

Programme approval visit report

Section one

Programme provider name:	University of East London
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Barts Health NHS Trust East London Health and Care Partnership North East London NHS Foundation Trust Barking, Havering and Redbridge University Hospitals NHS Trust East London NHS Foundation Trust Homerton University Hospital NHS Foundation Trust South London and Maudsley NHS Foundation Trust Private, voluntary and independent health care providers
Programme(s) reviewed:	
<p>Programme: Pre-registration nursing - Adult Title of programme: BSc (Hons) Nursing (Adult) Programme start date: 28 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Nursing Degree Apprenticeship route - Adult Title of programme: BSc (Hons) Nursing (Adult)-Registered Nurse (Degree) Apprenticeship Route Programme start date: 28 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	
Date of approval	31 March 2020
QA visitor(s):	Registrant Visitor: Sarah Annesley Lay Visitor: Nichola Peasnell

Section two

Summary of review and findings

The department of nursing (the department), school of health, sport and biosciences, University of East London (the university) is seeking approval for a pre-registration adult nursing programme. The routes within the programme are a full-time three-year BSc (Hons) nursing (adult) and a part-time, four-year BSc (Hons) nursing (adult) degree apprenticeship (NDA). The full-time BSc (Hons) route will commence September 2020 with two intakes per year September and March, and the NDA will initially have one intake in September.

The approval visit was undertaken at a distance.

The NDA is a direct entry route which builds on an approved two-year FdSc nursing associate programme. Students who've completed the FdSc nursing associate apprenticeship programme have the opportunity, as registered nursing associates, to apply for entry to year two of the NDA using accreditation of prior learning (APL).

The NDA has been developed in partnership with Barking, Havering and Redbridge University Hospitals NHS Trust. There's clear evidence of involvement and commitment by the employer to the development, delivery and enhancement of the NDA to address the local workforce pressures and develop career maps to support staff to live and work locally.

Programme documentation and the approval process confirm evidence of effective partnership working between the education institution and key practice learning partners (PLPs).

The university is part of the pan-London practice learning group (PLPLG) and works with the east London strategic healthcare partnership. Membership of the PLPLG ensures that all resources are in place to prepare practice supervisors and practice assessors to support implementation of the Standards for student supervision and assessment (SSSA) (Nursing and Midwifery Council (NMC), 2018). The university contributed to the development of the pan-London practice assessment document (PLPAD) and ongoing achievement record (OAR) to meet the Future nurse: Standards of proficiency for registered nurses (NMC, 2018).

The NMC (2018) Standards framework for nursing and midwifery education (SFNME) is not met at programme level as three conditions apply.

The NMC (2018) SSSA are met at programme level.

The programme is recommended to the NMC for approval, subject to three conditions. One condition is conjoint with the university. No recommendations are

made.

Updated 26 May 2020:

The programme team has provided documentary evidence for condition one, two and three. These are now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Develop an implementation plan for service user and carer involvement at programme level. (SFNME R1.12, R2.7, R5.14 and Standards for pre-registration nursing programmes (SPNP) R2.1)</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Develop a communication plan that clearly outlines how information regarding transfer to the new programme is to be provided to all relevant student groups. (SFNME R3.2)</p> <p>Condition three: Ensure all student facing documentation accurately reflects programme content and good academic practice, including distinct programme handbooks, programme aims and module learning outcomes. (SFNME R3.2; SPNP R2.1 and university condition)</p>

Date condition(s) to be met:	12 May 2020
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	<p>Service user and carer involvement in the development, delivery and enhancement of the programme.</p> <p>Student involvement in the development, delivery and enhancement of the programme, which demonstrates that students are provided with timely and accurate information relevant to their programme and curriculum.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team has provided documentary evidence for condition one, two and three. These are now met.

A revised and updated implementation plan for service user and carer involvement, at programme level, has been developed. (Condition one)

A communication plan, which outlines how existing student cohorts will be informed of the new programme and when they'll transfer to the new programme is provided. (Condition two)

All student facing documentation has been revised to reflect programme content and good academic practice. Students now have two distinct programme handbooks with revised programme learning aims. (Condition three and university condition)

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	26 May 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for pre-registration nursing programmes (NMC, 2018)

Future nurse: Standards of proficiency for registered nurses (NMC, 2018)

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

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses and midwives

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders

Programme documentation and discussion at the approval visit evidence effective partnership working with PLPs, current students and service users. Meeting minutes identify stakeholder involvement in the co-production and design of pre-registration nursing programmes. A variety of stakeholder events and meetings, hosted by the university, ensure inclusive consultation during the programme development. The university is working collaboratively with other local approved education institutions (AEIs) to ensure a consistent approach to practice learning. At the approval visit PLPs, current nursing students and service users confirm the effectiveness of partnership working.

PLPs are enthusiastic about the implementation of the programme. We found strong evidence of PLPs' engagement at both a strategic and operational level. They tell us their role and contribution to programme development is valued and has influenced the programme modules and routes. They tell us the university is responsive to service need and workforce development which has directly led to the creation of the NDA route. The university is part of the north east London partnership (NELP). This partnership co-ordinates placement learning opportunities between the university and organisations involved to address the retention of nurses in east London and develop its workforce. The practice learning agreements are developed in conjunction with PLPs and the university monitors these placement agreements. These agreements commit the university and PLPs to provide safe and supportive learning environments. At the operational level staff from PLPs are included in student recruitment events and interview panels.

The university is part of the PLPLG. As part of this group the university benefits

from the training needs analysis which the PLPLG has undertaken to support PLP staff to facilitate student learning across the range of skills and procedures in annexes A and B of the NMC (2018) Standards of proficiency for registered nurses.

There's documentary evidence to support the university's commitment to service user involvement in programmes including the admission process, delivery of modules and evaluation of student performance in the practice environment. Service users tell us they take part in applicant days and interview panels and have training for this role. This training includes equality and diversity awareness. Service users tell us how they're involved with learning and teaching, including providing students with formative feedback during role play. They tell us they feel valued and respected and have access to training to support them in the contribution they make to student learning. Some service users tell us they were involved in curriculum development and are aware of the new programme. Others tell us they were not involved but do participate in student teaching and learning. The evidence does not indicate a clear plan for how the programme team will ensure consistent engagement of service users in programme design, development, delivery and evaluation. The documentary evidence presented is in development and requires to be formalised to show continued involvement of service users in the enhancement of student learning. The lack of a defined implementation plan for service user and carer engagement led to a condition being applied. (Condition one)

The PLPAD allows for service user/carer evaluation of a student's practice performance through the service user feedback form. In discussion students appreciate the feedback and learning they get from working with service users during placement. Students tell us they feel well supported, valued and respected across their programmes and know who to approach for advice, or with concerns. Documentary evidence confirms the university has processes in place for students to give feedback on their theory and practice learning. Students tell us they have many sources of support. They're assigned academic advisors to provide pastoral support and receive support from link lecturers who visit them in practice. The university's placement team and student hub also advise and support students. Students give feedback through course committee and programme level meetings with university staff. Students tell us they have the opportunity to be employed by the university at open days and also in immersive assessment days. Students tell us they value these opportunities and they add to the sense of community and support from the university.

The university supports inter-professional learning (IPL) and the programme team tell us they work closely with colleagues from physiotherapy, podiatry, biomedical science and public health to provide students with a variety of IPL opportunities.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as

identified in Gateway 1: Standards framework for nursing and midwifery education

Not Met

There's a requirement for service users and carers to be fully engaged in all aspects of programme design and delivery. We found that while service user and carer engagement was clearly viewed as important there isn't a defined implementation plan for how this is to be achieved at programme level. (Condition one)

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

The programme team don't have a defined implementation plan that details service user and carer involvement at programme level.

Condition one: Develop an implementation plan for service user and carer involvement at programme level. (SFNME R1.12, R2.7, R5.14 and SPNP R2.1)

Post Event Review

Identify how the condition is met:

Condition one: The university has revised and updated the service user carer implementation policy and provided a plan and timeline for service user and carer involvement, at programme level. A service user lead and administrator has been identified and additional service users have been recruited to contribute to the programme.

Evidence:

University response to conditions document, 22 May 2020

Service user strategy, 12 May 2020

University BSc nursing registered degree nurse apprenticeship validation report, 12 May 2020

Date condition(s) met: 26 May 2020

Revised outcome after condition(s) met:

Met

Condition one is met.

Student journey through the programme

Standard 1. Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and that any declarations are dealt with promptly, fairly and lawfully

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

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

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

R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Met

R1.5 is met. There's documentary evidence in the university's APL process and nursing application for APL form showing the process of seeking accreditation for prior learning and experiential learning. The APL process allows applicants with suitable academic credit and/or experience to be awarded up to a maximum of 50 percent recognition of prior learning (RPL). Applicants undertaking the BSc (Hons) must demonstrate previous academic study and/or experiential learning relevant to the knowledge and skills required. Documentary evidence shows the programme allows for RPL for students who apply to join the programme at formal (year-end) progression points. Applicants for all routes complete an application process and the evidence submitted is mapped and scrutinised by an appropriate academic to

ensure that the standards of proficiency and programme outcomes are mapped across from the previous programme of study to the university's programme. This mapping and approval is formally agreed with the external examiner before any formal offer is made to applicants. The university's programme documentation and validation document confirms that students may not bring more than 50 percent of the credit from the university or another institution. Visitors are assured that individual applicants' learning is mapped to programme outcomes and at all academic levels of the programme. Compliance with Article 31(3) of directive 2005/36/EC is shown.

Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes (R1.6)

Met

R1.6 is met. There's evidence that applicants with a registered nurse qualification can apply to RPL more than 50 percent of the programme. Applicants for all routes complete an application process that includes mapping to the Standards of proficiency for registered nurses and programme outcomes for the intended 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. The OAR, PLPAD and the PLPAD mapping document are clearly linked to proficiency outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. There's documentary evidence that students can access study support from library teams and academics (personal tutors/programme team).

Students tell us they are well supported to develop these skills and spoke specifically about safeMedicate, an online learning package, that helps them with numeracy skills to support safe administration of medication. The university uses Moodle as its online learning platform.

The university uses student support strategies to help develop their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes. Documentary evidence identifies that students complete assessments which mean they engage with online and digital learning systems including submission and presentation of work using a variety of digital technologies. Numeracy is developed during simulated learning and assessment of medication management using safeMedicate.

On admission students must have a general certificate of secondary education (GCSE) grades C or four (or above) in mathematics and English or equivalent prior to joining the programme. Digital literacy is tested by completion of an online application process for all routes.

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 discussion at the approval visit confirms that existing students in some cohorts will transfer to the proposed programme. Students who commenced their programme in September 2019 and January 2020 will transfer into year two of the new programme. Students in earlier cohorts will stay on the existing pre-registration nursing programme; Standards for pre-registration nursing education (NMC, 2010).

Documentary analysis evidences the programme mapping arrangement which ensures that the SPNP and Standards of proficiency for registered nurses will be met through the transfer of existing students onto the proposed programme.

Some students tell us they are aware of the plan to transfer them to the new programme while others are not aware, showing that not all students have been consulted on the transfer plan. This led to a condition being applied. (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

There's evidence that applicants with a registered nurse qualification can apply to RPL more than 50 percent of the programme. Applicants for all routes complete an application process that includes mapping to the Standards of proficiency for registered nurses and programme outcomes for the intended programme.

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

No

Some service users and carers are aware of the university's service user/carers strategy and others are not. Some service users have been consulted on this strategy and others have not. There's documentary evidence of an implementation plan for this strategy. The implementation plan presented is however in development and requires to be formalised to show continued involvement of service users in the enhancement of student learning. It is clear that not all service users are aware of what involvement they can have at programme level. The programme team must therefore ensure there's a clear implementation plan for the engagement of service users and carers at programme level. (Condition one)

Some students tell us they are aware of the plan to transfer them to the new programme and others are not aware, showing that not all students have been consulted on the transfer plan. The programme team must therefore ensure there's an explicit communication plan related to the transfer of existing students to the new programme. (Condition two)

Outcome

Is the standard met?

Not Met

Not all service users are aware of the university's service user strategy and its implementation in the new programme. The presented implementation plan is in development and requires formalising to ensure clarity for all stakeholders.

Condition one: Develop an implementation plan for service user and carer involvement at programme level. (SFNME R1.12, R2.7, R5.14 and SPNP R2.1)

Not all students are aware of the plan to transfer them onto the new programme.

Condition two: Develop a communication plan that clearly outlines how information regarding transfer to the new programme is to be provided to all relevant student groups. (SFNME R3.2)

Date: 31 March 2020

Post Event Review

Identify how the condition is met:

Condition one: The university has revised and updated the service user carer implementation policy and provided a plan for service user and carer involvement, at programme level. A service user lead and administrator has been identified and additional service users have been recruited to contribute to the programme.

Evidence:

University response to conditions document, 22 May 2020

Service user strategy, 12 May 2020

University BSc nursing registered degree nurse apprenticeship validation report, 12 May 2020

Condition two: The university has provided a communication plan, which outlines how existing student cohorts will be informed of the new programme and when they'll transfer to the new programme. The curriculum transition strategy outlines the timing of presentations for new and current students. The evidence supports student consultation on the timing of these presentations and indicates the involvement of practice learning partners and academic staff.

Evidence:

University response to conditions document, 22 May 2020

University BSc nursing registered NDA validation report, 12 May 2020

Implementation strategy BSc (Hons) nursing (adult) and BSc (Hons) NDA

PowerPoint presentation, 22 May 2020

Curriculum 2020 transition strategy, 22 May 2020

Partnership meeting (5 May 2020) and two academic team meeting agendas, 22 May 2020

Date condition(s) met: 26 May 2020

Revised outcome after condition(s) met:

Met

Condition one and two are 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 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)

No

R2.1 is not met. It is clear from discussion at the approval visit that not all service users are aware of the university's service user strategy and its implementation in the new programme. While an implementation plan was presented, this is in development and doesn't include full detail of how the strategy is to be implemented at programme level. For example, the plan doesn't set out how service users contribute to student assessment. The lack of a defined implementation plan for service user and carer engagement led to a condition being applied. (Condition one)

Not all student facing documentation provides accurate information specific to their route of study. Programme documentation is provided for the BSc (Hons) route but not specific to the NDA. Therefore, students on the NDA aren't provided with bespoke information relevant to their route of study. The lack of defined student facing documentation for the NDA route led to a condition being applied. (Condition three)

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 discussion at the approval visit tell us the programme design and delivery supports students in both theory and practice to experience all four fields of nursing practice. Module specifications map where specific theory content covering care of people with mental health and learning disabilities is taught.

Reference in module specifications is made to the lifespan to ensure students' knowledge of caring for the very young and older person. The university provides theory sessions on maternity, mother and new born, which are taught by academic staff with relevant experience in paediatrics and midwifery.

Students tell us they have a virtual learning environment (VLE) in areas of mental health and learning disabilities. The university, in collaboration with one of its PLPs, runs a summer and winter training school to provide student learning in mental health and learning disabilities care. Service users take part and contribute to the final assessed presentation. Students tell us they enjoy these sessions, as did the service users who helped in these practice based training sessions.

PLPs tell us they've a close working relationship with the university and this means they support learning in other fields of nursing practice such as mental health and learning disability care. To provide experience in the care of children and young people, the university uses a hub and spoke model of practice learning. PLPs tell us students spend time in 'host areas' and 'learning opportunity areas'. Students

tell us they gain experience in the care of children and young people, learning disability and mental health. This learning is in practice but also by participating in training events like the winter and summer schools.

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 confirms the structure of the programme clearly outlines the routes to register with the NMC in the adult field of nursing practice. Students will be facilitated to develop an adult field specific identity as well as gain exposure and knowledge related to the other three fields of nursing practice.

Students tell us they have direct care experience of all fields of practice during their nursing programme. Final year students tell us they feel prepared to be a registered adult nurse and are well supported.

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. There's documentary evidence which shows the inclusion of specific content in relation to: law, safeguarding, consent, pharmacology and medicines administration for entry to the register in the adult field of practice.

Module specifications show the inclusion of this specific content forms part of level four, level five and level six modules. This content is part of programme documentation. Pharmacology and medicines management is part of placement assessment.

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. There's documentary evidence in the programme plans which demonstrates an equal balance of theory and practice hours. Module specifications show the designated theory and practice hours for each module. A range of learning and teaching strategies are set out in the programme and module specifications.

Module specifications identify appropriate module aims, content and learning outcomes. Proficiencies, skills and procedures are assessed in practice using practice documentation. Practice learning allocation for students is managed through the university placement office and students have an individual record of placement hours. There's a process for recording and monitoring student attendance in placement, theory and in simulation.

Documentary evidence supports a range of learning and teaching strategies. These include learning in simulation and practice, online learning, learning from service users and carers, IPL and personal development planning.

Evidence provides assurance that the following QA approval criteria are met

Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

N/A

The programme is only delivered in 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

This 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

This programme does not lead to nursing registration and 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

Some service users and carers are aware of the university carers strategy and others are not. Some service users have been consulted on this strategy and others have not. There's documentary evidence of an implementation plan for this strategy but not all service users are aware of this being applied in the new programme. The implementation plan presented is in development and requires to be formalised to show continued involvement of service users in the enhancement of student learning. The programme team must therefore ensure there's a clear implementation plan for the engagement of service users and carers at programme level. (Condition one)

There's documentary evidence to support students with accurate information about their curriculum and approaches to teaching but this needs to be evident across all routes to help student empowerment. (Condition three)

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

Not all service users are aware of the university service user strategy and its implementation in the new programme. The presented implementation plan is in development and requires formalising to ensure clarity for all stakeholders.

Condition one: Develop an implementation plan for service user and carer involvement at programme level. (SFNME R1.12, R2.7, R5.14 and SPNP R2.1)

Not all student documentation is specific to their route of study. Apprentices aren't provided with bespoke information about the NDA route.

Condition three: Ensure all student facing documentation accurately reflects programme content and good academic practice, including distinct programme handbooks, programme aims and module learning outcomes. (SFNME R3.2; SPNP R2.1 and university condition)

Date: 31 March 2020

Post Event Review

Identify how the condition is met:

Condition one: The university has revised and updated the service user carer implementation policy and provided a plan for service user and carer involvement, at programme level. A service user lead and administrator has been identified and additional service users have been recruited to contribute to the programme.

Evidence:

University response to conditions document, 22 May 2020

Service user strategy, 12 May 2020

University BSc nursing registered degree nurse apprenticeship validation report, 12 May 2020

Condition three: Student documentation has been revised to reflect programme content and good academic practice. Students now have two distinct programme handbooks with revised programme learning aims in addition to the existing programme learning outcomes.

Evidence:

University response to conditions document, 22 May 2020

University BSc nursing registered NDA validation report, 12 May 2020

BSc (Hons) nursing (adult) programme handbook, 22 May 2020

BSc (Hons) NDA programme handbook, 22 May 2020

Date condition(s) met: 26 May 2020

Revised outcome after condition(s) met:

Met

Condition one and three are met.

Standard 3. Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

Met

R3.1 is met. There's documentary evidence that 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. Students tell us, confirmed by PLPs, that they have a diverse range of practice learning opportunities.

The programme team tell us the pan-London practice audit tool draws on student evaluations which feed into quality monitoring of student support and supervision. There's documentary evidence that these practice audits inform the university's quality monitoring to ensure placement learning provides appropriate experience to students within the four fields of nursing practice. This pan-London approach also ensures there's sufficient capacity across geographical locations to make sure all students have an equitable cross-field experience.

There's documentary evidence that, as the university is part of the pan-London practice learning group, training is being undertaken within PLPs to enable students to practice clinical skills safely in practice learning environments. The university and senior nurses in the PLPs are working collaboratively to ensure

opportunities for students to practice core nursing skills and procedures outlined in annexes A and B.

PLPs, employers and apprenticeship students tell us they're able to gain experience in the care of a diverse range of people beyond the area they're employed in. NDA students are supernumerary for two days, in the university for one day and working as an employee for two days per week. Students on the full-time BSc (Hons) route confirm their supernumerary status. Student supernumerary status is evidenced in programme documentation.

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. There's evidence that the programme and routes ensure students experience the variety of practice learning environments required to meet the health needs of people of all ages. Students tell us they do experience care of people of all ages. Students are allocated to practice placements according to the experiences needed to meet the Standards of proficiency for registered nurses. Achieving proficiencies is monitored through the PLPAD and OAR.

Documentary evidence and discussion at the approval visit identify existing systems to assess, monitor and evaluate the quality of practice learning environments. PLPs tell us there are processes to support students if they are required to be withdrawn from a practice area. Senior nurses tell us that where practice areas are shared with other AELs there's a system in place for sharing intelligence on practice learning environments including sharing regulator reports. The university report this information through the NMC annual self-evaluation reporting and exceptional reporting, when necessary.

We are assured the university is providing appropriate practice learning opportunities and monitoring and evaluating practice learning with the support of a partnership approach with other AELs.

Students tell us they know what process to follow if concerned about a placement area. They tell us they know how to raise concerns and feel supported and empowered to do so. Apprenticeship students tell us they're also empowered to raise concerns.

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 analysis of the validation document and module specifications shows how communication and relationship management skills are introduced and developed through the programme.

Programme documentation shows how the PLPAD maps to the Standards of proficiency for registered nurses (NMC, 2018) and that the OAR is mapped to the skills and procedures in annexes A and B. Service users and carers can give individual student feedback through the PLPAD, which highlights the opportunity for service users to contribute to the assessment of a student's communication and relationship skills.

There's evidence from the PLPLG of the additional training needed for practice supervisors and practice assessors to support students to develop the skills required in the annex B nursing procedures. This training focuses on preparing practice supervisors to assess students in nursing procedures, which have previously not been undertaken by students. The programme team tell us this training is underway and will support the transfer of students from year one cohorts onto the Standards of proficiency for registered nurses (NMC, 2018).

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. There's documentary evidence that simulation-based learning opportunities are an important part of the programme. The university uses Moodle as its VLE. Technology to support learning, teaching and assessment strategies includes the online software package safeMedicate.

The university has a dedicated simulation centre providing a variety of simulated learning settings, including acute hospital and homecare environments. Students confirm they have the opportunity to engage in simulation-based learning using advanced patient simulators and state-of-the-art audio-visual technology. This learning is supported by facilitators experienced in simulation and dedicated simulation centre staff. Assessment by objective structured clinical examination (OSCEs) is included as part of the programme.

Students tell us these simulation learning activities use service users to enhance learning, and students tell us they get feedback on their performance from service users when they take part as patients in simulation. Students tell us how much they value this simulation-based learning and the use of service users adds to their

learning.

The programme team tell us, and documentary evidence shows, that the university will use simulated-learning as practice hours. The inclusion of simulation in the adult nursing programme is effective, proportionate and complies with Article 31(5) of directive 2005/36/EC.

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

Met

R3.5 is met. Students tell us the university and practice learning partners take account of their individual needs and personal circumstances when allocating their practice learning. Students feel well supported by the university and tell us about the different sources of advice and help they can access. Documentary evidence shows the university provides a range of student support services. Student facing webpages signpost students to a range of support services including the student support hub and the student health and wellbeing hub.

On admission, students complete a detailed occupational health assessment and if disabilities are identified these are reviewed by the placement team manager and adjustments noted in the placement database. With student consent, reasonable adjustments are discussed with the student, a representative from the PLP and the student's academic advisor. This conversation and the adjustments needed are recorded in the student's placement profile. This process ensures reasonable adjustments are made before practice learning starts. The programme team tell us the student's academic advisor also supports students and directs students to the additional support available from the university. Students tell us this process takes account of their individual needs and they feel supported by the placement office, practice learning areas and their academic advisor.

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: 31 March 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4. Supervision and assessment

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

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

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

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

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

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

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

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

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

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

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses, and

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

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

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

There is evidence of how the programme will ensure how support,

supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education. (R4.1)

Met

R4.1 is met. A review of programme documentation confirms evidence of meeting the NMC SFNME in relation to supervision and assessment. Documentary evidence shows that individuals are being prepared for their new roles. This includes academic staff in the university and prospective practice assessors and practice supervisors in the practice learning environment.

The PLPAD and OAR provide opportunities for practice supervisors and practice assessors to share relevant observations on the conduct, proficiency and achievement of individual students with academic assessors. The PLPAD and OAR contain a communication log to record communication about students, between practice supervisors, practice assessors and academic assessors. The programme team and practice learning partners tell us there are established lines of communication through which student issues including fitness to practise concerns are raised. PLPs tell us this support and open communication equally applies to apprentices completing the NDA route.

The approval visit shows the close partnership working with PLPs and the support students get from clinical practice educators and link lecturers. Students tell us they feel supported and able to practice with increasing independence towards the completion of the programme and entry to the register. Senior nurses, students and the programme team tell us students are supernumerary in both the full-time and part-time routes. The approval visit confirmed that apprentices completing the NDA route (part-time) will be supernumerary for two days a week, in university for one day a week and work in their role of nursing associates for two days a week.

Students tell us they're aware of how to raise concerns, and they feel supported by the programme team. Students tell us the programme team are approachable and have the student's best interest at the heart of what they do.

There's documentary evidence to show structures are in place to ensure the quality of practice learning. This includes educational audit of practice learning environments, internal education quality assurance and student practice learning evaluations.

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. A review of programme documentation confirms evidence related to

the NMC SSSA. This evidence includes how PLPs are working with the university and all stakeholders in the implementation of the SSSA and how these apply to the programme and routes.

The documentary evidence shows good planning and support for the implementation of the model of SSSA in practice. Evidence confirms that PLPs are working to identify practice supervisors, practice assessors and academic assessors. This evidence shows how appropriate staff are being prepared for these roles and that a training needs analysis has been completed. This analysis identifies where additional training will be given for practice supervisors and practice assessors in relation to the assessment of students and the enhanced skills and nursing procedures required of annexes A and B. The programme team and documentary evidence shows this additional training is underway.

The practice documentation (PLPAD and OAR) provides opportunity for practice supervisors, practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students.

Documentary evidence and the programme team tell us the points where the academic assessor assesses a student's completion of parts/progression are planned and communicated for both full-time and part-time routes.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. There's documentary evidence that there are appropriate processes to provide students with feedback both in practice and for academic aspects through-out their programme. The PLPAD and OAR show robust approaches to student feedback across all three parts and the responsibility for the assessment and supervision of students is shared between the university and PLPs.

The approach to formative and summative assessment of a student's practice

performance and academic work is outlined in the programme documentation. There's a range of formative and summative assessments including multi choice questions, exams, reflective essays, OSCEs, and posters providing a comprehensive approach to student assessment across the programme. Students tell us they appreciate the feedback they receive, particularly when this is from service users. They feel their voice is heard and appreciate the formative and summative feedback they receive.

There's documentary evidence to show a range of student feedback systems which includes course and programme committees where staff and students meet. The documentary evidence shows students complete module and placement evaluations. These allow students to feedback to the university on their experience.

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 documentary evidence shows there's mapping of the curriculum and practice learning to ensure that students meet the Standards of proficiency for registered nurses. This documentary evidence includes mapping of the NMC Standards of proficiency for registered nurses to the registered NDA standards. The Standards of proficiency for registered nurses and annexes A and B are also mapped to the PLPAD and OAR. The PLPAD parts one, two, and three show mapping to the programme modules thereby ensuring that students who successfully complete the programme will meet the relevant NMC standards.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Evidence of processes to assess students to confirm proficiency in

preparation for professional practice as a registered nurse (R4.8)

Yes

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

Yes

There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the Standards of proficiency for registered nurses (R4.10)

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *31 March 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5. Qualification to be awarded

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Fall Back Award

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

No

There's no fall back award with NMC registration in either of the pre-registration nursing programme routes.

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: 31 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:	
University of East London (UEL) service user strategy, August 2019	

BSc (Hons) nursing (adult) student handbook, academic year 2020-2021
UEL policy on accreditation of prior certified and experiential learning, August 2016
BSc course plan from September 2020, undated
BSc validation document, 27 March 2020
NDA programme handbook, undated
NDA programme structure, undated
NDA course plan, undated

Post visit documentation:

University response to conditions document, 22 May 2020
Service user strategy, 12 May 2020
University BSc nursing registered NDA validation report, 12 May 2020
Implementation strategy BSc (Hons) nursing (adult) and BSc (Hons) NDA
PowerPoint presentation, 22 May 2020
Curriculum 2020 transition strategy, 22 May 2020
Partnership meeting (5 May 2020) and two academic team meeting agendas, 22
May 2020
BSc (Hons) nursing (adult) programme handbook, 22 May 2020
BSc (Hons) NDA programme handbook, 22 May 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:	
BSc (Hons) adult nursing year one September 2019 - one student	
BSc (Hons) adult nursing year two January 2019 - one student	
BSc (Hons) adult nursing year one January 2020 - one student	
BSc (Hons) adult nursing year three - one student	
BSc (Hons) adult nursing NDA year three - one 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	No
System Regulator Reports List	
If you stated no above, please provide the reason and mitigation	
This is an established AEI and visits to facilities were not needed.	
Additional comments:	

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Issue record

Final Report

Author	Sarah Annesley Nichola Peasnell	Date	7 April 2020
Checked by	Ian Felstead-Watts	Date	28 May 2020
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