

**Programme approval visit report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>University of Sunderland</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Northumbria Health Care NHS Foundation Trust Tees Esk and Wear Valley NHS Foundation Trust City Hospitals Sunderland Foundation Trust South Tyneside NHS Foundation Trust, County Durham and Darlington NHS Foundation Trust North Tees and Hartlepool NHS Foundation Trust Newcastle upon Tyne Hospitals NHS Foundation Trust Sunderland Clinical Commissioning Group Northumberland Tyne and Wear NHS Foundation Mental Health Trust</p>
<p><b>Programme(s) reviewed:</b></p> <p>Programme: Pre-registration nursing - Adult Title of programme: BSc (Hons) adult nursing practice Programme start date: 27 April 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Pre-registration nursing - Mental Health Title of programme: BSc (Hons) mental health nursing practice Programme start date: 27 April 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Pre-registration nursing - Learning Disabilities Title of programme: BSc (Hons) learning disabilities nursing practice Programme start date: 27 April 2020</p> <p>Academic level(s):</p>	

England, Wales, Northern Ireland:  
Level 6

Programme: Nursing Degree Apprenticeship route - Adult  
Title of programme: BSc (Hons) nursing degree apprenticeship (adult)  
Programme start date: 22 June 2020

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

Programme: Nursing Degree Apprenticeship route - Mental Health  
Title of programme: BSc (Hons) nursing degree apprenticeship (mental health)  
Programme start date: 22 June 2020

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

Programme: Nursing Degree Apprenticeship route - Learning Disabilities  
Title of programme: BSc (Hons) nursing degree apprenticeship (learning disabilities)  
Programme start date: 22 June 2020

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

<b>Date of approval</b>	13 November 2019
<b>QA visitor(s):</b>	Registrant Visitor: Peter Thompson Lay Visitor: Terence Williams

**Section two**

**Summary of review and findings**

The University of Sunderland (the university) is an established approved education institution (AEI). The school of nursing and health sciences (the school) within the faculty of health sciences and wellbeing (the faculty) delivers a range of programmes in nursing and allied health professions education. The school was approved to deliver pre-registration adult nursing in 2016; the mental health field of nursing was approved in 2018 and learning disabilities fields of nursing was approved in 2017.

The school presented for approval a full-time three-year BSc (Hons) nursing practice (adult, mental health and learning disabilities) pre-registration programme and a five-year part-time BSc (Hons) nursing degree apprenticeship (NDA) route in adult, mental health and learning disabilities nursing. The programme is clearly mapped against the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (NMC, 2018). and Future nurse: Standards of proficiency for registered nurses (NMC, 2018).

Programme documentation and findings from the approval visit demonstrate evidence of effective partnership working between the university, practice learning partners (PLPs), service users and carers, and students. PLPs are from local NHS healthcare organisations, the independent sector and voluntary services.

The NDA route is supported by the following employing organisations: Northumbria Health Care NHS Foundation Trust; Tees Esk and Wear Valley NHS Foundation Trust; South Tyneside and Sunderland NHS Foundation Trust; County Durham and Darlington NHS Foundation Trust; North Tees and Hartlepool NHS Foundation Trust; Newcastle upon Tyne Hospitals NHS Foundation Trust and Northumberland Tyne and Wear NHS Foundation Mental Health Trust.

The university is a member of the North East England (NEE) practice learning group (NEEPLG) and has worked closely with other AEIs in the development of a NEE practice assessment document (NEEPAD) for the three-year BSc (Hons) nursing practice programme. The university has adapted the NEEPAD to support the part-time NDA route. There is a shared approach to the preparation of practice supervisors, practice assessors and academic assessors to meet the Standards for student supervision and assessment (SSSA) (NMC, 2018) and to support the implementation of the NEEPAD and the NDA practice assessment document (NDA PAD).

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the SSSA are not met at programme level as conditions apply.

The programme is recommended for approval to the NMC subject to three NMC

conditions. There is one university condition. There is one NMC recommendation.

Updated 13 December 2019:

Evidence was provided to meet the three NMC conditions. The university condition is met. The SFNME and the SSSA are now met at programme level.

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
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>Condition one: The programme team must provide field specific content in module specifications. (Standards for pre-registration nursing programmes (SPNP) R2.7 and R2.8; SFNME R5.7)</p> <p>Condition two: The programme team must provide a detailed strategy of the arrangements for transferring current self-funded and NDA students to the proposed programme. The strategy must include: mapping of the Standards for pre-registration nursing education (NMC, 2010) against the SPNP (NMC, 2018); arrangements for student consultation and support; and, confirmation of student supervision and support arrangements. (SFNME R2.1, R2.4, R3.2 and R3.5 and the SSSA R2.1, R7.1 and R9.1)</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition three: The programme team must review the practice assessment processes and documentation for the NDA route to ensure</p>

	<p>compliance with the SSSA (NMC, 2018). (SPNP R4.1; SFNME R2.4 and R4.1; SSSA R6.3)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition four: The programme team are to review the programme documentation including: learning outcomes for the BSc (Hons) programme ensuring there is progression and differentiation from levels five to six: level six programme learning outcomes to ensure they reflect the Framework for Higher Education Qualification (FHEQ) level six; both sets of programme specific regulations with particular regard to students being allowed to repeat a practice module which they have failed twice for example normally not permitted to repeat a module where the practice component has been failed twice; and, a thorough read of the programme documentation amending any anomalies and typographical errors. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>13 December 2019</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: The programme team are to consider using consistent language when identifying programme stages and progression points within the NDA route with those used for the full-time BSc (Hons) nursing practice programme. (SFNME R5.6)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Selection and preparation of practice supervisors, practice assessors and academic assessors.</p> <p>The effectiveness of the practice supervisor, practice assessor and academic assessor roles in supporting and assessing students' achievement of NMC proficiencies.</p> <p>Supervision and assessment of current students and those transferring to the proposed programme.</p> <p>Supernumerary status of student NDAs during practice learning.</p>

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

Revised documentation provides evidence that changes required to meet the three NMC conditions and the one university condition have been made.

Revised programme documentation provides assurance that the BSc (Hons) nursing practice (adult, mental health and learning disabilities) pre-registration programme and the BSc (Hons) NDA route has explicit content which is field specific. Condition one is now met.

A detailed strategy of the arrangements for transferring current self-funded and NDA students to the proposed programme is provided. The strategy includes full mapping of the Standards for pre-registration nursing education (NMC, 2010) against the SPNP (NMC, 2018), details of the arrangements for student consultation and support and confirmation of student supervision and support arrangements. Condition two is now met.

A review of the practice assessment processes has been completed and revised practice assessment documentation for the NDA route is provided. These ensure compliance with the SSSA. Condition three is now met.

Revised documentary evidence confirms the university condition is now met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b>  Yes
<b>Summary of observations made, if applicable</b>	Accuracy of the report has been confirmed by the AEI.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	13 December 2019

**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 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*

Documentary evidence and findings at the approval visit confirm the effectiveness of the partnership between the university and their PLPs, employers of the NDA students, service users, students and other AEIs within the NEEPLG. All stakeholders we met demonstrate understanding and commitment to the proposed pre-registration nursing programme.

We found clear documentary evidence of partnership working with PLPs and employers at a strategic level. There is a shared vision of the future nurse and the philosophy of educational delivery. The academic programme team, PLPs and employers confirmed this at the approval visit and provide details of shared approaches to fitness to practise, the selection, preparation, management and monitoring of the current and planned practice learning environments, and student support, supervision and assessment.

PLP representatives confirm that service level agreements are in place to ensure that practice learning environments provide safe and effective learning opportunities. Academic staff confirm that they work very closely with PLPs and employers to ensure practice learning environments are effective in supporting pre-registration student nurses to achieve the Standards of proficiency for

registered nurses (NMC, 2018).

Employers fully support the NDA route and are aware of the requirements to ensure that the NDA students have supernumerary status. They confirmed they sign a commitment statement that gives assurance that students will have protected supernumerary status. They confirmed they will ensure that NDA students will access the necessary range of practice learning experiences, including EU requirements and will have exposure to all four fields of nursing practice across the life span to a diverse range of people to enable development and achievement of field specific knowledge and proficiencies.

Documentary evidence and findings at the approval visit demonstrate that the proposed programme will empower students and provide appropriate learning opportunities to achieve the NMC proficiencies. Current students tell us they are well supported in theory and practice learning and receive clear information from handbooks and online learning resources. They tell us they are assured that their voice is heard and they have been involved in the proposed programme development.

Documentary evidence and discussion at the approval visit confirms PLPs have been involved in all areas of programme development, the provision and management of practice learning environments and monitoring of the quality and standards of the programme.

Documentation, including the NEEPAD and preparation plans for practice supervisors; practice assessors and academic assessors provide assurance that the university, PLPs and employers will ensure that the SSSA requirements are met. PLPs demonstrate a clear understanding of, and commitment to, the roles of the practice supervisors, practice assessors and academic assessors and confirm that preparation workshops have been scheduled and agreed at senior strategic levels.

The university is a member of the NEEPLG and has worked closely with other AEs in the development of a new NEEPAD. There is a shared approach to the preparation of practice supervisors, practice assessors and academic assessors to meet the SSSA (NMC, 2018) and to support the implementation of the NEEPAD and the NDA PAD.

The university has a service user and carer strategy, which details the involvement of service users and carers. A network of 170 service users and carers are managed and supported through the patient, carer and public involvement (PCPI) group which operates across the faculty and has a faculty-based coordinator. The group members we met confirm that they have a long-standing relationship with the university and are involved in all aspects of the pre-registration nursing programme. They told us about their participation and experiences in programme development, selection and recruitment of students, and teaching and assessment which includes objective structured clinical examinations (OSCEs).

**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.

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

R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme

R1.5 permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes that may be more than 50 percent of the programme

R1.7 support students throughout the programme in continuously developing their

abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

### **Proposed transfer of current students to the programme under review**

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards For pre-registration nursing programmes (NMC, 2018).

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

**Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)**

**Yes**

**Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7)**

**Yes**

**There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)**

**Yes**

**Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)**

**Yes**

**Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)**

**Yes**

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

**Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)**

**Met**

R1.5 is met. Documentation, including the university's policy and procedures for the recognition of prior learning (RPL), mapping documents and discussions at the approval visit confirm a robust approach to RPL. All RPL claims are processed and supported within the faculty, are subject to scrutiny by the external examiner and ratified at an assessment board.

RPL claims are compliant with the SPNP (NMC, 2018) permitting up to a maximum of 50 percent for candidates with prior learning in a health-related field. RPL documentation has been mapped against the Standards of proficiency for registered nurses (NMC, 2018) and programme outcomes and include theory, practice and EU requirements (Directive 2005/36/EC) for those entering the adult field.

The programme team tell us that candidates can use RPL claims for admission to the pre-registration nursing programme. Staff are confident in providing guidance and support about RPL to all applicants. Academic staff are confident the university RPL policy and procedures enable them to provide guidance and support about RPL to all applicants and to assess RPL claims.

**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. Documentary evidence and findings from the approval visit confirm clear understanding of RPL and mapping against the Standards of proficiency for registered nurses (NMC, 2018) and the programme outcomes. This permits NMC registered nurses to claim more than 50 percent and up to 70 percent RPL for



entry to the BSc (Hons) nursing practice programme.

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

**Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)**

***Met***

R1.7 is met. Documentary evidence and findings at the approval visit confirm that literacy, numeracy and digital and technological literacy skills development are integrated into the programme and are mapped against programme outcomes and the Standards of proficiency for registered nurses.

There is clear progression of numeracy and literacy skills from entry to the final stage of the programme. Numeracy is assessed in each stage of the programme using safeMedicate. All students are required to achieve a grade of 100 percent by the end of the BSc (Hons) nursing practice and BSc (Hons) NDA programmes.

The nursing recruitment and selection criteria require students to demonstrate baseline skills and they will then be supported to develop each area across the programme. The development and assessment of literacy, numeracy and digital and technological literacy skills is evident within the programme specifications, module outlines, ongoing record of achievement (ORA) and PADs. Programme outcomes show progression throughout the programme. The learning and teaching strategies are designed to support students to develop these skills. The academic assessments enable students to develop literacy skills through formative and summative feedback.

We found extensive and well signposted support mechanisms for students to develop their abilities in numeracy, literacy, digital and technological literacy. The student's personal tutor supports their development of academic writing skills.

Maths support is provided by a maths tutor based in the library and the students can access the safeMedicate programme at any time via the e-learning platform (Canvas). Digital and technological literacy will be developed through interactions with the Canvas virtual learning environment which provides access to online packages to support anatomy and physiology and clinical skills as well as opportunities for blended learning and skills rehearsal in medicines management and numeracy.

Students are expected to communicate via email and to submit assignments electronically. The academic team confirm approaches used for assessing these skills including: use of online medicines management software (safe medicines); simulation workshops using digitally enhanced real-life manikins and use of high fidelity patient simulators in the clinical simulation centre; and, medical devices training within specialised simulation suites.

In practice learning, students will develop digital and technological skills such as use of electronic patient records, e-prescribing, mobile platforms for decision-making and communicating and emerging technologies.

Students tell us that the range, quality and accessibility of central resources are invaluable in supporting the development of their skills.

*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**

***Not Met***

Documentary evidence and findings at the approval visit confirm that the university plans to transfer current students to the proposed BSc (Hons) nursing practice programme and BSc (Hons) nursing apprenticeship route. However, the programme team confirm that arrangements for transferring students are not finalised. The university and programme team are unable to demonstrate that mapping of the current programme against the Standards of proficiency for registered nurses (NMC, 2018) and the SSSA is completed. While some students confirm that student representatives have been involved in planning the transfer of current students to the proposed pre-registration nursing programme, the programme team tell us that formal student engagement and consultation has not been carried out.

The programme team confirm that current students on the BSc (Hons) nursing practice programme will transfer to the proposed programme at the end of year one or year two. Year three students will remain on their current pre-registration nursing programme (NMC, 2010) and will be assessed under the Standards to

support learning and assessment in practice (SLAiP, 2008).

The programme team is unable to confirm transfer arrangements for the students undertaking the part-time NDA route. It is unclear which students will transfer to the proposed route and at what point in the route the transfer will be. The programme team can't confirm arrangements for student supervision and support for NDA students who will remain on their current route.

Arrangements for the management current of students returning from an interruption to their studies is also not provided.

We are not assured that the SPNP and Standards of proficiency for registered nurses (NMC, 2018) will be met for existing students transferring to the proposed programme. The programme team must provide a detailed strategy of the arrangements for transferring current BSc (Hons) nursing and NDA students to the proposed programme/route. The strategy must include: mapping of the Standards for pre-registration nursing education (NMC, 2010) against the SPNP (NMC, 2018); arrangements for student consultation and support; and, confirmation of student supervision and support arrangements to meet the SSSA. (Condition two)

**Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes**

***Met***

Evidence confirms that RPL for NMC registered nurses is capable of being mapped to the Standards of proficiency for registered nurses (NMC, 2018) and programme outcomes.

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

***No***

The university is unable to provide information and evidence of its intentions and arrangements for the transfer of current students to the proposed programme.

Students do not have information about the proposed programme. The programme team has not engaged or consulted with all current students to obtain their informed consent to transfer to the proposed programme.

The programme team is unable to confirm arrangements for the supervision and assessment of current students transferring to the proposed programme. (Condition two)

**Outcome**

**Is the standard met?**

***Not Met***

We are not assured that the SPNP and Standards of proficiency for registered nurses (NMC, 2018) will be met for existing students transferring to the proposed programme. Students do not have information about the proposed programme. The programme team has not engaged or consulted with all current students to obtain their informed consent to transfer to the proposed programme. The programme team is unable to confirm arrangements for the supervision and assessment of current students transferring to the proposed programme. (Condition two)

Condition two: The programme team must provide a detailed strategy of the arrangements for transferring current self-funded and NDA students to the proposed programme. The strategy must include: mapping of the Standards for pre-registration nursing education (NMC, 2010) against the SPNP (NMC, 2018); arrangements for student consultation and support; and, confirmation of student supervision and support arrangements. (SFNME R2.1, R2.4, R3.2 and R3.5 and the SSSA R2.1, R7.1 and R9.1)

**Date: 13 November 2019**

**Post Event Review**

**Identify how the condition is met:**

Condition two: The programme team provided a detailed strategy of the arrangements for transferring current self-funded and NDA students to the proposed programme. The strategy includes full mapping of the Standards for pre-registration nursing education (NMC, 2010) against the SPNP (NMC, 2018). Details of the arrangements for student consultation and support and confirmation of student supervision and support arrangements are provided. Condition two is now met.

**Evidence:**

University of Sunderland: team response to conditions, 13 December 2019  
Platform and mapping document for transfer of current students to the proposed programmes, 13 December 2019  
Planning document for the dissemination of programme information to current students following approval visit, 13 November 2019  
University of Sunderland: minutes of pre-registration team meeting with student representatives, 25 September 2019  
University of Sunderland: minutes of apprenticeship operational group meeting to

discuss registered NDA transfer arrangements, 12 September and 10 October 2019

Programme mapping Standards for pre-registration nursing education (NMC, 2010) against SPNP (NMC, 2018), 13 December 2019

PowerPoint presentation for current students transferring to the proposed programme, undated

**Date condition(s) met:** 13 December 2019

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

**Met**

Condition two is now met.

Assurance is provided that SFNME R2.1, R2.4, R3.2 and R3.5 are now met.

Assurance is provided that SSSA R2.1, R7.1 and R9.1 are now 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. Documentary evidence and findings at the approval visit confirm that the design and delivery of the proposed programme and NDA route will support students in both theory and practice learning across all four fields of nursing practice.

The programme specification confirms the structure of the programme including the modules, practice learning placements and the distribution of theory and practice hours. The learning and teaching strategy integrates theory and practice learning and the assessment structure is designed to promote and assess learning. Programme and module outcomes require students to demonstrate learning across the lifespan covering physical, mental, cognitive and behavioural health.

Practice learning opportunities enable students to gain experience across all four fields of nursing. All students will be given planned practice placements within adult, child, mental health and learning disabilities services.

The programme team outline the strategy for ensuring cross-field experience in theory and practice learning environments. The programme consists of generic and field specific modules. Generic module teams are made up of teaching staff from all fields of nursing practice and field specific-contexts are developed through tutorial groups and online materials. A hub and spoke model is used for practice learning experiences and enables cross field learning. The practice supervisor,

practice assessor and clinical link teacher tutor will provide guidance and support in enabling students to locate appropriate spoke learning experiences to ensure cross field exposure.

Mapping of practice placements identifies a range of practice learning opportunities offered to NDA students who are guided by the apprentice educator supervisor in practice (AESiP) and the clinical link teacher (CLT). Students can also negotiate additional simulation time to address any skills deficits. This is confirmed by students we met at the approval visit. The CLT and AESiP also fulfil the role of the academic assessor.

PLPs tell us they will utilise hub and spoke and outreach opportunities to facilitate exposure to all four fields of nursing. The practice supervisor, practice assessor and CLT will provide guidance and support in enabling students to find appropriate spoke learning experiences to ensure cross field exposure.

There are specific outcomes focusing on supporting mental health, addressing physical health needs in clients with mental health and learning disabilities, safeguarding and improving access for people with learning disabilities, and child development. Skills within the practice modules also address all four fields of nursing including therapeutic interventions, dealing with challenging behaviour and child and infant basic life support. The NEEPAD guide provides guidance for students, practice supervisors and practice assessors to identify a range of learning opportunities.

**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. Documentary evidence and findings at the approval visit confirm the programme structure, programme and module outcomes identify specific fields of nursing practice. There are field specific modules throughout the programme and learning and assessments are applied to students' chosen field of nursing practice. Field specific practice learning experiences are sequenced through the programme and provide a range of appropriate learning opportunities.

The PADs provide a structured approach to practice learning, assessment and achievement of the student's proficiencies within their chosen field of nursing practice.

The programme team is confident that the programme design will enable students to develop a strong field identity.

*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)**

**No**

R2.7 is not met. Documentary evidence and findings at the approval visit identify a lack of specific detail in the content within module specifications relating to each of the fields of nursing practice. The approval panel aren't assured that mapping has been undertaken to ensure content necessary to meet programme outcomes for each field of nursing practice is provided. (Condition one)

Documentary evidence and findings from the approval visit identifies inconsistency in the terms used for identifying programme stages and progression points within the BSc (Hons) nursing practice programme and the NDA route. The term "phase" is used to identify parts and progression points within the part-time NDA route and 'stage' is used to identify parts and progression points within the BSc (Hons) nursing practice programme. The programme team and PLPs have worked together in designing both programmes and are confident that these terms provide adequate signposting for staff supporting students. The programme team are to consider making terms used for programme stages and progression points in the NDA route consistent with the BSc (Hons) nursing practice programme. (Recommendation one)

*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)**

**Not Met**

R2.8 is not met. Documentary evidence and findings at the approval visit identify a lack of explicit detail within the module specifications relating to the law, safeguarding, consent, pharmacology and medicines administration as they relate to each field of nursing practice. The programme team provide generic mapping

across the programme which hasn't been explicitly identified within generic and field specific module specifications. We aren't assured that mapping has been undertaken to set out the content necessary to meet programme outcomes for each field of nursing practice. There's no evidence of mapping of this content to the specific fields of nursing practice. The content must be explicit to enable students to manage their learning effectively and to meet SFNME R5.7. (Condition one)

**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. Documentary evidence and findings from the approval visit confirm the programme structure shows an equal balance of theory and practice learning hours to meet NMC requirements. There is an equal split between theory and practice learning, and all hours must be achieved by the end of the programme. Documentary evidence confirms the Standards of proficiency for registered nurses and the skills and procedures in annexe A and B are incorporated into the modules. This ensures the Standards of proficiency for registered nurses and associated skills are achieved by the end of the programme.

We found that all theory and practice learning modules specify the hours required to meet the learning outcomes. This requirement is understood and supported by PLPs and employers.

Completed practice learning hours are recorded by the student in their PAD and are monitored by PLPs and academic staff. The programme team confirm theory hours are recorded for teaching sessions through a register of attendance.

Programme specifications, module specifications and programme handbooks show clear aims and outcomes and a variety of learning and teaching strategies including simulation. This is confirmed by current students who particularly value opportunities for working in the simulation suites on a timetabled and negotiated basis.

*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 proposed programme is delivered in England.

**Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11)**

**Yes**

**Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)**

**Yes**

**Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)**

**No**

The proposed programme does not lead to registration in two fields of nursing practice.

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

**No**

The proposed 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**

**No**

There is insufficient detail provided in module content, and as a consequence does not enable students to manage their theory and practice learning effectively. The module specifications are lacking in explicit content to provide assurance that mapping had been undertaken to set out the content necessary to meet programme outcomes for each field of nursing practice. (Condition one)



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

Yes

**Outcome**

**Is the standard met?**

***Not Met***

Condition one: We found that specific content in the programme documentation related to each field of nursing practice is limited. There is insufficient detail within the module specifications relating to the law, safeguarding, consent, pharmacology and medicines administration as they relate to each field of nursing practice. This content needs to be explicit in the programme documentation.

Condition one: The programme team must provide field specific content in module specifications. (SPNP R2.7 and R2.8; and SFNME R5.7)

**Date: 13 November 2019**

**Post Event Review**

**Identify how the condition is met:**

The programme team provided revised module specifications which explicitly detail field specific content and reading lists. Revised programme specifications are clear in defining the field-specific elements of the programme. Condition one is now met.

Evidence:

University of Sunderland: team response to conditions, 13 December 2019  
Revised module specifications relating to adult, mental health and learning disabilities fields within the BSc (Hons) nursing practice programme and the BSc (Hons) nursing degree apprenticeship programme presenting includes field specific content and field specific reading lists and resources, 13 December 2019  
Revised field specific programme specifications for the BSc (Hons) nursing practice programme and the BSc (Hons) nursing degree apprenticeship programme, 13 December 2019

**Date condition(s) met: 13 December 2019**

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



**Met**

Condition one is now met.

Assurance is provided that SPNP R2.7 and R2.8 are now met.

Assurance is provided that SFNME R5.7 is now met.

**Standard 3. Practice learning**

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

**Met**

R3.1 is met. Documentary evidence and findings at the approval visit confirm that the programme offers a diverse range of practice learning opportunities and simulation activities to enable students to meet the Standards of proficiency for registered nurses to deliver safe and effective care.

The university and PLPs ensure that practice learning placements in year one provide students with opportunities to experience care within all fields of nursing practice. Current students tell us they have exposure to all fields of nursing practice which is recorded within their ORA and PADs. Hub and spoke arrangements over the duration of the programme ensure that students experience all aspects of care pathways. Within the NDA route students are guided by the practice supervisor and AESiP and encouraged to negotiate outreach placements to ensure that they can develop the proficiencies to deliver safe and effective care to a diverse range of people across the four fields of nursing practice.

We met PLPs from a range of practice learning areas who confirm they will facilitate the hub and spoke approach and recognise the value in enabling students to develop knowledge and skills across all fields of practice. Employers confirm their support for NDA students to gain cross field exposure. They realise the benefits to service users from being cared for by nurses with wider nursing experiences.

**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 and discussion at the approval visit confirm that students will experience a variety of practice learning experiences to meet the holistic needs of people of all ages. For students undertaking the NDA

route, employers sign a commitment statement that ensures students will access the necessary range of practice learning experiences, including EU requirements.

PLPs/employers and the programme team confirm that all practice placements are assessed, monitored and evaluated and actions are implemented, as required, to ensure they are of suitable quality to enable students to achieve proficiencies. The quality of placements is assured through annual educational audit, student evaluations and feedback; clinical link lecturer and academic assessor feedback; and, external regulatory mechanisms, such as Care Quality Commission (CQC) quality reviews and reporting. These processes are overseen by the practice placement facilitation group which reports to the university's tripartite meetings with PLPs which are attended by senior academic staff, senior practice educators and representatives from other AEs.

A review of CQC quality reports and the university's exceptional reporting to the NMC relating to the associated PLP organisations confirms that there are no identified issues of concern.

PLPS, employers and senior academic staff identify effective partnership working which includes liaison with other AEs who share practice learning environments. These partnership meetings consider any issues related to the quality of the placement circuits enabling close monitoring and timely responses. They tell us the learning environments planned for the proposed programme have a positive quality review by the CQC and are well evaluated by current students.

**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. Documentary evidence and findings from the approval visit confirm that the Standards of proficiency for registered nurses and nursing procedures are mapped within the PADs and detailed in the learning outcomes and content within module specifications. Practice based modules have clear outcomes that specify knowledge and understanding, skills and attributes that complement the practice outcomes in the PAD for each part of the programme. These include explicit requirements to achieve communication and relationship management skills and nursing procedures as set out in the Standards of proficiency for registered nurses including annexe A and annexe B.

PLPs and the programme team are confident that staff understand the proficiencies and the skills and procedures within the annexes. Discussion at the approval visit confirms practice learning staff are upskilling to enable them to support and assess students in 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. Documentary evidence and findings from the approval visit confirm that students will undertake 162 hours of simulated learning which is included in practice hours. We found skills outcomes are within the programme specifications and modules. University central timetabling supports simulation within a well organised suite of resources which include high and low fidelity learning and teaching equipment which are provided in in-patient and community-oriented settings.

All students have planned learning opportunities to experience ward simulation, replicating equipment, ward style, and the clinical environment used by the associated PLPs. The resources are maintained and fitted with the most up to date electronic monitoring equipment, including a variety of patient beds, hoists, and other moving and handling equipment. The wards are in operation daily, offering all students the ability to learn in a safe environment. The wards offer a recording facility and debriefing studios which are used for reflection, analysis and formative feedback to students from the academic team. The students will experience a range of clinical simulation sessions which include inter-professional learning. Service users and carers confirmed their involvement in simulation-based learning sessions and related teaching which is embedded in the programme.

We found clear mapping to confirm how students in the adult field of nursing will meet the requirements of Article 31(5) of Directive 2005/36/EC. Experience of maternity care and care of the newborn is provided by dedicated study days within the simulation suites supported by midwifery practitioners.

The PLPs and employers confirm that in practice learning environments, students will have access to online interfaces such as rostering, care plans and pathology and learn to use digital medical devices for client and patient monitoring and treatment.

Students and academic staff tell us the e-learning platform Canvas supports theoretical learning and teaching by giving students access to module and programme pages and to online learning materials. Students are required to complete several e-learning assignments for health modules through Canvas and there are online packages to support anatomy, physiology and clinical skills.

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

**including making reasonable adjustments for disabilities (R3.5)**

**Met**

R3.5 is met. Documentary evidence and discussion at the approval visit confirm that policies and procedures are in place to take account of students individual needs and personal circumstances when allocating them to practice learning.

PLPs and the programme team gave examples of individual agreements and support mechanisms in place to support students requiring reasonable adjustments for disabilities.

The school works closely with university student support services to ensure nursing students' individual needs are recognised and met. The programme team tell us a disabilities support plan is put in place if required by a student. With the student's permission, this is shared with relevant academic and practice staff to ensure reasonable adjustments are put in place. This is monitored in practice settings by the clinical link teacher. Students are aware of the support services available and are confident that help and support will be given in the university and in placements if required. NDA students tell us that they have a close working relationship with their AESiP. They are able to raise individual needs which require help and support which is given in a timely manner.

*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: 13 November 2019**

**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)**

***Not Met***

R4.1 is not met. Documentary evidence and discussions at the approval visit confirm that the university has mechanisms in place to provide support, supervision and assessment for students which comply with the SFNME (NMC, 2018).

Student support is detailed in the programme handbook and offered through a

number of formal mechanisms which operate across the school. These include support from the programme leader, cohort leaders, and the personal tutor system which offer individual and group support.

We found support mechanisms are in place within practice learning settings which include clinical link tutors and practice placement facilitators who support PLP organisations. Support arrangements for practice learning are clearly evident within the PAD; the practice supervisor, practice assessor and academic assessor roles are clearly described. The NEEPAD used to support the three year BSc (Hons) nursing practice programme complies fully with the SFNME and SSSA (NMC, 2018).

Assessment of students and confirmation of proficiencies are conducted through a tripartite arrangement. Practice supervisors support students in practice and they contribute to the assessment of students to inform decisions for progression. The practice supervisor has opportunities to engage with practice assessors and academic assessors. This is clearly articulated within the PAD. The role of the practice assessor and academic assessor are clearly defined. They carry out summative assessment and confirm achievement of proficiencies for progression during and on completion of the programme.

However, we found that the PAD used to support NDA students is misleading as it uses interchangeable terms to describe the practice assessor who is also the AESiP. We are told that the AESiP role is the same as the clinical link lecturer role and has been developed as a dedicated role to support students undertaking work based learning. The role is clearly described and provides help to the nursing student apprentice in the form of navigation of practice and support and supervision in practice. However, the documentation confuses this role with the practice assessor and academic assessor.

The academic assessor is also described as the educational supervisor. This doesn't provide assurance of how the SSSA role of practice supervisor, practice assessor and academic assessor are used. Within the sections where NMC proficiencies are summatively assessed it appears this is carried out by the AESiP, who is a member of the university's academic staff, rather than by a designated practice assessor, after consultation with the academic assessor.

Documentation has sign-off sheets for the practice assessor to complete at a formative level only. The confirmation of proficiencies seems to be carried out in the absence of the practice supervisor by two members of the academic team. The programme team give assurances that a student on the NDA route has a designated practice supervisor, practice assessor and academic assessor. However, the documentation does not provide this assurance because the role titles are not compliant with the SSSA (NMC, 2018). The programme team must review the practice assessment processes and documentation for the NDA route to ensure compliance with the SSSA (NMC, 2018). (Condition three)

**There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared for their roles. (R4.2)**

**Met**

R4.2 is met. Documentary evidence and findings from the approval visit confirm the university is supporting the PLPs in preparing practice supervisors and practice assessors. Clinical link teachers are working with practice placement facilitators in delivering preparation workshops. The university has collaborated with two neighbouring AElS to develop an online resource to prepare practice supervisors and practice assessors in primary care settings. This was confirmed by PLPs who describe a range of approaches to prepare staff for the SSSA roles including updating existing mentors and developing coaching skills.

We found that handbooks for practice supervisors and assessors are informative to support for staff fulfilling these roles. PLPs give assurance that they are committed to providing sufficient numbers of practice supervisors and assessors; this is confirmed in the service level agreements between the university and PLP organisations.

Senior academic staff confirm they did a scoping exercise to confirm the number of academic staff available who meet the SSSA to be an academic assessor for the number of students. This confirms there are adequate academic assessors to meet the SSSA.

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

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

**Yes**

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

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

**Met**

R4.4 is met. Documentary evidence and findings from the approval visit confirm a

range of approaches are available throughout the programme to provide students with feedback to support their development.

The programme design includes a clear assessment strategy which provides formative and summative assessment. The programme team describe examples of feedback including modular assessment feedback, use of standard feedback sheets, and verbal and written feedback following presentations and OSCEs.

Service users and carers confirm they are involved and provide feedback in all aspects of the programme including programme development, student selection, teaching and assessment of students. They gave examples of OSCEs they are involved in and tell us they are always invited to provide feedback to students at the end of each practical assessment and feel this is valued by the student. This is confirmed by current students who also tell us they are encouraged to submit formative written work to 'turnitin' to receive feedback before submission of summative assessment. Students tell us the university is supportive in providing feedback which they find useful in guiding their development.

The PAD explicitly requires students to obtain feedback for service users. Feedback points within practice learning are clearly identified within the PAD and ORA and facilitate student reflection and development. We found the practice representatives we met understand the mechanisms for supervision and assessment and are committed to supporting students to develop proficiencies. They understand the mechanisms for supporting failing students and confirm strong links with the university when supporting such individuals.

**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 programme and module structures are mapped to the Standards for proficiency for registered nurses. The practice modules are directly linked to the practice learning placements and each practice module is clearly mapped to the Standards for proficiency for registered nurses. There is explicit mapping of the Standards of proficiency for registered nurses within the PADs.

The programme team and PLPs describe the generic and field-specific programme details and how proficiencies, including those in annexe A and annexe B are achieved in practice. We found consistency in mapping across all key programme documents.

*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**

**No**

The PAD for the assessment of NDA students does not comply with the SSSA. The programme team must review the practice assessment processes and documentation for the NDA route to ensure that it is fully compliant with the SSSA (NMC, 2018). (Condition three)



The programme team must review the practice assessment processes and documentation for the NDA route to ensure that it is fully compliant with the SSSA (NMC, 2018). (Condition three)

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

**No**

The PAD for the assessment of NDA students does not comply with the SSSA. There are different titles used for the practice assessor and academic assessor roles within documentation which doesn't provide assurance that NDA students are assigned to practice and academic assessors to fulfil the requirement of the SSSA for assessment and confirmation of proficiency. This must be addressed. (Condition three)

**Outcome**

**Is the standard met?**

**Not Met**

The PAD for the assessment of NDA students does not comply with the SSSA. There are different titles used for the practice assessor and academic assessor roles within documentation which doesn't provide assurance that NDA students are assigned to practice and academic assessors to fulfil the requirement of the SSSA for assessment and confirmation of proficiency. This must be addressed. (Condition three) (SPNP R4.1, SFNME R2.4 and R4.1; SSSA R6.3)

Condition three: The programme team must review the practice assessment processes and documentation for the NDA route to ensure compliance with the SSSA (NMC, 2018). (SPNP R4.1; SFNME R2.4 and R4.1; SSSA R6.3)

**Date: 13 November 2019**

**Post Event Review**

**Identify how the condition is met:**

The programme team has completed a review of the practice assessment processes and provided revised practice assessment documentation for the NDA route. These ensure compliance with the SSSA. Condition three is now met.

Evidence:

University of Sunderland: team response to conditions, 13 December 2019



University of Sunderland: revised PAD for NDA route, 13 December 2019  
University of Sunderland: revised ORA for NDA route, 13 December 2019

**Date condition(s) met:** 13 December 2019

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

**Met**

Condition three is now met.

Assurance is provided that SPNP R4.1 is now met.

Assurance is provided that SFNME R2.4 and R4.1 are now met.

Assurance is provided that SSSA R6.3 is now met.

### **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 is no fall back award which gives registration 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: 13 November 2019**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

**N/A**

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

**N/A**

## Section four

### Source of evidence

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

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

University of Sunderland: team response to conditions, 13 December 2019  
 Platform and mapping document for transfer of current students to the proposed programmes, 13 December 2019  
 Planning document for the dissemination of programme information to current students following approval visit, 13 November 2019  
 University of Sunderland: minutes of pre-registration team meeting with student representatives, 25 September 2019  
 University of Sunderland: minutes of apprenticeship operational group meeting to discuss registered NDA transfer arrangements, 12 September and 10 October 2019  
 Programme mapping Standards for pre-registration nursing education (NMC, 2010) against SPNP (NMC, 2018), 13 December 2019  
 PowerPoint presentation for current students transferring to the proposed programme, undated  
 Revised module specifications relating to adult, mental health and learning disabilities fields within the BSc (Hons) nursing practice programme and the BSc (Hons) NDA programme presenting includes field specific content and field specific reading lists and resources, 13 December 2019  
 Revised field specific programme specifications for the BSc (Hons) nursing practice programme and the BSc (Hons) NDA programme, 13 December 2019  
 University of Sunderland: revised PAD for NDA route, 13 December 2019  
 University of Sunderland: revised ORA for NDA route, 13 December 2019  
 University of Sunderland: programme approval / review sign off by chair of the approval panel of revised programme-specific regulation for the BSc (Hons) nursing practice programme and the BSc (Hons) NDA programme, 9 December 2019

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: 11 students including: Adult nursing (year two) x one Adult nursing apprentice (year two) x two Adult nursing (year three) x one Mental health nursing (year one) x two Mental health nursing (year two) x two Learning disabilities nursing (year one) x two	

Learning disabilities nursing (year two) x one	
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	Yes
System Regulator Reports List	
CQC inspection report: City Hospitals Sunderland NHS Foundation Trust, 23 August 2018	
If you stated no above, please provide the reason and mitigation	
This is an established AEI.	
Additional comments:	

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<b>Issue record</b>			
<b>Final Report</b>			
Author	Peter Thompson Terence Williams	Date	22 November 2019
Checked by	Judith Porch	Date	7 January 2020

Submitted by	Amy Young	Date	17 January 2020
Approved by	Leeann Greer	Date	21 January 2020