Nursing & Midwifery Council

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

MOTT MACDONALD

Programme approval visit report

Section one

Programme provider name:	De Montfort University
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Derbyshire Healthcare Foundation Trust Leicestershire Partnership Trust University Hospitals of Leicester NHS Trust Nottingham Healthcare NHS Trust Nottinghamshire University Hospitals NHS Foundation Trust United Lincolnshire Hospitals NHS Trust North West Anglia NHS Foundation Trust Sherwood Forest Hospitals NHS Foundation Trust Kettering General Hospital NHS Foundation Trust The Rotherham NHS Foundation Trust Northamptonshire Healthcare NHS Foundation Trust Private, voluntary and independent health care providers Education and social care providers
Programmes reviewed:	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☒ Registered Nurse - Learning Disabilities ☒ Registered Nurse - Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
Title of programme(s):	BSc (Hons) Nursing (Adult) with NMC Registration BSc (Hons) Nursing (Child) with NMC Registration

Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	4 November 2020
Programme start date:	
RN – Adult	4 October 2021
RN – Children's	4 October 2021
RN - Learning Disabilities	4 October 2021
RN - Mental Health	4 October 2021
NDA Adult	

NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
QA visitor(s):	Registrant Visitor: Karen Hibbert Lay Visitor: Carol Rowe

Summary of review and findings
De Montfort University (DMU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The Leicester school of nursing and midwifery within the faculty of health and life sciences seeks approval for a pre-registration nursing programme with four fields. The programme is three years and the awards included within the approval are, BSc (Hons) nursing (adult) with NMC registration, BSc (Hons) nursing (child) with NMC registration, BSc (Hons) nursing (mental health) with NMC registration and BSc (Hons) nursing (learning disabilities) with NMC registration. Programme documentation and the approval process confirm effective partnership working between the university and its stakeholders. Students and service users confirm they're well supported by the university and feel their views are valued. The proposed programme is mapped against the Standards for pre-registration nursing programmes (SPRNP) (NMC, 2018) and the Standards of proficiency for registered nurses (SPRN) (NMC, 2018). Membership of the pan-Midlands, Yorkshire and east practice learning group (MYEPLG) has ensured partnership working across a significant geographical area. The Midlands, Yorkshire and east practice assessment document (MYEPAD) has therefore been adopted across the Leicestershire and Rutland area. The placement learning committee (PLC), the placement innovation in nursing and midwifery group (PINMG) and the Leicestershire Standards for student supervision and assessment (SSSA) (NMC, 2018) partnership working group ensure there is a robust and effective approach to implementing the SSSA. The AEI, in partnership with the practice learning partners (PLPs), confirm that any issues which arise from Care Quality Commission (CQC) quality reviews which impact on the practice learning environment are managed through a systematic partnership process in the learning environment assurance protocol for practice placements. The approval was undertaken via remote means due to COVID-19. The programme is recommended to the NMC for approval subject to four NMC specific conditions, three of which are joint NMC and university conditions. The university made one further university condition. Two joint NMC and university recommendations were made and one university recommendation. Updated 21 December 2020:

Evidence is provided to meet the four NMC conditions. The conditions and related standards/requirements are now met. The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

DMU confirm the university conditions are met.

The programme is recommended for NMC approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** Condition three: Detail the programme specific regulation confirming the maximum recognition of prior learning (RPL) permitted for pre-registration nursing applicants is 50 percent. (SPNP R1.5) (NMC and university condition) Condition four: Confirm the process for obtaining student consent for the proposed transfer to the 2018 NMC programme standards. (SFNME R2.1; SPNP R2.1) (NMC and university condition) **Practice learning:** None identified. **Assessment, fitness for practice and award:** Condition one: Ensure the curriculum provides an equal balance of theory and practice learning. (SPNP R2.9)

	Education governance: management and quality assurance:

	Condition two: Ensure programme documentation, including student facing documentation, contains consistent and accurate information regarding programme hours. (SFNME R3.2; SPNP R2.1) (NMC and university condition)
	
	Condition five: The programme team is to review the student-facing documentation as detailed prior to and during the validation event to ensure its accuracy and transparency. This includes:
	
	    o The accuracy of the website.
	    o The greater embedding of field of practice within programme/module specifications and marketing materials. (University condition)

Date condition(s) to be met:	21 December 2020
Recommendations to enhance the programme delivery:	Recommendation one: Consider awarding academic credit for practice learning to permit closer alignment of theory practice balance. (SPNP R2.9) (NMC and university recommendation) Recommendation two: Consider providing a feedback loop to students with respect to placement evaluations. (SFNME R3.18; SPNP R3.2) (NMC and university recommendation) Recommendation three: It is strongly recommended that the programme team ensure equality and diversity is fully embraced at all times within the interview process and incorporate greater details as to the interview process on the programme specification. (University recommendation)
Focused areas for future monitoring:	Preparation of practice supervisors and practice assessors in relation to the SSSA.

Programme is recommended for approval subject to specific conditions being met
The programme team has provided an updated programme specification which clearly identifies the theory and practice hours. There are 2534 theory hours and

2480 practice hours; this is 50.5 percent theory and 49.5 percent practice. Condition one is met. SPNP R2.9 is met.

Documentary evidence demonstrates that student facing programme information gives consistent, accurate information about the programme hours. Condition two is met. SFNME R3.2 and SPNP R2.1 are met.

Documentary evidence confirms a programme specific regulation that pre-registration nursing applicants can apply for a maximum RPL of 50 percent. Condition three is met. SPNP R1.5 is met.

Documentary evidence details the process for obtaining student consent for transfer to the proposed programme meeting the 2018 NMC programme standards. Condition four is met. SFNME R2.1 and SPNP R2.1 are met.

Documentary evidence and email from the chair of the approval visit shows that the student documentation and website has been reviewed. The chair confirms the university condition is met. Condition five is met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	Correction to R3.4.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	21 December 2020

Section three

NMC Programme standards
Please refer to NMC standards reference points: _Standards for pre-registration nursing programmes_ (NMC, 2018) _Future nurse: Standards of proficiency for registered nurses_ (NMC, 2018) _Standards framework for nursing and midwifery education_ (NMC, 2018) _Standards for student supervision and assessment_ (NMC, 2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) QA framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook

Nursing & Midwifery Council

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

MOTT MACDONALD

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

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

Documentary review and discussion with PLPs and the programme team confirm a robust and effective approach to partnership working. There are effective partnerships at both strategic and operational levels. The university has clear, comprehensive systems, processes and supporting infrastructures for programme development and delivery.

The relationship between the university and their PLPs is effective, and there is evidence, within the documentation and during discussions, of a cohesive and constructive approach to the development of the programme and practice learning environments. Practice learning experiences are proactively planned to ensure students gain experience across all fields of nursing practice and holistic care across the lifespan.

There's a commitment from the university and its stakeholders to work together to support delivering the programme. Programme management includes student, service user and PLP representatives.

Service users, students and PLPs tell us they have been involved in the development of the programme. We heard how they welcomed the opportunity to be involved "from the start" and feel their input and suggestions are embraced and have influenced the development of the programme.

The students, PLPs and service users said they are actively involved in all aspects of the programme. This involvement is supported by the patient advisor group. The service users (patient advisors) tell us they all complete mandatory training prior to being involved with the programme teams. They all complete seven modules which include equality and diversity, general data protection regulation, safeguarding and IT training. The service users can also access the same DMU continuing professional education opportunities as the lecturers. They give examples of conferences attended and modules completed. PLPs and service users confirm they are involved in the recruitment of students, although none of the students we met had experienced this.

One student told us about the opportunity to feedback on the placement experience. It does not appear that students are given feedback on issues raised in placement evaluations. (Recommendation two)

The PLPs, practice supervisors and practice assessors can describe the placement evaluation process and confirm student evaluations of placements are

shared with them and joint action planning takes place with the AEI when issues are identified.

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 ☒   NOT 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 ☒   NOT MET ☐

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET ☐   NOT MET ☐

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 Confirm on entry to the programme that students:
R1.1.1 are suitable for their intended field of nursing practice:
adult, mental health, learning disabilities and children's nursing
R1.1.2 demonstrate values in accordance with the Code
R1.1.3 have capability to learn behaviours in accordance with the Code
R1.1.4 have capability to develop numeracy skills required to meet programme outcomes
R1.1.5 can demonstrate proficiency in English language
R1.1.6 have capability in literacy to meet programme outcomes
R1.1.7 have capability for digital and technological literacy to meet programme outcomes.
R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and

when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

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

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). |

| **Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC, 2018).** |
| Demonstrate a robust process to transfer current students onto the *Standards for student supervision and assessment* (NMC, 2018). |

| **Findings against the standard and requirements** |

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 ☒　　　**NO** ☐

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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

YES ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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 ☐   **NOT MET** ☒

R1.5 is not met. The AEI has an RPL process in place. The university regulations state a student can RPL up to 240 credits. The programme does not have a programme specific regulation which would give an exemption from this regulation ensuring only 50 percent of the programme can be RPL'd. The NMC requirement that RPL is allowed for up to 50 percent of the programme is therefore not assured. The AEI must detail the programme specific regulation confirming the maximum RPL permitted for pre-registration nursing applicants is 50 percent. (Condition three)

Documentation demonstrates compliance with Article 31(3) of Directive 2005/36/EC.

NMC Nursing & Midwifery Council

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

M M MOTT MACDONALD

- 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 ☒   **NOT MET** ☐

R1.6 is met. Documentary evidence and confirmation at the approval visit provides assurance that NMC registered nurses may have prior learning mapped to the SPRN and programme outcomes that may be up to 240 academic credits. All RPL claims are checked and ratified through the assessment board process.

- 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 ☒   **NOT MET** ☐

R1.7 is met. The documentary evidence demonstrates, in both theory and practice learning, that numeracy, literacy, digital and technological literacy is mapped against the proficiency standards and programme outcomes. The AEI confirms the candidate's capability to develop numeracy, literacy, digital and technological literacy skills during the admissions process.

Documentary evidence, confirmed by the programme team, demonstrates that numeracy, literacy, digital and technological literacy skills are embedded throughout the programme.

The MYEPAD links to competence requirements for numeracy, literacy, digital and technological literacy to meet programme outcomes. The MYEPAD assesses these requirements in practice.

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 ☒   **NO** ☐

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

Documentary evidence shows that all students in the September 2019, January 2020 and September 2020 cohorts will be transitioned to the future nurse programme. Clear mapping has taken place to the programme standards to enable transfer onto the proposed programme. However, the programme team and the students state this proposed transfer has not been discussed with the current students. (Condition four)

Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

SSSA standards were introduced in 2019 via programme major modification and all students have now been transferred onto these standards.

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

YES ☐   NO ☒

Documentary evidence shows all students in the September 2019, January 2020 and September 2020 cohorts will be transitioned to the future nurse programme. Clear mapping has taken place to the programme standards to enable transfer onto the proposed programme. However, the programme team and the students state this proposed transfer has not been discussed with the current students. This requirement is not met. (Condition four)

Outcome

Is the standard met?   MET ☐   NOT MET ☒

The AEI has an RPL process in place. The university regulations state a student can RPL up to 240 credits. The programme does not have a programme specific regulation which would give an exemption from this regulation ensuring only 50 percent of the programme can be RPL'd. Therefore, the AEI must detail the programme specific regulation confirming the maximum RPL permitted for pre-registration nursing applicants is 50 percent.

Condition three: Detail the programme specific regulation confirming the maximum RPL permitted for pre-registration nursing applicants is 50 percent. (SPNP R1.5) (NMC and university condition)

Documentary evidence shows all students in the September 2019, January 2020 and September 2020 cohorts will be transitioned to the future nurse programme. Clear mapping has taken place to the programme standards to enable transfer onto the proposed programme. However, the programme team and the students state this proposed transfer has not been discussed with the current students. This requirement is not met.

Condition four: Confirm the process for obtaining student consent for the proposed transfer to the 2018 NMC programme standards. (SFNME R2.1; SPNP R2.1) (NMC and university condition)

Date: 4 November 2020

Post event review

Identify how the condition(s) is met:

Condition three: Documentary evidence confirms a programme specific regulation that pre-registration nursing applicants can apply for a maximum RPL of 50 percent. SPNP R1.5 is met.

Evidence:
DMU B70057 programme specific regulation change NMC RPL, 5 November 2020
DMU email trail from confirming professional, statutory and regulatory bodies (PSRB) approval, 11 December 2020
DMU email trail with regarding BSc nursing PSRB approval, 7 December 2020
NMC gateway 3 conditions narrative, undated
DMU programme handbook, undated
DMU specifications booklet, undated

Condition three is met.

Condition four: Documentary evidence details the process for obtaining student consent for transfer to the proposed programme meeting the 2018 NMC programme standards. SFNME R2.1 and SPNP R2.1 are met.

Evidence:
DMU condition 1.4 process for obtaining student consent to transfer, 8 December 2020
DMU gateway 3 conditions narrative, undated

Condition four is met.

Date condition(s) met: 21 December 2020
Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Standard 2: Curriculum

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

R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*

R2.2 comply with the NMC *Standards for student supervision and assessment*

R2.3 ensure that programme learning outcomes 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

R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing

R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes

R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*
R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

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

  YES ☐   **NO** ☒

Programme hours identified within the current programme handbook are not clear. The overall module hours exceed the number of hours available over three years, but this is not made clear to the students. (Condition two)

Documentary evidence shows that current students will be transferred to the future nurse curriculum. Discussion with the programme team and students tell us that students have not been consulted about this transfer. (Condition four)

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

  YES ☒   **NO** ☐

- 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 ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐

R2.4 is met. Documentary analysis and discussion with the programme team and PLPs at the approval visit confirms the programme will support students in theory and practice to gain experience across all four fields of nursing. There's documentary evidence of comprehensive skills mapping incorporating annexes A and B of the SPRN. This approach ensures students are adequately prepared to demonstrate a greater breadth of knowledge and the addition of more advanced skills and procedures required in their field of practice. Documentary evidence and discussions during the approval process indicate the PLPs understand the addition of more advanced skills and procedures. We are told that work is continuing across the Leicester, Leicestershire and Rutland NHS trusts to identify any skills

development needed within the workforce to increase the support of student skill development. DMU told us they are confident they have staff with the required skills to deliver the skills training but are also undertaking a skills analysis to identify any staff development required.

Modules have clear generic and field specific content. The programme team includes academic field leads who have responsibility for ensuring content of core and field specific application sessions remain appropriate and current. Insight days are delivered for all fields of practice and include service users.

- 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 ☒   **NOT MET** ☐

R2.5 is met. Programme documentation illustrates that programme structure, design and delivery is appropriate and planned according to students' specific field of nursing practice.

Students complete field specific modules in programme theoretical taught components. Field specific learning outcomes and content is included in relevant module descriptors.

Practice learning experiences are proactively planned to ensure students gain experience in all fields of nursing practice and are able to meet the needs of clients across the lifespan.

For students undertaking the adult field of practice, achieving EU2005/36/EC requirements is present in programme documents. Programme documentation and discussions with stakeholders provides assurance the programme will prepare students to enter the register in one named 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 ☒   **NO** ☐

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 ☒   **NO** ☐

Nursing & Midwifery Council

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

M M
MOTT MACDONALD

Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐

R2.8 is met. Documentation and the approval process confirm that mapping has been undertaken to ensure that field specific content in relation to law, safeguarding, consent, pharmacology, medicines administration and optimisation of medicines are included in this programme. Modules have clear generic and field specific content, identified as adult, child, mental health and learning disabilities. There is an identified field lead for each field who ensures the field specific content is embedded throughout the programme and the requirements are met. The MYEPAD evidences summative assessment of these attributes.

.
- 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 ☐   **NOT MET** ☒

R2.9 is not met. The documentary evidence indicates there is no equal balance of practice and theory hours. With more theory hours (61 percent) than practice hours (39 percent). The total programme hours are over 6000. (Condition one)

A range of teaching and learning strategies are detailed in the documentation along with appropriate module aims, descriptors and outcomes. The practice allocation model seen clearly demonstrates the achievement of designated hours. Practice modules do not attract academic credit. The programme team may wish to consider conferring academic credit for practice learning. (Recommendation one)

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 ☐   **NO** ☐   **N/A** ☒

The programme is delivered in England.

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

YES ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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 ☐   **NO** ☐   **N/A** ☒

The programme leads to registration in a single field of nursing.

- 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 ☐   **NO** ☐   **N/A** ☒

The programme leads to registration solely with the NMC.

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

YES ☐   **NO** ☒

Student facing information regarding programme hours is not clear. (Condition two)

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

YES ☒   **NO** ☐

Outcome

Is the standard met?	**MET** ☐	**NOT MET** ☒

The documentary evidence indicates there is no equal balance of practice and theory hours, with more theory hours than practice hours.

Condition one: Ensure the curriculum provides an equal balance of theory and practice learning. (SPNP R2.9)

Documentary evidence of the programme hours is confusing. The self-directed hours need clarifying. The overall hours the students are expected to study exceed the number of programme hours available over three years, but this is not made clear in the student facing literature.

Condition two: Ensure programme documentation, including student facing documentation, contains consistent and accurate information regarding programme hours. (SFNME R3.2; SPNP R2.1) (NMC and university condition)

Date: 4 November 2020

Post event review

Identify how the condition(s) is met:
Condition one: The programme team has provided an updated programme specification which clearly identifies the theory and practice hours. There are 2534 theory hours and 2480 practice hours, this is 50.5 percent theory and 49.5 percent practice. SPNP R2.9 is met.

Evidence:

DMU BSc nursing validation supporting information V5, undated
DMU NMC gateway 3 conditions narrative, undated
DMU programme handbook, undated
DMU specifications booklet, undated

Condition one is met.

Condition two: Documentary evidence demonstrates student facing programme information gives consistent, accurate information about the programme hours. SFNME R3.2 and SPNP R2.1 are met.

Evidence:

DMU programme handbook, undated
DMU NMC gateway 3 conditions narrative, undated

Condition two is met.

Date condition(s) met: 21 December 2020

Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Standard 3: Practice learning

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

Nursing & Midwifery Council

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

MOTT MACDONALD

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:
R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐

R3.1 is met. The AEI, in partnership with PLPs, has robust processes in place to ensure students will deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice to meet the SPRN. This includes making sure students are exposed to a variety of appropriate practice learning environments which PLPs confirm are arranged by the AEI. Discussion with the programme team assures us that students will be allocated to appropriate practice

learning experiences of sufficient length and breadth according to their field of practice. The use of pathways within the allocation model promotes the use of a diverse range of learning opportunities. Individual practice placement profiles and educational audits detail the learning opportunities in each practice learning environment and the placement team at DMU check audits to ensure they are current prior to the allocation of students.

PLPs confirm there are sufficient numbers of prepared practice assessors and practice supervisors to support students in practice. PLPs are aware of the range of skills students need to develop and are working with in partnership across Leicester, Leicestershire and Rutland to identify any additional skills development needed within their workforce.

- 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 ☒   NOT MET ☐

R3.2 is met. The practice placement allocation model is designed to allocate students to a variety of practice learning experiences to meet the holistic needs of people of all ages. Students are allocated practice placements according to the experiences required to meet programme learning outcomes and the SPRN. Achieving proficiencies is monitored through the MYEPAD. Allocation processes are confirmed by the programme team and PLPs.

There are consistent and appropriate procedures for assessing, monitoring and evaluating the quality and standard of practice placements used in the programme. These include practice placement audit and structured student evaluation following practice learning experiences. Students confirm they complete practice placement evaluations, however, they were not able to confirm they receive feedback on steps taken to address issues. (Recommendation two)

PLPs confirm they have access to student practice placement evaluations and address areas of concern.

The university works in partnership with PLPs to ensure allocated student numbers correspond with audited numbers and current capacity for each area. A partnership approach is adopted to complete audits and review results of practice placement evaluations. Where issues are identified these are investigated and actions taken as required. External regulatory reports are shared with the university and action plans developed to address issues impacting on student learning. Action plans are reviewed through formal committees, and where necessary students are withdrawn from areas and areas suspended until corrective actions are taken. Where concerns are raised from students or external regulatory review these are shared with other AEIs sharing the same practice placement areas and are appropriately escalated to the NMC.

Documentary evidence is provided to demonstrate the raising concerns and escalating concerns process. The PLPs, practice supervisors, practice assessors and students tell us they understand how to raise concerns.

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

  MET ☒   NOT MET ☐

R3.3 is met. Achieving communication and relationship management skills and nursing procedures is evidenced through the MYEPAD; these will be met within the student's own field of practice. This is identified and described in the programme specification.

The programme team and students confirm the proposed programme for approval has a greater emphasis on the development of skills and nursing procedures. The AEI is currently investing in the development of new facilities that will aid the teaching of skills through simulation. The development of skills will be tracked through the MYPAD and OAR.

- 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 ☒   NOT MET ☐

R3.4 is met. Documentary review and discussion with the programme team and students confirm that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Examples of these approaches include online teaching sessions, the virtual learning environment, the DMU placement hub, DMU replay and access to the Royal Marsden manual of clinical nursing procedures.

The programme team discuss detailed plans for the role and value of simulation-based learning to enhance student learning experiences and promote safe and effective care. Simulation-based learning complies with Directive EU2005/36 Article 31 (5) and does not directly contribute to practice learning hours for the adult field.

- 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 ☒   NOT MET ☐

R3.5 is met. There's evidence that processes are in place to ensure students' individual needs and circumstances are accounted for in practice placement allocations. PLPs tell us they're aware of and act to make reasonable adjustments and personal circumstances. Students tell us about their experience of different support strategies used in the university to make reasonable adjustments in accordance with their individual needs.

There's signposting for students in the programme handbook to the range of supportive services available.

We are assured that students' additional learning needs are comprehensively addressed with reasonable adjustments in the university and practice learning settings. Where appropriate, students are referred to occupational health for additional support.

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 ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 4 November 2020	
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education, specifically*:*
R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment, specifically *R4.1 – R4.11*

Findings against the standards and requirements

Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐

R4.1 is met. Documentation and findings at the approval visit confirm that DMU and PLPs have developed and agreed guidelines which articulate how the roles of practice assessor, practice supervisor and academic assessor are implemented. These include how individuals in these roles are prepared and developed. These comply with SFNME.

Governance and quality assurance structures and processes are in place to support programme learning and student achievement. The Leicestershire SSSA partnership working group which includes all NHS trusts, private, voluntary and independent organisations and AEI partners across Leicester, Leicestershire and Rutland, ensure service level agreements and processes are in place and that educational audits are completed every two years. The PINMG and its sub-groups identify placement capacity and ensure the provision of suitable placements. DMU have a director of practice and a team of practice leads who work closely with the PLPs. Managing risks and concern processes are provided; these are monitored through the committees and the programme management forum.

A practice learning handbook is in place to guide practice supervisors and practice assessors, and is available through the DMU placement hub. The practice supervisors and practice assessors confirmed they had access to preparation for their roles and tell us they are well supported by the AEI.

- 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 assessor along with how they will be prepared for their roles. (R4.2)

MET ☒   **NOT MET** ☐

R4.2 is met. The AEI has strong links with PLPs and this support has been crucial in preparing practice supervisors and practice assessors for their roles and SSSA.

Documentary analysis and discussion with the programme team and PLPs provides assurance that processes are in place to identify practice assessors, practice supervisors and academic assessors and prepare them for their role. The roles and responsibilities are clearly defined within the practice assessment, practice learning handbook and the MYEPLG training resources. There's standardised training documentation in the MYEPAD approach for the preparation of practice supervisors and practice assessors which is being used by the PLPs

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

and AEI. There are regular meetings between the PLPs and AEI at both strategic and operational level to ensure the SSSA is in place. These include the PINMG, PLC and Leicestershire SSSA partnership working group.

PLPs have responsibility for allocating practice supervisors and practice assessors. PLPs tell us there are appropriate systems in place to monitor and assure capacity for practice supervision and assessment. Students tell us they feel well supported in practice and they are clear who to contact if they have any concerns.

Documentary evidence and discussion with the programme team confirm university nursing lecturers fulfil the role of academic assessor, and students will not have the same academic assessor for consecutive years to meet the SSSA standard. The AEI has responsibility for allocating academic assessors to individual students for each year of the programme and ensuring the academic assessors are suitably prepared for the role. Scrutiny of the documentation and findings during the approval visit confirm this preparation.

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 ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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 ☒   **NOT MET** ☐

R4.4 is met. There's detailed mapping of formative and summative assessments throughout the programme providing opportunities for feedback on students' performance and achievement. Feedback and feed forward are integral parts of the assessment strategy.

Ongoing verbal and written feedback in practice learning and assessment incorporates feedback from service users and carers, peers and other health and social care professionals. Service users are supported in offering feedback by practice supervisors and practice assessors.

- 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 ☒   **NOT MET** ☐

R4.5 is met. There's comprehensive mapping of the SPRN including the skills and procedures in annexes A and B. Mapping illustrates how these are met for each of the fields of nursing practice. PLPs are reviewing and updating their policies and staff capability to allow students to learn and practice these skills and procedures in a supportive environment.

A practice placements overview document for each route and field of practice across the programme demonstrates the range of care settings across the age continuum. The programme team and PLPs tell us planned practice experiences will enable students to achieve programme learning outcomes which are aligned to the SPRN.

The programme team confirm they are reviewing their staff skills base as an indicator for future staff development sessions, although they are confident they have staff with the skills required as there are currently a number of staff with advanced practitioner skills

All SPRN are included and assessed in the MYEPAD.

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 associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)
  YES ☒   **NO** ☐

- 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 ☒   **NO** ☐

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)
  YES ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome			
Is the standard met?	**MET** ☒	**NOT MET** ☐	
Date: 4 November 2020			
Post event review			
Identify how the condition(s) is met: N/A			
Date condition(s) met: N/A			
Revised outcome after condition(s) met:	**MET** ☐	**NOT 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.

Standards framework for nursing and midwifery education, specifically R2.11, R2.20

Findings against the standards and requirements

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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

There is no fall-back award with NMC registration.

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

  YES ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☒   **NOT MET** ☐

Date: 4 November 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐

N/A

Sources 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	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐

	YES	NO
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: Apprenticeship routes are not presented for approval.		
List additional documentation:		
Additional comments: None identified.		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: BSc mental health year three x one student BSc adult year two x three students BSc learning disabilities year two x one student BSc child year one x two students		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: Apprenticeship routes are not presented for approval.		
Additional comments: None identified.		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒

Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: CQC reports: Leicestershire NHS Partnership quality report, 9 August 2019 Nottingham University Hospitals NHS Trust inspection report, 14 March 2019 St Andrews Healthcare quality report, 7 January 2020		
If you stated no above, please provide the reason and mitigation: DMU is an established AEI. A resource check is not required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record			
Final Report			
Author(s):	Karen Hibbert	Date:	13 November 2020
Checked by:	Pamela Page	Date:	27 November 2020
Submitted by:	Amy Young	Date:	11 January 2021
Approved by:	Leeann Greer	Date:	13 January 2021