Programme approval visit report

Section one

Programme provider name:	University of Highlands and Islands
In partnership with: *(Associated practice learning partners* *involved in the delivery of the programme)*	NHS Highland Barchester Healthcare NHS Western Isles Highland Council Comhairle nan Eilean Siar The Abbeyfield Ballachulish Society Ltd Bethesda Hospice and Nursing Home Blair Buidhe Nursing Home HC-One Birchwood Highland Highland Hospice, Ness House Barchester Brighterkind Meallmore Ltd Southside Care Home Ltd Privately Owned Carers Ltd Church of Scotland Trading as Crossreach North Uist Medical Practice, Isle of North Uist

Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: BSc Nursing
Programme start date: 31 August 2020

Academic level(s):
SCQF:
Level 9

Programme: Pre-registration nursing - Mental Health
Title of programme: BSc Nursing
Programme start date: 31 August 2020

Academic level(s):
SCQF:
Level 9

Date of approval	4 February 2020
QA visitor(s):	Registrant Visitor: Grahame Smith
	Lay Visitor: Sifelani Chikunya

Summary of review and findings
The department of nursing and midwifery in the faculty of science, health and engineering (the faculty) at the University of Highlands and Islands (UHI) presented for approval a three-year undergraduate pre-registration nursing programme in the adult and mental health fields of nursing practice, BSc Nursing in adult and a BSc nursing in mental health. The proposed programme will be delivered across two university campuses; the centre for health sciences Inverness and the Western Isles campus Stornoway, Isle of Lewis. The Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018) are comprehensively mapped against the programme. The programme has been developed in line with the Scottish future nurse and midwife programme board's Once for Scotland approach. Practice learning is assessed through the Scottish practice assessment document (PAD). Programme documentation and the approval process demonstrate effective partnership working between UHI and its key stakeholders. There's clear evidence of the commitment of key stakeholders to the co-production, co-delivery, and evaluation of the programme. The approved education institution (AEI) in partnership with practice learning partners (PLPs) confirm any concerns arising from Healthcare Improvement Scotland (HIS) quality reviews which impact on the practice learning environment are managed through a systematic partnership process. The programme team confirmed there are no on-going actions from HIS reports. Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018). The programme is recommended for approval to the NMC. There are three NMC recommendations and two university recommendations.

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Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval
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:** None identified
Date condition(s) to be met:	
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are advised to provide clearer student guidance which details the minimum hours the student needs to achieve to meet NMC theory hours requirement. (Standards for pre-registration nursing programmes (SPNP) R2.9) Recommendation two: The programme team are advised to provide clearer guidance to all students about supernumerary status and the reporting mechanism to follow if this is not fully supported. (SPNP R3.7) Recommendation three: The programme team are advised to revisit the existing action plan with service users and carers (SUCs) to enhance learning, assessment and wider collaboration opportunities. (SFNME R1.12) Recommendation four: Create an action plan for the professional development of the mental health

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	nursing team which includes succession planning. (University recommendation) Recommendation five: Develop guidance for staff and students around peer assessment and assessed groupwork where students do not engage with learning and assessment tasks. (University recommendation)
Focused areas for future monitoring:	None identified

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Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	N/A
Final recommendation made to NMC:	N/A
Date condition(s) met:	N/A

Section three

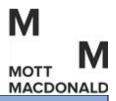| NMC Programme standards |
|---|
| Please refer to NMC standards reference points

 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

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Findings against the standard and requirements

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

Documentary evidence and the approval process confirms there's effective partnership working between the AEI and all key stakeholders in the development, delivery and evaluation of the programme. PLPs, SUCs and students tell us about their involvement in specific programme development working groups. They tell us the programme team listen to their views and are committed to a co-productive programme development approach.

SUCs and students describe examples of how they've influenced the programme development and the positive impact of the changes implemented. Examples from students include revising the assessment schedule for the programme and changing the duration of placements where required. Examples from SUCs include developing a new recruitment process and the simulation assessment process.

The panel recognised SUCs involvement as good practice and to continue to support this work which is articulated within an existing action plan. The approval panel recommend this action plan and is revisited on a regular basis. To support the enhancement of the SUC co-production, a recommendation was applied. (Recommendation three) (SFNME R1.12)

PLPs and SUCs tell us about their involvement in the recruitment process; they participate in interviews and confirm they receive equality and diversity training to prepare them for the role.

Students tell us of outstanding support from both academic staff and PLPs with swift responses to any concerns or issues raised. It was highlighted by two students that on occasion they did not feel they were supernumerary; however, they confirm that operationally they are always supernumerary and have never been counted in the staffing numbers. The majority of the students confirm they have supernumerary status. The approval panel advise clearer guidance is provided to all students about supernumerary status and the reporting mechanism to follow if this is not fully supported. (Recommendation two) (SPNP R3.7)

PLPs tell us effective partnership working ensures practice supervision and assessment in practice learning environments adheres to the SSSA (NMC, 2018). There's evidence of robust joint communication strategies which enable students to develop competence across a range of practice learning environments providing opportunities to develop the skills required to meet the diverse needs of people across the lifespan. PLPs and the AEI tell us processes are in place to ensure practice supervisors (PS) have sufficient opportunity to engage with practice

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assessors (PA) and academic assessors (AA). This ensures there's joint agreement on the progression and competence of students throughout the programme.

Interprofessional learning (IPL) is a core component of the programme's delivery in both theory and practice learning. Students work with and are taught by different disciplinary groups this includes undertaking a module dedicated to interprofessional practice.

PLPs confirm there's an established working partnership with the AEI at both strategic and operational levels. They work collaboratively and are represented and contribute to the Scottish future nurse and midwife programme board's Once for Scotland approach to ensure the implementation of the SSSA.

The programme team confirm they work with a diverse range of SUC groups and agencies who support the delivery of the programme. In terms of SUC preparation and development, SUCs receive scripts and briefing meetings prior to and after activities. The programme team report that they're working jointly with SUCs to develop a volunteer handbook. Service users from volunteer organisations receive in-house training from their host agencies and organisations. SUCs confirm they receive robust support from the programme team and attend equality and diversity training.

Students confirm there's a range of involvement of SUCs across the programme; they tell us about their contributions to teaching sessions related to the lived experiences of people with dementia and other mental health conditions.

Documentary evidence and the approval process confirm quality enhancement processes are in place to ensure a consistent approach across each academic site. There are mechanisms in place for theoretical and practice learning enabling those involved in the programme to provide effective feedback to students, which promotes reflective learning.

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

Met

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

identified in Gateway 2: Standards for student supervision and assessment
Met
If not met, state reason
Post Event Review
Identify how the condition is met:
Date condition(s) met: N/A **Revised outcome after condition(s) met:**

Student journey through the programme
Standard 1. Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 Confirm on entry to the programme that students: R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing R1.1.2 demonstrate values in accordance with the Code R1.1.3 have capability to learn behaviours in accordance with the Code R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Met

R1.5 is met. Documentary evidence confirms recognition of prior learning (RPL) processes are in place; university regulations allow up to 50 percent RPL. This can be applied where a claim is mapped to the programme outcomes and complies with Article 31 (3) of Directive 2005/36/EC. Documentary evidence and the programme team confirm a mapping exercise against programme outcomes and Article 31 (3) of Directive 2005/36/EC has been undertaken to support the transfer of students onto the proposed programme. The programme team confirm all successful RPL claims are reviewed and ratified through the assessment board process which includes scrutiny by an external examiner.

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

Met

R1.6 is met. Documentary evidence confirms that for registered nurses the RPL process allows a claim for more than 50 percent RPL. The claim must be capable of being mapped to the Standards of proficiency for registered nurses and the programme outcomes.

The programme team tell us however that current funding arrangements don't support registered nurses or midwives to gain a registration in a second field of practice at the university.

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. Each candidate's capability to develop numeracy, literacy, digital and technological literacy skills is assessed as part of the admissions process. Applicants must demonstrate that they meet these core competencies. Entry requirements are specific to the field of nursing being applied to and detail numeracy qualifications and expected proficiency in English.

Values based recruitment interviews combine written and numeracy assessments and communication tasks with candidates expected to demonstrate the values identified in the Code (NMC, 2018).

Successful applicants continue to develop their numeracy, literacy, digital and technological literacy skills throughout the programme. Mapping against the proficiency standards and the programme outcomes confirms that they're embedded throughout the programme and are summatively assessed in both theoretical and practice learning environments. For example numeracy is summatively assessed in several modules. In practice learning, numeracy is summatively assessed within the PAD.

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

Students who commenced the pre-registration nursing programme against the Standards for pre-registration nursing education (NMC, 2010) in 2018 will not transfer to the proposed programme. The 2019 cohort will transfer to the proposed programme commencing in August 2020.

A mapping exercise has been completed ensuring compliance to the SPNP (NMC,

2018) and the Standards of proficiency for registered nurses (NMC, 2018).

The programme team and documentary evidence confirm the existing programme has been mapped to the proposed programme and students will undertake extra simulated skills that are mapped to annexe A and B of the Standards of proficiency for registered nurses. Due to the current size of the mental health nursing academic team the approval panel advised any expansion in student numbers may require an increase in size of the team. (Recommendation four)

The programme team and PLPs tell us existing students will be prepared for the role of PS.

Students who interrupt their studies will be offered the opportunity to join the proposed programme. Students confirm they have been informed about the transfer arrangements.

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

Documentary evidence and confirmation by the programme team provides assurance that RPL processes are in place to evidence NMC registered nurses RPL is mapped to the Standards of proficiency for registered nurses (NMC, 2018) and the programme outcomes. The AEI RPL process allows for more than 50 percent of registered nurses prior learning to be accredited where it is capable of being mapped to the Standards of proficiency for registered nurses (NMC, 2018) and programme outcomes.

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: *4 February 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:
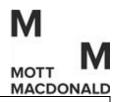
R1.2, R1.3, R1.7, R1.10, R1.11

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. The programme provides robust opportunities in both theory and practice learning for all students to experience all four fields of nursing practice. This approach is consistent across the two fields of nursing practice and across both academic sites. Students confirm their involvement in the co-production of this approach through the programme development process.

PLPs and students confirm learning opportunities in theory and practice learning enabling students to develop learning in their specific field of practice and the four fields of nursing. Practice learning environments provide opportunities to experience nursing care across the lifespan, including hub and spoke opportunities which enable students to follow the patient journey.

Simulation is used to link theory and practice by preparing students for practice learning experiences. This approach is mapped to and framed by annexe A and B skills. The programme is delivered across the two fields of nursing practice through a shared learning approach and further underpinned by field specific teaching.

SUCs tell us they contribute to the delivery of teaching across the two fields of nursing practice.

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. Programme specifications and module descriptors provide clear evidence the programme enables students to enter the NMC register in one specific field of nursing practice. The design and delivery of the programme provides evidence of field specific nursing practice which is clearly mapped across theory and practice in programme specifications and module descriptors. The programme consists of shared learning modules and two field specific modules. Within the shared learning modules, the students engaged with their field learning through seminars, video-conferencing, and online discussion boards.

PLPs and students confirm opportunities exist in both theory and practice learning for students to experience the two fields of nursing practice and nursing care delivered across the lifespan. Practice learning includes a hub and spoke allocation model which enables students to follow the patient journey across the lifespan. Students are allocated to hub practice learning experiences according to their field of practice. Spoke practice learning experiences support consolidation and develop learning and practice skills across all four fields of nursing. PLPs confirm the allocation of placements is undertaken in partnership with the AEI.

Simulation is used extensively to prepare students for practice and supports the assessment of practice. This approach is mapped to annexe A and B of the Standards of proficiency for registered nurses (NMC, 2018).

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. Programme specifications and module descriptors confirm extensive mapping of field specific content in relation to the law, safeguarding, consent, pharmacology, medicines administration and optimisation are included for each field in the programme. For example law is taught within the professional practice modules across the three years of the programme. It is also taught within the field specific modules.

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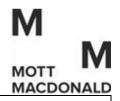
Met

R2.9 is met. Documentary evidence and the approval process confirm the programme structure demonstrates an equal balance of theory and practice learning throughout the programme meeting NMC requirements. Theory and practice hours are captured through a register system and monitored by the AEI's placement department.

There's a shared practice allocation model in place, which is managed in partnership with PLPs and administered by the AEI. This approach ensures students have access to a range of risk-assessed practice learning environments which take into account the 24-hour nature of delivery of nursing care.

The programme team confirm the designated hours in theory and practice meet NMC requirements. The NMC requirement for theory hours takes precedent over university required hours although both are detailed in the student handbook. The students confirm they know the process for making up missed time.

However, the programme team acknowledge the NMC theory hours requirement including making up missed time could be clearer in the student handbook.

The programme team are advised to provide clearer student guidance which details the minimum hours the student needs to achieve to meet NMC theory hours requirement. (Recommendation one) (SPNP R2.9)

The programme and module aims are mapped to the SPNP (NMC, 2018).

An appropriate and detailed range of learning and teaching methods are presented in the programme documentation. Learning and teaching methods include face-to-face methods in large and small groups, interactive workshops, and online learning through videoconferencing. The programme team confirm they are piloting peer group assessment. To support the enhancement of this approach the university applied a recommendation. (Recommendation five)

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing

proficiencies and outcomes will be achieved in a nursing context (R2.14)

Yes

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

Yes

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

Yes

Outcome
Is the standard met? *Met* **Date:** *4 February 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:
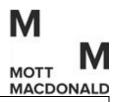
R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

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

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nursing (R3.1)

Met

R3.1 is met. The AEI partnership with PLPs demonstrates robust processes are in place to ensure students have the opportunity to develop the skills required to deliver safe and effective care. Learning experiences across a variety of appropriate practice learning environments with a diverse range of people, across the four fields of nursing practice ensures students meet the Standards of proficiency for registered nurses.

PLPs working in collaboration with the AEI engage in the practice learning allocation decision making process and tell us the hub and spoke model is central to this. The process considers the requirement for students to experience a diverse range of practice learning environments including community and the independent sector placements. This process is underpinned by the NMC Standards of proficiency for registered nurses and considers the student's programme of study and field of nursing.

Students tell us how hub and spoke placements support understanding of the patient journey for a diverse range of people. This includes being able to follow the patient journey across different practice settings.

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 AEI in partnership with PLPs has robust processes in place to ensure students will experience a variety of practice learning experiences to a diverse range of people, across the four fields of nursing practice to meet the holistic needs of people in all ages. PLPs and the programme team confirm practice learning environments are audited every two years using the Scotland audit tool and are evaluated on a regular basis. To evaluate and monitor practice learning the Scotland quality management of the practice learning environment (QMPLE) is used. PLPs confirm the nominated person for the placement learning environment is indicated within this tool.

Practice learning information is shared with the AEI and PLPs. Practice learning and placement capacity is monitored through various local and national committees. This allows for early identification of potential practice learning issues. The programme team tell us there's frequent communication with PLPs to ensure relevant practice learning environments are available. Students confirm they have access to practice learning environments that meet their learning needs and they are confident in seeking out wider spoke opportunities with the support of practice

learning staff. This includes working with children to working with older adults living with dementia. Students gave examples of practice staff and academic staff responding to any concerns they have raised about a practice learning environment. The programme team confirm that independent sector placements are managed using the same processes.

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. Programme documentation and the approval process confirm partnership working between the AEI and PLPs ensure practice learning opportunities are available within a student's field of nursing practice. Suitable practice learning environments enable them to meet the communication and relationship management skills and the nursing procedures required by the Standards of proficiency for registered nurses. Students tell us simulation activities improve their confidence with communication and relationship management skills. SUCs tell us how they contribute to the delivery of teaching sessions to support the development of these skills. Achievement of these skills is summatively assessed in an objective structured clinical examination (OSCE). SUCs confirm they are involved in this process including provide feedback to the students related to their communication skills. Simulation skills demonstrated in theory and practice are signed-off in the annexes A and B skills and procedures section of the PAD. Where a skill is then required to be demonstrated in practice this is assessed by the practice assessor. SUCs will provide feedback on student performance through the SUC feedback section in the PAD.

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. Programme documentation and the approval visit confirm technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Technology enhanced learning is supported through the use of a virtual learning environment (VLE) and is centrally supported by the AEI in order to support and strengthen students' learning and teaching. This technological approach is used to complement teaching and learning, which can be both face-to-face and through video

conferencing. Online resources include Brightspace, Collaborate, Skype, and Turnitin.

Simulated practice learning opportunities are identified within the programme plan, these opportunities are mapped to Article 31(5) of Directive 2005/36/EC for the adult field. Students tell us how the simulation scenarios are relevant to their professional development. Simulated scenarios include for example: assessment of physiological trauma, raising concerns, and psychological first aid.

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

Met

R3.5 is met. Documentary evidence and the approval process confirm robust processes are in place to ensure students' needs and personal circumstances are considered when allocating practice learning and for adjustments according to need. There's a disability disclosure and agreement of reasonable adjustments in practice (DDARAP) form which ensures reasonable adjustments can be identified and supported in the practice learning environment. The PAD and practice handbook include information for students regarding the need to inform their PS and PA of reasonable adjustments required in the practice learning environment. Students are advised to inform their PS and PA prior to starting the placement or at their initial placement orientation meeting.

PLPs and students tell us about their experiences of using the DDARAP form. They confirm reasonable adjustments are in place and describe examples including the provision of alternative placements which are more applicable in meeting students' specific needs while still meeting the Standards of proficiency for registered nurses. The programme team confirm this process is aligned to the AEI's extenuating circumstances policy.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met
Date: *4 February 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

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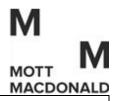
R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses, and

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;

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

Standards for student supervision and assessment

R4.1 – R4.11

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

There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education. (R4.1)

Met

R4.1 is met. The AEI in partnership with PLPs demonstrate robust processes are in place to ensure support, supervision, learning and assessment complies with the SFNME (NMC, 2018). This includes support mechanisms across theoretical and practice learning environments. Resources include student health and wellbeing services, the provision of information technology (IT) support, enabling services, and library services; students have additional support from a personal academic tutor.

The AEI and PLPs have adopted agreed national guidelines; the NHS Education for Scotland framework for the operationalisation of the SSSA across all NMC programmes in Scotland. Also, the national framework for the preparation for all PSs, PAs and AAs in Scotland developed by NHS Education for Scotland. These guidelines detail how the roles of PA, PS and AA will be implemented. These include how individuals in these roles will be prepared and developed. PLPs confirm the adoption of these national processes comply with the SFNME (NMC, 2018).

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

Met

R4.2 is met. Documentary evidence and the approval process confirm processes are in place for the preparation of the PS, PA and AA roles. These processes reinforce the key principles agreed nationally in relation to supporting learning in practice and align to NHS Education for Scotland framework for the operationalisation of the SSSA. The responsibilities associated with the roles of

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PS, PA and AA are explicitly detailed in the PAD.

The development and oversight of practice learning is aligned to the Once for Scotland approach. Documentary evidence confirms the AEI and PLPs are represented and contribute to national practice learning development at operational and strategic and local levels. This development has informed the agreement for a Scotland wide approach to the implementation of the SSSA (NMC, 2018).

The AEI tell us that current mentors are transferring to the new roles of PS and PA. PLPs confirm the sign-off mentor will be prepared in practice to adopt the role of PA. The programme team tell us AAs have been identified and prepared for their role and will work closely with the personal academic tutors. PLPs confirm their partnership with the AEI in rolling out the SSSA requirements. A series of preparation events are being held regularly for existing mentors and associated staff to prepare them for these new roles.

All PLPs confirm they work closely with the AEI to compile a database of qualified PS and PA staff which will be ready for August 2020. Responsibility for this database will be jointly shared by the AEI and the PLPs.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. Documentary analysis and the approval process provides evidence that the educational framework underpins teaching and learning strategies. The programme assessment strategy ensures students build upon, and gain feedback on, key skills throughout the programme. There's a range of diverse assessments used that include at least one unseen exam. All theoretical modules provide formative and summative feedback opportunities; these are clearly stated in module profiles. Practice learning outcomes are formatively and summatively

assessed and recorded in the PAD. Students receive regular feedback throughout theory and practice learning including during simulation-based learning from a range of people, including SUCs. This was confirmed by SUCs.

Students tell us they are well supported by lecturers during formative assessment; they describe a range of formative tasks including practice multiple choice questions (MCQs), essay support workshops, and mock OSCEs. They confirm additional supportive opportunities for group and individual tutorials are available.

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. There's documentary evidence of comprehensive mapping to ensure students meet the Standards of proficiency for registered nurses and the programme outcomes for their specific field of nursing practice: adult and mental health nursing. Students are assessed in the practice learning environment ensuring they have the opportunity to achieve the programme proficiencies identified in the PAD. All modules within the programme are compulsory, there's no compensation which ensures the Standards of proficiency for registered nurses, and programme outcomes for both fields of nursing practice are achieved.

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:** *4 February 2020*
Post Event Review

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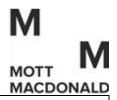
The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)

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

It's clearly identified within the programme specifications that the fall back or interim exit awards do not provide eligibility to apply for entry to the NMC register.

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: *4 February 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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: UHI, department document, January 2020 UHI, recruitment and selection strategy, 23 January 2020	

UHI, advanced standing document, undated
UHI, student attendance document, undated
UHI, EU directives mapping document, 24 January 2020
UHI, disability disclosure and agreement of reasonable adjustments in practice document, 16 January 2020
UHI, patient and public involvement document, January 2020
UHI, response to NMC visitors document, 16 January 2020
UHI, updated practice learning agreements document, February 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 mental health nursing year one x one, year three x two BSc adult nursing year one x four, year two x three, year three x five Past students, mental health registrants x one, adult registrants x two	
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	Yes
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List HIS report, Highland Hospice, June 2019 HIS report, Raigmore Hospital, June 2018	

If you stated no above, please provide the reason and mitigation UHI is an existing provider of a pre-registration nursing programme. Visits were not required as part of this approval visit.
Additional comments:

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Issue record			
Final Report			
Author	Grahame Smith Sifelani Chikunya	Date	13 February 2020
Checked by	Bernadette Martin	Date	11 March 2020
Submitted by	Lucy Percival	Date	18 March 2020
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