Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Programme approval visit report

<u>**Section one**</u>

Programme provider name:	University of Ulster at Jordanstown
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Belfast Health and Social Care Trust Northern Health and Social Care Trust South Eastern Health and Social Care Trust Southern Health and Social Care Trust Western Health and Social Care Trust Private, voluntary and independent health care providers Education and health care providers
Programme(s) reviewed: Programme: Pre-registration nursing - Adult Title of programme: BSc(Hons) Nursing (Adult) Programme start date: 14 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 6 Programme: Pre-registration nursing - Mental Health Title of programme: BSc(Hons) Nursing (Mental Health) Programme start date: 14 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 6	
Date of approval	30 March 2020
QA visitor(s):	Registrant Visitor: Elizabeth Mason Lay Visitor: Philip Stephenson

Summary of review and findings
The University of Ulster (UU) at Jordanstown, is an established approved education institution (AEI). The school of nursing and midwifery (the school) at the Magee campus delivers adult and mental health pre-registration nursing programmes and a range of postgraduate specialist programmes in nursing and allied health. The faculty presented programme documentation for approval of routes in the adult and mental health nursing fields. The following awards for pre-registration nursing, BSc (Hons) nursing (adult) and BSc (Hons) nursing (mental health) were presented for approval. The programme is proposed for delivery from September 2020. The approval visit was undertaken at a distance. The programme documentation and discussion during the approval visit demonstrate collaborative working to support a partnership approach between the AEI and their practice learning partners (PLPs) to manage practice learning and mitigate any risks to student learning whilst in the practice environment. Documentation and evidence from the approval visit confirms partnership working is strong at operational and strategic levels for the delivery of healthcare programmes. There is evidence of co-production with the school for curriculum development; service users are involved in the development, delivery and assessment of the programme. Students told us they were consulted on the development of the new programmes and the processes of transfer to the new curriculum and the Standards for student supervision and assessment (SSSA) (NMC, 2018). The Northern Ireland practice assessment document (NIPAD) has been co-produced in collaboration with two other AEIs, PLPs, service users and current students. This collaborative group has co-produced a framework for practice learning, student supervision and assessment for all three AEIs in Northern Ireland (NI). There's evidence of a shared approach to the preparation of practice supervisors, practice assessors and academic assessors across the partnership with PLPs. The SSSA are met at programme level. The Standards framework for nursing and midwifery education (SFNME) is met at programme level. The programme is recommended to the NMC for approval subject to three university conditions. The NMC QA visitors made three recommendations. The

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university made one recommendation.

Updated 15 May 2020:

The programme team has provided documentation to meet the university conditions. The conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition one: All issues identified by the academic office detailed in the appendix to the panel report to be addressed. (University condition) Condition two: Amend the descriptors in learning outcomes in the respective programme specifications to demonstrate differentiation between the programme levels. (University condition) Condition three: Provide clarification of the assessment strategy for awarding of credit to, and summative assessment of, preparatory work undertaken by students prior to the final summative assessment. (University condition)

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Date condition(s) to be met:	8 May 2020
Recommendations to enhance the programme delivery:	Recommendation one: The university should develop a strategic plan to demonstrate how services users can become more engaged in student selection and the delivery, assessment and evaluation of the programme. (SFNME R1.12, R2.7 and Standards for pre-registration nursing programmes (SPRNP) R2.1) Recommendation two: The university should consider providing a flowchart to demonstrate the opportunities students have for engagement in governance throughout their programme and to give feedback on the quality of all aspects of their support and supervision in both theory and practice. (SFNME, R3.18) Recommendation three: The university should consider how newly appointed academic staff will be supported to develop the skills and knowledge needed for the academic assessor role to meet increased requirements as student numbers increase. (SFNME R3.8 and SPRNP R4.2) Recommendation four: The AEI should consider how the current resource base supports provision and future needs as the student numbers continue to grow. (University recommendation)
Focused areas for future monitoring:	The development of service user engagement in student selection, and the development, delivery, assessment and evaluation of the programme.

	Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The chair of the university approval panel has confirmed the university conditions are met.

All issues identified by the academic office in the appendix to the panel report have been appropriately addressed. Condition one is now met.

The descriptors in learning outcomes in the respective programme specifications have been amended to demonstrate differentiation between the programme levels. Condition two is now met.

The assessment strategy has been clarified regarding the awarding of credit to preparatory work and formative assessment to recognise the work students do throughout the modules. Condition three is now met.

AEI Observations	Observations have been made by the education institution
	Yes
Summary of observations made, if applicable	The wording of the university conditions has been amended to ensure they accurately reflect the university panel report.
	R2.9 Objective structured clinical examinations (OSCEs) has been removed from the list of assessment strategies used within the programme.
	R3.2 The required practice hours has been corrected to 2325.
	R4.2 The reference to the database that PLPs will maintain has been corrected to state practice assessors only.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	15 May 2020

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

The senior team and programme team tell us there's been a strategic regional approach to co-produce the programme presented for approval. The documents provided and discussion during the approval visit provide assurance of this. UU is a member of the NI practice learning collaborative with two other AEIs. This collaborative arrangement has an agreed regional approach to ensure standards and quality in both academic and practice components of nursing programmes in NI are maintained. A regional project officer manages the future nurse and future midwife development to ensure consistency in collaboration between PLPs, the university and other stakeholders. During the approval visit, the senior team tell us how local steering and workflow groups were involved in designing the curriculum, the practice placement flows and implementation of the SSSA. The PLPs say there's shared responsibility for quality assurance of practice learning. The senior team and PLPs tell us of the regular strategic and operational meetings with directors of nursing and the university, and related sub-groups for workforce

planning and the annual monitoring group to ensure the quality of practice learning.

The regional and local steering and workgroups provide evidence of robust partnership working with key stakeholders. Implementation of the SSSA is well organised and PLPs confirm practice supervisors and practice assessors are prepared in collaboration with academic staff from the universities in NI. PLPs confirm they attend stakeholder events and working groups relating to the proposed programme. The working groups form part of the co-production. PLPs tell us they are able to contribute to developing the programme and the SSSA through workshops and co-production meetings. They tell us they can ask questions, present ideas and feel fully involved in the processes of developing and implementing the programmes.

Regional practice assessment documents have been developed through the NI practice learning collaborative and steering groups. This includes the NIPAD and NIPAD practice learning handbook along with other guidance documents to support the implementation of the SSSA (NMC, 2018). The regional transition process for implementing the SSSA has been effective; newsletters and seminars have been provided for PLPs for regular updates. The university has provided education and training for new and existing mentors for the practice supervisor and practice assessor roles. The university also has e-learning packages to support PLPs in preparation for the SSSA. The practice educator facilitator and link lecturer role will stay in place to support practice learning and to support partnership working with PLPs. The programme team tell us academic staff are being provided with support to develop their skills for the academic assessor role. The academic assessor will be linked to geographical areas and in placement areas related to their clinical interest.

Partnership working is robust and effective at strategic and operational levels for delivery of the programme. Documentary analysis and discussion at the approval visit provide evidence of shared responsibility for theory and practice learning, student recruitment and supervision and assessment with PLPs. Clear lines of communication and accountability for the quality assurance, development, delivery and evaluation of the nursing programme is assured. This includes using clinical experts to deliver specialist teaching to students and participate in the assessment of students during OSCEs. Partnership meetings and practice education facilitator meetings are held regularly throughout the year to review and provide feedback on student practice learning experiences. The NI model for reporting students' concerns about practice learning is used to review their experiences and there's a shared flow chart to enable students to raise concerns and seek support.

Service users contribute to partnership working through the 'people engagement in education and research' (PEER) group. Service users, as part of PEER, meet three times a year and have opportunities to attend training on equality and diversity, the NMC standards, and changes to practice learning assessment. The service users tell us of their contributions and experiences of being involved in

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programme development and how they felt part of co-constructing the programme.

The service users tell us their contribution to the programme is valued and they feel well supported in the various activities they undertake. The PEER group are involved in student selection as they review interview questions and personal statements scoring criteria. They provide feedback on applications from potential students but service users are not actively engaged in the selection interviews. They also tell us how much they welcome being part of the teaching and learning activities. Service users' feedback on programme delivery and are excited at the prospect of being more involved in the teaching and assessment of students as well as other aspects of the programme (Recommendation one). The students from both fields tell us how learning with a service user through patient stories about compassion and caring has left a lasting impression.

Partnership working with service users, PLPs and students is also evidenced by what students tell us about the annual student mental health conference. Students tell us about their learning with and from others, as they can hear about patient experiences from services users and carers.

Students tell us they've played an active role in developing the new programme and feel their feedback is valued and used by the university. There have been several formal and informal meetings arranged to facilitate this. Students tell us of the sessions on the development of the curriculum, how it will change ways of working, and the engagement of the university in exploring how they feel about the changes. They tell us the feedback they provide is implemented into the new programme, including changes to the assessment structure, use of workshops and role play.

Students tell us they feel well supported by the university and during practice learning by clinical link tutors and practice education facilitators. They tell us they have regular meetings with personal tutors, receive verbal feedback from lecturers and written feedback for summative assessments. The university has student support teams and students tell us they receive support for reasonable adjustment for individual needs to complete practice learning and support for additional learning needs such as dyslexia. While students tell us they feel listened to and receive feedback in different forms, some students are unsure how they can become involved in formal meetings and staff student meetings. The university has a system for student representation and engagement in governance; the students tell us they aren't familiar with this opportunity to provide feedback. It is recommended the university provide a flow chart to demonstrate opportunities for students to engagement in the governance of their programme and give feedback on the quality of their support and supervision in theory and practice learning. (Recommendation two)

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: 30 March 2020

Revised outcome after condition(s) met:

Met

Student journey through the programme
Standard 1. Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 Confirm on entry to the programme that students: R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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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. Current university policies allow recognition of prior learning (RPL) which may exempt candidates for modules up to a maximum of 33 percent of the programme. Submissions for RPL are reviewed by two members of academic staff within the school and then considered at the RPL board. An external examiner is appointed to oversee the RPL process. The RPL mapping documents indicate a robust process for reviewing prior learning and are mapped to the module and programme outcomes and Standards of proficiency for registered nurses (SPRN) (NMC, 2018).

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. RPL mapping against the programme outcomes and the NMC (2018) SPRN is evidenced. NMC registered nurses who apply for entry to the programme for a different field of nursing will have their prior learning mapped to the SPRN and programme outcomes that may be more than 50 percent. The mapping tools developed for this process provide assurance. The university regulations permit RPL for up to 66 percent of the programme for NMC registered nurses.

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 evidence and discussion with the programme team and students during the approval visit demonstrates that support structures are in place for students within the university and the school for numeracy, literacy, digital and technological literacy. Students told us they feel well supported by the university and able to access any support needed to develop their skills. An induction programme includes study advice and techniques, academic writing and plagiarism, introduction to blackboard learn (BBL), information technology and a library induction. Students on entry to the programme assess their information and communications technology (ICT) capability using the online joint information systems committee (JISC) discovery tool. This helps inform the support required to enable students to develop their digital skills. Students are provided with an introduction to BBL the virtual learning environment (VLE) used by the school to support learning, and the use of digital technology to support learning. BBL has a bespoke induction programme that guides students through its use.

The university recognises some students require additional input and support to develop competence, confidence and proficiency in the use of ICT. The library provides services to support students and facilitate access to journals, books and e-resources. Students access a range of digital technologies in addition to BBL that includes studiosity, turnitin, nearpod and blackboard collaborate. Studiosity is an online service where students receive feedback on their academic writing style, referencing and grammar. Student induction continues throughout the academic year. Students can access additional support for numeracy, literacy, digital and technological literacy from a range of sources such as the library, information services department (ISD), student support and their adviser of studies. The adviser of studies offers support and guidance such as academic writing, referencing and programme regulations.

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

Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

Yes

Proposed transfer of current students to the programme under review

There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place

Met

PLP partnership meetings demonstrate the development of a regional agreement in NI for each AEI to transfer students to their new programme. Students tell us they attended sessions explaining the changes to the curriculum, participated in curriculum development activities as well as engaging in polls and surveys. Evidence of consultation indicates a consent form was sent to all students in this cohort explaining the transfer plan to the new programme. The students told us about their participation in the consultation processes and their ability to provide feedback and ask questions about transfer processes for theory and to the SSSA. Students tell us they understand the new roles and the support for assessment of learning provided by practice supervisors and practice assessors.

Year one students on the existing programme will transfer into year two of the new programme in September 2020. The programme team tell us of the mapping undertaken to support the transfer of existing students to the new programme. This is assured by the mapping tool for transfer to year two of the proposed programme. This assures the SPRNP and SPRN will be met.

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

RPL mapping against the programme outcomes and the NMC (2018) SPRN is evidenced. NMC registered nurses who apply for entry to the programme for a different field of nursing will have their prior learning mapped to the SPRN and programme outcomes that may be more than 50 percent. The mapping tools developed for this process provide assurance. The university regulations permit RPL for up to 66 percent of the programme for NMC registered nurses.

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

Yes

Outcome

Is the standard met?

Met

Date: *30 March 2020*

Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A*   **Revised outcome after condition(s) met:**   *N/A*

Standard 2. Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education   R2.2 comply with the NMC Standards for student supervision and assessment   R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.   R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing   R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing   R2.6 set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes   R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing   R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry

to the register in one or more fields of nursing practice

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

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

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set outin Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

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

Met

R2.4 is met. Documentary evidence and the approval visit show how the design and delivery of the programme supports students to gain experience in all four fields of nursing. The programme mapping document and the NIPAD demonstrate how theory and practice learning experiences map to proficiencies and module content. Mapping of each field of nursing practice against the proficiencies confirms there will be experience and exposure to all four fields of nursing in theory and practice. The programme team and documents provide examples of a student journey through the routes in mental health and adult nursing. Students will participate in shared and field modules and will develop their field identify during field specific modules. The programme team tell us in theory modules clinical experts in child and adolescent mental health services (CAMHS), learning disabilities and the child field provide taught sessions and workshop events. The students tell us they value the input from clinical experts and service users.

The programme handbook and planners indicate practice learning experiences planned across the three years cover all four fields of nursing. The NIPAD provides learning opportunities for the students across the four fields of practice. The documentary evidence demonstrates students complete learning experiences in child-centred care and supporting people with a learning disability. This is evidenced within relevant worksheets completed by students to support learning for the four fields of nursing. Adult field students undertake practice experiences in mental health and learning disabilities, and gain experience with children and young people. Mental health field students undertake practice experiences in learning disability and adult and gain experience with children and young people. Evidence of learning is included within the student's NIPAD. Students share practice learning placements across both mental health and adult nursing fields. A hub and spoke model of practice learning is used. A diverse range of practice learning environments are used, and students document their experiences of

spoke practice placements in the NIPAD. When allocating students for practice learning, the university streams students according to their postcode. There are six placement learning streams, and each has a specific learning circuit the student will follow for three years. All students share the same experiences although not in the same order.

Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

Met

R2.5 is met. The documentation demonstrates that successful completion of the programme enables students to be awarded a BSc (Hons) nursing, in either adult or mental health. Successful completion of the programme confers eligibility to apply for registration with the NMC as a registered nurse in their field of practice.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the Standards of proficiency for registered nurses (R2.6)

Yes

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

Yes

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

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

Met

R2.8 is met. The programme specification and module descriptors demonstrate field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included within the programme.

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

Met

R2.9 is met. Programme structure demonstrates an equal balance of theory and practice learning. Module specifications outline the range of teaching and learning strategies used, with appropriate aims and outcomes stated. Both routes of the programme contain the required number of theory and practice learning hours. There's a variety of assessments used including poster presentations, oral examination, written examinations, written work and observed practice. Students are provided with a programme planner that demonstrates the structure of theory and practice learning. Practice learning hours are documented in the NIPAD and monitored by the PLPs and the university. Simulated learning is central to the programme but not included in practice learning hours. The university has a sickness and absence reporting policy for students to follow. The expectation for student attendance for theory and practice learning is assured in programme documents. Any deficit in practice hours are achieved as make up time by the student in agreement with the university and PLPs. Students must submit evidence to their year head or programme director to demonstrate achievement of learning outcomes for any theory time they have missed during the academic year.

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 not delivered in Wales.

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Outcome	
Is the standard met? *Met* Date: *30 March 2020*	
Post Event Review	
Identify how the condition is met:	
Date condition(s) met: *N/A*	

Revised outcome after condition(s) met:

N/A

Standard 3. Practice learning

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

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

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

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registrationnursing 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 studentswith 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

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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 evidence in programme documentation and the NIPAD to give assurance that students will develop both practical and theoretical skills to deliver safe and effective care and meet the diverse needs of people. Students told us about their placement experiences and how these contribute to their understanding of providing care to people across the four fields of nursing. Regionally agreed practice learning profiles have been established to support the range of practice learning experiences required for each field of nursing practice. This is managed through the in-place programme, which is an electronic system used to manage and record the allocation of practice learning placements for individual students. There's a well-developed approach to ensuring students have meaningful learning experiences of the four fields of nursing. There are additional learning outcomes, competencies and proficiencies for field specific learning in the NIPAD for the spoke placements students undertake in the other nursing fields. The streaming of student groups for practice learning ensures learning journeys cover all four fields of nursing practice. Student journeys and a mapping document confirm that adult nursing students will meet the European Union directive 2005/36/EU, annexe V2 clinical instruction element for general nursing in practice learning 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. The documents provided evidence that students have the opportunity to gain practice learning experiences with people across the lifespan in public health, community and hospital addressing mental, physical and social health needs. The programme documents for adult and mental health detail the range of practice experiences provided for students. Student allocations are mapped on in-place to the programme requirements. This ensures students experience a range of practice learning to gain understanding of providing holistic care for people of all ages. A regional approach provides an agreed process of assessing, monitoring

and evaluating practice learning experiences using the practice placement audit tool and student placement learning evaluations which have been co-produced for use by the three AEIs in NI. The NI regional audit tool evidences the capacity, facilities and resources available in each practice learning environment to deliver safe and effective learning opportunities and practical experience for students to meet their learning outcomes.

In practice learning, students work a 37.5-hour week with shift pattern determined by the practice area. This allows students to experience the 24/seven hours of the care cycle. Reasonable adjustment is permitted in certain circumstances for shift patterns; the requirement for 2,325 hours practice learning stands and is not subject to reasonable adjustments. Students record all practice learning hours in the NIPAD.

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. The programme documents indicate practice learning opportunities are identified. The range of experiences will support students' development of skills to work with people across the lifespan and different levels of abilities and needs. The practice learning opportunities also support students to gain skills in inter-professional and inter-agency team working. The programme team tell us students will work with a range of health professionals during practice learning. Students are required to evidence learning in relation to communication and relationship management skills and nursing procedures specific to each part and across all parts of the programme.

PLPs confirm organisation policies are changed to permit students to undertake procedures set out in the SPRN. The PLPs tell us they are ready to support students through the SSSA to gain learning opportunities and proficiency with the extended procedures in annexe B. Programme mapping documents provide evidence to support the provision of practice learning opportunities allowing students to develop and meet communication and relationship management skills and nursing procedures within their selected field of practice. The NIPAD is mapped to the SPRN and annexe A which focuses on communication and interpersonal relationship skills. The nursing procedures in annexe B are included and modules are mapped to the NIPAD. Clinical skills teaching is provided to meet the increasing level of skills required during the programme.

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. The programme uses a wide variety of teaching and learning methods including simulation-based and technology enhanced learning. The university has invested financially in developing its provision of simulation resources for teaching clinical skills across all health programmes. The programme team tell us low and high fidelity simulation is used for teaching clinical skills to prepare students for practice learning and the extended nursing procedures. Simulation activities are adaptive and range in complexity from practicing communication and essential skills to more complex decision making and management simulations. Technology enhanced and simulation-based learning opportunities are effective and proportionate.

For the adult field, learning opportunities comply with Article 31 (5) of Directive 2005/36/EC. Service users take part in simulation-based learning and assessment and tell us they're prepared for this through the PEER group training. The students tell us they find the clinical skills teaching to be very useful in developing their skills and confidence prior to practice placement learning. The programme team and students tell us high fidelity simulation with technical equipment or low fidelity simulation using care scenarios with service users provides additional ways to support the development of clinical, communication skills as well as the opportunity to apply theoretical knowledge to practice.

Students tell us they're involved in a major simulated leadership exercise at their appropriate level. Year one and two students participate as casualty actors and year three students are involved in leadership roles in this exercise. This allows students to learn with and from each other in a safe environment and the students tell us they value the learning from this simulated experience. The programme team tell us this ensures students can apply nursing values to leadership in rapidly changing situations, for example major incident reporting and organisational planning for major incidents. This exercise is provided in response to a major event or series of events involving a range of inter-professional and inter-agency voluntary and statutory services where scenarios are modelled on real life events. Medical equipment, devices and radio communications are used by students during the exercise.

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. The documentary evidence indicates the university has a process for the identification and management of reasonable adjustment in practice learning

where this is necessary. This process was developed with student support and disability services within the university, and is agreed with PLPs.

Where reasonable adjustments are required, the consent of the student is gained to share information, and an agreed plan of support is put in place to meet the student's specific requirements prior to the start of practice learning opportunities. Information on applying reasonable adjustment is provided within the NIPAD practice learning handbook and programme handbooks.

The programme documents evidence that a process for making an application for consideration of mitigating circumstances is in place to take account of students' individual needs and personal circumstances when allocating their practice learning.

There are well-established support structures in place for students at the university. Academic and pastoral support includes access to a personal advisor of studies, a programme director and year tutor. In addition, each student is allocated a link lecturer (an academic member of staff) when on practice learning experiences. Students with individual needs and personal circumstances in the practice learning environment can access support through the link lecturer. The student handbook signposts students to a range of services for issues around health and wellbeing, finance, disabilities, medical conditions and counselling.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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Outcome
Is the standard met? *Met* **Date:** *30 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 inArticle 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. Programme documentation and the approval process confirm compliance with the NMC Standards framework for nursing and midwifery education. The NI regional placement agreements outline a partnership approach between the university and PLPs with shared responsibility for theory and practice

supervision, learning and assessment. PLPs tell us they participated in the development of the NIPAD and the SSSA implementation strategy. They attend meetings for student supervision and assessment to ensure consistency across different practice learning environments. The PLPs demonstrate collaborative working with the university for the development, delivery, quality assurance and evaluation of the programme. We found PLPs recognise the opportunities the new NMC standards offer and view the SSSA as an opportunity to enhance practice learning experiences for students. There's documentary evidence of how practice supervisors will 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.

Students told us they're aware of the complaints procedures and know how to access practice and academic staff to escalate any concerns. The programme handbooks identify that students' learning within the practice learning environment is protected and as such they are supernumerary. Students we met confirmed their supernumerary status and protected learning time during their practice learning experiences and tell us they feel able to speak with a person from the PLP or academic team if they feel their supernumerary status is not being respected. Senior nurses, practice education staff and practice assessors and supervisors tell us all students undertaking the pre-registration nursing programme have protected supernumerary practice learning time.

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

Met

R4.2 is met. The NI regional agreement includes a coordinated approach for the implementation of the SSSA. The transition plan outlines processes to transfer to the SSSA including communication plans with PLPs and students. Factsheets and newsletters provide information about the changes to student supervision and assessment. A practice supervisor and practice assessor handbook are presented with the programme documents and this outlines the roles and responsibilities of practice supervisors, practice assessors and academic assessors. The programme team tell us PLPs identify staff who have the appropriate skills to become practice supervisors and practice assessors. Practice supervisor, practice assessor and academic assessor preparation is monitored through partnership meetings and evaluated through feedback via link lecturers and students. Ongoing support is provided to practice supervisors and practice assessors via a practice support website and e-learning packages. PLPs keep a database of practice assessors who are allocated to students. Senior nurses, practice education staff and the programme team tell us there's sufficient training and education and ongoing support in place to ensure practice supervisors and practice assessors

are fully prepared to undertake their roles. PLPs tell us they understand these roles and the requirements to meet the new NMC Standards. PLPs confirm they're reviewing processes to ensure all standards and requirements are met.

The role of the academic assessor is clearly explained in programme documentation. All academic assessors are registered nurses who have met the required professional development and revalidation requirements for their role. These requirements are monitored and recorded via the university's annual professional development appraisal system. With the recruitment of new academic staff and increase in student numbers, it is recommended that the university plan how newly appointed academics will be supported to develop the skills and knowledge needed for the academic assessor role. (Recommendation three)

Communication and collaboration between practice and academic assessors is scheduled for relevant points in the programme. Communication will occur in person, by phone or electronically. The in-place placement allocation system will ensure a student has a different academic assessor for each part of the programme.

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. The documentary evidence demonstrates a robust process to the provision of feedback. The university's learning and teaching strategy clearly identifies feedback to students as a key component to successful progression and achievement. Documentary analysis identifies students receive feedback from a range of professionals, including PLPs, personal tutors and academic staff. This demonstrates students receive feedback during practice learning at specific points to include a progress review and final discussion. Students are provided with opportunities for formative and summative assessment and the provision of feedback. The tripartite formative assessment involves the link lecturer, the student and practice assessor; it is completed midway through the practice

learning experience and recorded in the NIPAD. This provides feedback to students on practice performance to that point to enable them to progress. The practice supervisor and practice assessor record feedback on the student within the relevant NIPAD. There's a support mechanism for action planning in the NIPAD. Students who've not achieved the required level of proficiency during a practice learning period are provided with an action plan which is developed by the practice supervisor and the practice assessor in partnership with the student to guide future learning needs. Students receive written feedback recorded in the NIPAD from a range of people including service users (including families and carers), practice supervisors, practice assessors, link lecturers, academic assessors and other healthcare professions whom they meet in practice. This enables students to demonstrate the way in which they communicate and work with patients, families and other health professionals to provide care.

Programme documentation evidences students are expected to reflect on feedback and link to their wider learning objectives. There's an expectation for students to actively engage in reflective dialogue with those who are supervising and assessing them in practice. The weekly learning log in the NIPAD requires students to record their learning, analyse challenges and determine their focus for future practice learning opportunities.

Formative and peer feedback are embedded throughout the programme and in each of the modules to enable students to self-reflect on their development and identify areas that need further development and recognise their strengths. Other opportunities for students to receive feedback includes the student's reflection on their development. An area of good practice is the consolidation period at the end of each part of the programme that offers students time to reflect with peers and academic staff on their development across the year.

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. Mapping documents for the adult and mental health routes provide assurance the content of the programme and practice learning experiences enable students to meet the SPRN. The evidence presented indicates that for each part of the programme students are assessed against criteria within the NIPAD to evidence their achievement of the proficiencies for their field of nursing practice.

The assessment strategy detailed within the NIPAD handbook and programme document is provided to ensure students are assessed appropriately to determine if they have met the required proficiencies for their field of practice. The programme regulations require students to pass theoretical modules with a pass

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mark of at least 40 percent and practice learning modules with a pass (evidencing achievement of proficiencies within the NIPAD) before they can progress to the next part of the programme.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

 Yes

Outcome

Is the standard met?

Met

Date: *30 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.

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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

A fall back award is not applicable to these programmes.

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

Yes

Outcome
Is the standard met?   *Met*   **Date: *30 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:	
Evidence to meet conditions:	

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| Approval panel meeting notes, 30 March 2020 |
| Letter confirming chairs approval of conditions response, 14 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: One student from the adult year one cohort Three students from the adult year two cohort One student from the adult year three cohort Three students from the mental health second year cohort	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Belfast Health and Social Care Trust: Summary of 'a review of safeguarding at Muckamore Abbey Hospital - a way to go', February 2019	
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	Elizabeth Mason Philip Stephenson	Date	30 March 2020
Checked by	Ian Felstead-Watts	Date	15 May 2020
Submitted by	Amy Young	Date	28 May 2020
Approved by	Leeann Greer	Date	1 June 2020