell us simulated learning is based on field specific scenarios. Students confirm they engage in technology enhanced and simulated learning.

Students participate in technology enhanced learning through the use of online learning resources. Moodle is used to facilitate blended theory learning. In practice, students will complete an electronic SPAD.

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. ENU offers a range of support aimed at the wellbeing and health of students. This information is available via the student portal. Support available includes: mental health support services, inclusion and disability information and disability contact, and information in relation to health and spirituality. There's a reasonable adjustment strategy and guidance for students. Students tell us they're regularly informed about opportunities for reasonable adjustments for those with additional needs in both theory and practice learning.

Students are given opportunities to declare any disability during the application process. Where students declare a disability, a university disability advisor provides a detailed confidential assessment of the student and develops a learning profile to assist the student to achieve programme outcomes in both theory and practice learning. A range of technology options is available to support difficulties with reading, writing and general study skills and resources.

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Students tell us they're actively made aware of opportunities for reasonable adjustments to be made in both theory and practice learning environments. Students tell us the AEI and their PLPs take personal circumstances that impact on their learning into account.

The partnership local level agreement commits ENU and PLPs to make reasonable adjustments to meet additional learning needs for students who require them, and the need for any reasonable adjustments is discussed during orientation to practice. Students are actively encouraged to disclose any adjustments required to their practice supervisors/practice assessors so that they can be fully supported in clinical practice.

PLPs tell us they're made aware of students with individual needs in advance. They also tell us they actively encourage students to request additional support if needed during the initial interview. They also tell us preparation sessions for practice supervisors and practice assessors include understanding students with additional needs and personal circumstances.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *25 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

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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

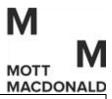Standards for student supervision and assessment

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. The student handbook, the SPAD, and other programme documents articulate the roles and responsibilities of the personal development tutor (PDT), academic assessor, practice supervisor, and practice assessor in providing support, supervision, learning and assessment that complies with the NMC SFNME. The AEI has induction, training, ongoing development and support for academic staff which ensures compliance with the SFNME in relation to support, supervision, learning and assessment of students. University staff development includes processes for making reasonable adjustment, and equality and diversity.

Students tell us PDTs, academic assessors, practice supervisors and practice assessors support them. There's an all Scotland strategy, and regional strategy for preparing and supporting all roles stated within the SSSA. The school has quality assurance processes in place, which govern the effectiveness and provision of practice learning experiences.

PLPs tell us that student allocations are communicated directly to placement areas by ENU. NHS trust PLPs tell us they maintain registers of practice supervisors and practice assessors. ENU maintain registers of practice assessors for private, voluntary and independent sector PLPs. PLPs tell us they were involved in developing the programme.

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. The student handbook, the SPAD, and other programme documents articulate the roles and responsibilities of the PDT, academic assessor, practice supervisor, and practice assessor in providing support, supervision, learning and assessment that complies with the NMC SSSA. There's a strategy for preparing and supporting practice supervisors, practice assessors and academic assessors. All Scotland practice documentation and placement agreement documentation articulate the partnership arrangements relating to the support, supervision, learning and assessment of students during practice learning, and provide structure and processes for managing practice learning support, supervision and assessment of students. In addition, the partnership agreement outlines the processes of monitoring and quality assurance processes for practice learning. The all Scotland practice audit and learning environment tool is used to ensure that learning opportunities and placement capacity is consistent with NMC (2018) SSSA. PLPs maintain registers of practice supervisors and practice assessors. ENU maintain a register of academic assessors who are allocated for each part of the programme.

PLPs tell us that, in addition to the all Scotland approach, there is a regional group which include five other AEIs. Practice supervisors and practice assessors tell us there's a regional strategic plan for the preparation of staff for their new roles. We're also told that practice supervisors and practice assessors have access to all Scotland e-learning resources, which include a reflective framework for current mentors and sign-off mentors to transition to new roles of practice supervisors and practice assessors.

We're told that practice education nurses and link tutors are leading and facilitating the preparation of practice staff for their new roles.

PLPs tell us there's a regional approach to reviewing policies to enable students to learn and undertake the new skills such as cannulation. PLPs also tell us that there's a process of mapping learning environments to identify practice areas that can support student learning of the new skills. PLPs tell us that there's a programme of preparing practice supervisors and practice assessors to facilitate learning and assessment of new skills.

PLPs tell us students will not be included in the e-rostering system to ensure they are not counted as members of staff.

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 shows that students are provided with timely feedback to support their development in both the theory and practice learning. The practice supervisor, practice assessor and academic assessor preparation programmes and role requirements ensure that staff are prepared in giving effective feedback and feed-forward to enable students to reflect on and improve their practice. Processes in place demonstrate that students receive timely feedback for all assessments. Students confirm this.

The SPAD outlines how feedback is provided. The SPAD provides space for service users and carers to provide feedback to students. Students tell us they receive written feedback and feed-forward from module tutors and academic assessors for all module assessments as the student works towards the submission of each assessment. Students receive verbal feedback/feed-forward on professionalism. An assessment strategy has been developed that identifies the weighting and credit bearing for each assessment to ensure equal weighting across theory and practice.

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 SPAD is used to assess students' achievement of practice learning. The SPAD is mapped to the NMC SPRN and demonstrates that students will meet programme outcomes for their field of nursing practice: adult, mental health, learning disabilities or children's nursing. The SPAD details the proficiencies, skills, professional attitudes, values and behaviours, relationship and management skills and nursing procedural skills to be learnt and assessed as part of the programme requirements.

There's a continuous assessment strategy of the development towards and achievement of proficiencies, which is focused on the student's intended field of nursing practice. The programme and module learning outcomes require students to demonstrate field specific application of knowledge and skills.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

There is evidence that all proficiencies are recorded in an ongoing record of

achievement which must demonstrate the achievement of proficiencies and skills as set out in the Standards of proficiency for registered nurses (R4.10)

Yes

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

Yes

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

Yes

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

Yes

Outcome
Is the standard met? *Met* **Date:** *25 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*

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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 fall back exit award which confers eligibility to register with the NMC.

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

Yes

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nursing associate education.

Outcome
Is the standard met? *Met* **Date:** *25 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: Bachelor of nursing programme specification September 2020, ENU, undated	

Bachelor of nursing myProgramme 2020/21, ENU, undated
Service user and carer engagement strategy, ENU, 22 April 2020
Practice assessment document, Scotland, V3 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: Two, third year pre-registration nursing adult field students. One, first year pre-registration nursing learning disabilities field student.	
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 Health Improvement Scotland reports for: NHS Borders, Borders General Hospital inspection report, dated 6-8 November 2018 Highland Hospice, Inverness inspection report, dated 1-2 May 2019 NHS Tayside; Ninewells Hospital, Perth Royal Infirmary, and Stracathro Hospital, inspection report, dated 1-3 November 2017	

| NHS Highland, Rigmore Hospital inspection report, dated 17-19 April 2018 |

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

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Issue record			
Final Report			
Author	Kudzai Mafuba Sandra Stephenson	Date	14 April 2020
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