Programme approval visit report

Section one

Programme provider name:	York St John University
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Harrogate and District NHS Foundation Trust Hull University Teaching Hospitals NHS Trust Tees, Esk and Wear Valleys NHS Foundation Trust Vale of York Clinical Commissioning Group York and Scarborough Teaching Hospital NHS Foundation Trust Private, voluntary and independent health 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) BSc (Hons) Nursing (Mental Health)
Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7

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	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:	8-9 July 2021
Programme start date:	
RN – Adult	27 September 2021
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	27 September 2021
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	

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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: Angela Hudson Lay Visitor: Philip Stephenson

Summary of review and findings
York St John University (YSJU) school of science, technology and health (the school) is seeking approval as a new approved education institution (AEI) for delivery of a three-year full-time Bachelor of Science (BSc) honours (hons) nursing programme in the fields of adult and mental health nursing. The initial intake is planned for 30 students for adult field and 20 for the mental health field. YSJU is an established higher education institution and provides a range of health-related undergraduate degree programmes including biomedicine, physiotherapy and occupational therapy. The approval was undertaken via remote means due to COVID-19. The programme is developed in response to the significant vacancy rate in registered nurses in the Humber, Coast and Vale (HCV) strategic training partnership region. The development of the programme is supported by Health Education England (HEE) through the learning environments, assessment and placement strategy (LEAP). The LEAP strategy includes a clinical placements expansion programme, to support development of new pre-registration nursing programmes or increase the number of practice learning settings for established pre-registration nursing programmes. LEAP is working with other AEIs in the area including YSJU. YSJU is a member of a strategic practice assessment network of AEIs in the area, whose remit is to ensure the HCV has sufficient practice learning and practice educator capacity to support current and future allied health and nursing students. An education contract with HEE is in place. Placement agreements with practice learning partners (PLPs) are in place although some are outstanding. (Condition one). All stakeholders are enthusiastic about the innovative nature of this programme and have been actively involved in its development. Recruitment and selection will prioritise local recruits alongside national recruitment. YSJU will share practice learning settings with other established AEIs. We are assured by PLPs there are sufficient practice learning experiences to support students from all AEIs in the geographic area. YSJU is a member of the Midlands, Yorkshire north east and east of England practice learning group (MYNEEPLG). There's a shared approach with PLPs for the preparation of practice supervisors, practice assessors and academic assessors to meet the Standards for student supervision and assessment (SSSA) (Nursing and Midwifery Council (NMC), 2018) and to support the implementation of the Midlands, Yorkshire and east of England practice assessment document (MYEPAD) and ongoing achievement

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record (OAR). Students will be using the electronic version of MYEPAD (eMYEPAD) and OAR (eOAR).

Findings of the approval process and our engagement with PLPs, students and service users and carers (SUCs) during the two-day approval visit, confirm evidence of strong and effective partnership working between YSJU and stakeholders in the co-production and planned delivery of the programme at both strategic and operational level.

At meetings with senior staff of YSJU and senior staff of PLPs we found a strong commitment to supporting the nursing programme to strengthen and help grow the local nursing workforce. An academic team of four nursing lecturers is in place, with two further appointments pending. There are plans to increase the staff resources for future cohorts. YSJU have joint appointments with a PLP to support research staff who will also deliver teaching to the pre-registration nursing programme. Existing biomedicine, physiotherapy and occupational therapy academic staff will also contribute to programme delivery. Where expertise gaps are identified YSJU has agreements with PLPs to offer short-term visiting lecturer roles to utilise the skills and experience of current practitioners.

We inspected the learning and teaching facilities remotely. A review of web-based videos and photographs confirm that there's sufficient learning and teaching space to accommodate the intended first cohort of students. There's study space available for students to work in small groups and individually.

A clinical skills centre (CSC) is in development and is due for completion in August 2021. There are technicians employed to support academic staff in the delivery of skills and a technical team lead is to be appointed. The CSC will be expanded for future cohorts.

There are good support services for students available, with wellbeing, study support and disability services well established. The learning support team, practice learning team and disability services have all been involved in the development of the programme.

The programme has been mapped to the Standards for pre-registration nursing programmes (SPNP) and the Future nurse: Standards of proficiency for registered nurses (FN: SPRN) (NMC 2018). The programme meets the requirements of the SSSA.

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) (NMC 2018) at programme level as conditions apply.

The programme is recommended to the NMC for approval subject to two NMC conditions and one joint NMC and university condition. One NMC recommendation and one university recommendation were made.

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Update 29 July 2021

YSJU has provided evidence which demonstrates all three conditions are met. The SFNME and SPNP are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended 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:** Condition one: Provide written placement agreements between the education institution and associated PLPs to support the programme intentions. (SFNME R2.1, R2.5, R2.14; SPNP R2.1)
	Selection, admission and progression: None identified.
	Practice learning: None identified.
	Assessment, fitness for practice and award: None identified.
	Education governance: management and quality assurance: Condition two: The programme team must demonstrate how health numeracy is consistently assessed and documented with a score of 100 percent. (SPNP R4.6). (Joint NMC and university condition)
	Condition three: Ensure programme and student facing documentation provides consistent programme hours that provide an equal balance of theory and

	practice hours of at least 4,600 hours in total over three years. (SPNP R2.9, R2.12).
Date condition(s) to be met:	30 July 2021
Recommendations to enhance the programme delivery:	Recommendation one: Consider communicating the opportunity for recognition of prior learning (RPL) more explicitly to applicants. (SPNP R1.5, R1.6) Recommendation two: Review the written assessment word count in the programme. (University recommendation)
Focused areas for future monitoring:	Range and volume of practice learning experiences across adult and mental health nursing. The sustainability of enrichment placements across the three years of the programme. Review of the inclusion of the enrichment placements as part of the summative assessment. Staffing of the registered nurse programme as student numbers grow. Review of physical resources to support future student numbers.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: YSJU has provided evidence of two further written placement agreements from PLPs to support placement intentions. Condition one is now met. The programme team have provided evidence in module and programme specifications that a health numeracy assessment is now incorporated, as a summative assessment in the programme with a score of 100 percent. Condition two is now met. The programme team have provided documentary evidence that the programme now has an equal balance of theory and practice hours. Programme and student facing documents clearly illustrate the hours allocated to practice learning. Condition three is now met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	N/A
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	29 July 2021

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) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2020)

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:**

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

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

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an <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 analysis and discussion at the approval visit provide robust evidence of effective partnership working between YSJU, PLPs, students and SUCs. Stakeholders tell us they're enthusiastic about the partnership and the opportunity to deliver a different pre-registration nursing programme at YSJU. PLPs are positive about the programme, with the emphasis on the holistic approach and community focus being well received.

Meetings about the delivery and operationalisation of the programme at YSJU are evidenced through documented minutes and confirmed by PLPs. Stakeholders

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confirm the effectiveness of the partnership. PLPs describe the relationship with YSJU as positive and supportive.

There's a clear commitment to partnership working at both strategic and operational levels. Senior PLP representatives confirm support for YSJU intentions to deliver the pre-registration nursing programme although some placement agreements are yet to be formally signed. (Condition one).

Processes for programme oversight and monitoring are in place and YSJU has developed strategic and operational links with PLPs. Plans are in place for partnership meetings to be held regularly throughout the year to review and provide feedback on student practice learning experiences. Documentary evidence, discussions with PLPs and the programme team confirm that lines of communication and accountability for the delivery and evaluation of the nursing programme are in place.

A range of committees are planned to provide opportunities for stakeholders to contribute to feedback on the programme delivery. YSJU will be sharing some practice learning settings with other AEIs in the geographic area, so processes for sharing information about placement capacity, adverse care quality commission (CQC) reports and service reconfigurations are already established. Documentary evidence and discussion at the visit confirm that processes for practice learning educational audits and evaluations are in place using the practice assessment record and evaluation (PARE) system, which is well established with PLPs in the area. PLPs tell us there's sufficient capacity for YSJU students in practice learning environments.

YSJU is a member of the MYNEEPLG. This collaborative initiative of 32 AEIs has resulted in a consistent approach to the assessment and evaluation of practice learning across the geographic area. The programme team and PLPs tell us that arrangements for shared responsibility of quality assurance are in place through a range of governance meetings and PARE. At an operational level there's evidence of a shared approach to the preparation of practice supervisors, practice assessors and academic assessors to meet the SSSA and to support the implementation of the eMYEPAD and eOAR.

Collaborative working between YSJU and PLPs is evident through a range of governance meetings. These provide the mechanisms for sharing and monitoring of practice learning data, at a strategic and operational level between YSJU and PLPs. There's a practice learning partnership group which is accountable for fostering collaboration between YSJU and PLPs at an operational level. Its aims are to review the programme, processes and systems in place to support the quality of the programme in both theory and practice learning.

The SUC involvement policy outlines the purpose, scope and process of how SUCs will be involved in all aspects of the programme. Documentation and the approval visit demonstrate that YSJU has a team of experienced and enthusiastic

SUCs and patient actors who have been actively involved in the development of the programme. They tell us their views have been valued by YSJU and their future involvement with the programme will ensure and promote a diversity of viewpoints, so that students are exposed to issues that SUCs feel are important. YSJU is committed to the involvement of SUCs in a real and meaningful way.

SUCs are used at recruitment and selection activities. SUCs involved with recruitment have had equality, diversity and inclusivity training prior to undertaking any recruitment or interview activity with prospective students. SUCs will be involved in teaching and practical assessments and quality enhancement processes. They will also be contributing to the development of case studies for simulation based learning and working with students on interprofessional learning days. SUCs tell us they receive support and training for their role and YSJU will operate a buddy system for new SUCs and patient actors.

Documentary analysis and the approval visit confirm that YSJU works in partnership with students. The design of the nursing programmes has been informed by consultation with students in the school. We met four students from allied health and biomedicine programmes. They tell us YSJU are fully committed to collecting and acting upon student feedback and there are opportunities to monitor and evaluate course content, delivery and practice learning throughout the programme. Students tell us assessment feedback is good and timely allowing them opportunities to use the feedback in subsequent assessments.

Students tell us about the support provided throughout their programme by the learning support team, wellbeing team and teaching staff. This includes support during practice learning for students with reasonable adjustments. Students gave an example of a student who required a change to their practice learning setting due to being unable to drive or car share. This was managed quickly and supportively by the placement team. Students tell us the wellbeing team is caring and provide good support and guidance.

Student representatives tell us that YSJU values the student voice, and the culture of YSJU is a positive and supportive one. Students tell us they like that YSJU is a smaller AEI as it is more friendly and personal than larger AEIs. They tell us this enables them to have good open relationships with academic staff. Students know how and where to escalate any concerns they may have either at YSJU or out in practice settings.

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** ☒

A number of written placement agreements from PLPs to support programme intentions are still outstanding at the time of the approval visit.

Condition one: Provide written placement agreements between the education institution and associated PLPs to support the programme intentions. (SFNME R2.1, R2.5, R2.14; SPNP R2.1)

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:

Condition one: Written placement agreements to support programme intentions have been provided by two PLPs.

Condition one is now met.

Evidence:

Memorandum of understanding, Vale of York Clinical Commissioning Group, 12 July 2021
Memorandum of understanding, Harrogate and District NHS Foundation Trust, 19 July 2021

Date condition(s) met: 29 July 2021

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

R1.4 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 met. RPL processes are outlined in the RPL flow chart and policy which has been updated to reflect NMC requirements. Prospective students who would be able to submit a claim for RPL are advised at the application stage. Each applicant is considered on an individual basis and will be asked to supply details of

their learning in relation to elements of the programme from which exemption is sought. The RPL flow chart sets out the RPL process clearly. There's information for students available on RPL once they have commenced the programme, however applicant facing information does not provide guidance or information regarding RPL. There's limited information about RPL on the school webpages. (Recommendation one).

RPL can be used for certificated or experiential learning up to a maximum of 50 percent of the programme. RPL can be used as advanced standing for entry to the programme in year two to reduce the length of the programme or against specific modules. Applications are reviewed by the head of school or the programme lead. All RPL claims are noted at assessment boards. YSJU academic regulations require external examiners to review RPL claims.

Prospective applicants provide evidence which is mapped to programme learning outcomes. Programme learning outcomes and the standards of proficiency to be achieved are met through submission of mapping documents which comply with Article 31(3) of Directive 2005/36/EC.

- 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. A mapping document provided shows that NMC registered nurses' RPL is capable of being mapped to the FN:SPRN and programme outcomes. A variant in the academic regulations is in place that permits registered nurses to RPL more than 50 percent of the programme. RPL can be used for accredited and experiential learning. A decision tracker has been developed to provide an audit trail of the decision-making process. The RPL flow chart sets out the RPL process clearly. There's information for students available on RPL once they have commenced the programme, however applicant facing information does not provide guidance or information regarding RPL. There's limited information about RPL for applicants on the school webpages. (Recommendation one).

- 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. Documentary evidence demonstrates students must have the required level of numeracy and literacy for entry to programme.

Support for students with numeracy, literacy, digital and technological literacy begins prior to commencement on the programme through a number of online activities to help students get set up online and develop their study and writing skills. YSJU recognise that information technologies (IT) are increasingly central to study and work and acknowledge that applicants' experience may vary and some students may have limited experience in this area. There's a preliminary assessment of IT skills using the Jisc digital capability discovery tool in induction week which enables students to self-assess their strengths and areas for development. Students can also complete the European computer driving licence (EDCL) as evidence of digital and technological literacy.

There's support for students to develop their abilities in literacy, numeracy, digital and technological literacy on the programme. Students have access to academic skills development video resources, available online at any time which includes guidance on referencing, literature searching and academic writing. Digital services and study skills teams deliver group workshops and provide individual student support either online or face to face as required. A tutor has been appointed to provide maths and numeracy support for nursing students.

The IT team provide technical support for students access to Moodle (the YSJU virtual learning environment (VLE)) and the safeMedicate package. There's IT help for using PebblePad an electronic portfolio, enabling students to track their progress, monitor their learning and reflect on their experiences. An online software package, safeMedicate, will be used to support the development of numeracy and medicines calculations. Students will have unlimited access to safeMedicate in order to provide sufficient opportunities to practice medicines calculations in a safe and supportive environment.

The eMYEPAD and eOAR have competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. A key principle in the learning, teaching and student experience strategy is that all programmes should have a digital element in each year of the programme.

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 **evaluative summary** 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.

This is a new programme for YSJU. There are no students to transfer to this programme.

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.

This is a new programme for YSJU. There are no students to transfer to this programme.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met
YES ☒   **NO** ☐

Outcome

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

Date: 9 July 2021

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 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.
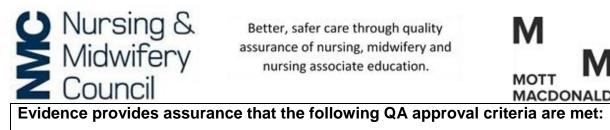
Standards framework for nursing and midwifery education specifically*:*

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** ☒

R2.1 is not met. Written placement agreements from PLPs are required to support the programme intentions, including assuring the supernumerary status of students in practice learning and the provision of practice supervisors and practice assessors. Some placement agreements are in place, however there are a number still outstanding at the time of the approval visit. (Condition one).

- 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. Documentation and evidence from the visit show how the design and delivery of the programme supports students to gain experience in all four fields of nursing. Examples of a student practice learning journey in both fields are provided. Mapping of each field of nursing practice against the proficiencies confirms students will have exposure to all four fields of nursing in theory and practice.

A hub and spoke model of practice learning is planned. A diverse range of practice learning environments will be used, and students document their experiences of practice learning in the eMYEPAD and reflect on these in the PebblePad electronic portfolio.

Documentary analysis and discussion at the approval visit indicate that the curriculum has been designed to ensure that students gain underpinning knowledge and clinical skills across all four fields of nursing practice. There are ten practice learning experiences planned throughout the programme, varying in length from five to 12 weeks. With the exception of the final practice learning experience in each year, practice and theory modules will run concurrently. The programme is designed in this way enabling theory to support practice learning.

The programme has a strong focus on community and primary care practice learning. PLPs tell us they like the focus on community and non-hospital settings for practice learning, which provides a different experience to other AEIs' nursing programmes in the area. PLPs confirm there are sufficient practice learning experiences to support students from all AEIs in the geographic area.

There's an interprofessional learning (IPL) implementation plan, which outlines the broad approach to IPL in both theory and practice learning in the pre-registration nursing programme. There's sufficient evidence of opportunities for IPL in practice learning settings outlined in the programme plan. This is confirmed by PLPs at the approval visit. The enrichment placements in each year will further provide opportunities for IPL in practice learning settings.

There's a range of activities planned for IPL in theory modules. Nursing students will work with allied health profession and biomedicine students in small groups in each year on a range of activities. This includes working with SUCs to develop an IPL care plan and a simulation based learning activity following a person from admission to discharge.

- 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. Documentary evidence and the approval visit show how the design and delivery of the programme supports students to gain experience in all four fields of nursing. The routes to enter the pre-registration nursing programmes in a chosen field of practice at YSJU are clearly stated in the programme specification.

Student practice learning journeys provide evidence of the opportunities for students to follow a SUC through their health journey. For example, from outpatients to admission to discharge and follow up in the community. As part of their spoke experiences, students will undertake two alternative practice learning experiences in child, maternal health and learning disabilities. Adult students will also have opportunities for spoke practice learning experiences in mental health settings. These alternative practice learning experiences provide opportunities for

adult nursing students to meet the EU directive 2005/36/EU, annexe V2 for clinical instruction, and are captured within the eMYEPAD, which is regularly reviewed by personal tutors. The eMYEPAD is mapped to annexe a and b of the FN:SPRN.

Mental health nursing students will also benefit from similar cross field opportunities; working with SUCs in child and adolescent mental health, with adults with physical health problems, maternal health settings and with people with learning disabilities.

Exposure to all fields of practice will be tracked and monitored using the nursing compliance data tracker and ARC, a placement allocation package. A particular feature of the programme is the enrichment placements with voluntary organisations, to further enable students the opportunities to explore healthcare in more diverse settings. Students will complete two enrichment placements each year and complete a summative assessment task as part of the practice learning module assessment.

All theory modules are shared between the two fields. YSJU do not have module learning outcomes, however each module is mapped to the programme learning outcomes and the FN:SPRN. Module specifications differentiate between general and field specific content to support more in depth knowledge in the students chosen field. Theory modules run over two semesters. A 40 credit theory module spans both semesters and a 40 credit practice learning module spans the whole year. There are two 20 credit theory modules in years one and two, one each semester. In year three, a transition module with no credit attached is delivered at the start of the final practice learning experience. This module will support students transition to registration.

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** ☐

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.

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- 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. Module specifications and a detailed table of subject content provide evidence of content in law, safeguarding, pharmacology and medicines administration and optimisation in the programme. There's a focus on increasing complexity of knowledge in each year of the programme. The MYEPAD provides guidance for students to check consent is sought for ensuring safe and effective care of SUCs in practice learning settings. Mapping of the curriculum to the law, safeguarding, pharmacology and medicines content is provided. Medicines administration and optimisation is formatively assessed using the safeMedicate programme. Students have unlimited access to the resource to enable frequent opportunities for practice.

- 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. Programme structure does not demonstrate an equal balance between theory and practice learning. The designated hours in module descriptions and the programme planner indicate that there are insufficient practice learning hours allocated to the programme. Programme and student facing documentation does not provide consistent information of the balance between theory and practice learning hours.

Practice learning hours differ across a range of student facing documentation, the programme structure, programme planner and programme handbook. Students will return to YSJU one day a week during practice learning for coaching activities. The programme team at the approval visit tell us this is equivalent to one hour a week and counts as practice hours. This is not clearly indicated in the programme learning hours or student facing documentation. It is not clear if any other learning activity occurs on the days students return to YSJU. (Condition three).

Students can make up unmet practice learning hours during a practice placement, providing they don't exceed 48 hours per week as specified in the EU working time directive. The designated retrieval period at the end of each year is used for

retrieving any outstanding practice learning proficiencies. Unmet practice hours can also be made up in the four week retrieval period at the end of each year. Unmet theory hours are retrieved by students through the provision of additional work monitored by the personal tutor.

There's a learning, teaching and assessment framework which includes a digital approach to learning and a principle of universal design for learning and assessment. This approach underpins the delivery of YSJU programmes. Theory will be delivered through a blended learning approach combining face-to-face learning with online activities to support the learning process. Students will experience a range of teaching and learning strategies including lectures and field specific seminars delivered on campus and through the VLE; simulation based learning, peer learning workshops and practice based learning.

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 English in England only.

- 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** ☒

R2.12 is not met. Programme structure and documentation does not demonstrate an equal balance between theory and practice learning. Programme and student facing documentation does not provide consistent information of the balance between theory and practice learning hours. The designated hours in module descriptions and the programme planner indicate that there's insufficient practice learning hours allocated to the programme. It is not clear what activities are counted as practice learning. On the day that students return to YSJU for one hour of coaching activity it is not clearly stated if any other learning activity is planned. (Condition three)

- 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** ☒

A number of written placement agreements from PLPs to support programme intentions are still outstanding at the time of the approval visit. (Condition one)

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** ☒

A number of written placement agreements from PLPs to support programme intentions are still outstanding at the time of the approval visit.

Condition one: Provide written placement agreements between the education institution and associated PLPs to support the programme intentions. (SFNME R2.1, R2.5, R2.14; SPNP R2.1)

Programme and student facing documentation does not provide consistent information of the balance between theory and practice learning hours. It is not clear what activities are counted as practice learning. It is not clear on the day that students return to YSJU, for one hour of coaching activity if any other learning occurs.

Condition three: Ensure programme and student facing documentation provides consistent programme hours that provide an equal balance of theory and practice hours of at least 4,600 hours in total over three years. (SPNP R2.9, R2.12).

Date: 9 July 2021

Post event review

Identify how the condition(s) is met:

Condition one: Written placement agreements to support programme intentions have been provided by two PLPs.

Condition one is now met.

Evidence:

Memorandum of understanding, Vale of York Clinical Commissioning Group, 12 July 2021
Memorandum of understanding, Harrogate and District NHS Foundation Trust, 19 July 2021

Condition three: The programme team have provided updated programme and student facing documentation that demonstrates an equal balance of theory and practice hours in the programme.

Condition three is now met

Evidence:

Course plan, 12 July 2021
Nursing programme hours, 12 July 2021
Programme handbook nursing, 16 July 2021
Practice learning handbook nursing, July 2021
Student hours example semester one, 12 July 2021
NUR6004P nursing practice three module specification, July 2021
NUR5004P nursing practice two module specification, July 2021
NUR4004P nursing practice one module specification, July 2021
BSc (Hons) Nursing adult and mental health fields design narrative, July 2021

Date condition(s) met: 29 July 2021	
Revised outcome after condition(s) met:	MET ☒ NOT MET ☐

Standard 3: Practice learning

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

R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing
R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:

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

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

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. We're assured there's an extensive variety of practice learning experiences available for YSJU students to develop and meet the FN:SPRN to deliver safe and effective care.

There's evidence in programme documentation and the eMYEPAD to give assurance that students will develop both clinical and theoretical skills to meet the diverse needs of people. A practice experience plan and mapping document confirms adult nursing students will meet the EU directive 2005/36/EU, annexe V2 clinical instruction element for general nursing in practice learning. These experiences are monitored through a tracker system. Student journey planners

provide evidence of practice learning experiences with midwives, people with mental health needs and children in community settings.

A code of discipline for students and the behaviour policy is referred to in the programme handbook. Student facing documentation is aligned with the Code (NMC, 2018). The programme handbook links to NMC guidance on using social media and the Code. A student practice learning handbook contains guidance on raising concerns and duty of candour and is aligned to the responsibilities outlined in the Code. Students will be informed about how to raise concerns in practice during programme inductions and throughout the programme. The eMYEPAD provides evidence that SUCs can withdraw their consent at any time for students care.

YSJU's fitness to practise policy outlines a robust process for managing student fitness to practise concerns. A fitness to study policy outlines actions to be taken if a student's health or wellbeing impacts on their study and ability to progress. This applies to both theory and practice learning. Student annual good health and good character declarations and end of programme declaration are provided.

There's an agreed process for investigating issues and concerns in practice learning which applies to all AEIs in the MYNEEPLG area. An audit trail of actions taken is recorded. There's a robust process for removing a practice learning experience from the student practice learning circuit. PLPs in partnership with YSJU will provide an alternative placement for the student. Governance meetings are held regularly between PLPs and AEIs across the MYEPLG area to share practice learning evaluations and monitor action plans developed as a result of student feedback, concerns in practice or regulator reports.

Student attendance in practice is monitored through completion of timesheets in the eOAR and through PARE. Attendance at theory sessions is monitored through the MyYSJ app, which records student attendance at face to face sessions and online learning. Ascend is a learner analytics system that provides information on student engagement with resources such as the VLE or the library. Students can use this data to support their own learning and development. Engage is a system that enables personal tutors to access key student data such as attendance at theory sessions, Moodle (VLE) access and student marks and results.

- 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. Students will undertake practice learning experiences in a variety of practice settings to meet their own specific field learning. They'll experience alternative learning across fields through spoke practice learning. This allows students to meet the holistic needs of people of all ages.

Practice learning at YSJU covers a wide geographic area and is shared with other AEIs. PLPs at the approval visit confirm there is sufficient practice learning experiences to support students from all AEIs in the region. YSJU have developed collaborative relationships with a range of PLPs who will provide a range of general and specialist practice learning settings with NHS, community, private and voluntary sector providers.

Practice learning follows a hub and spoke approach. Spoke placements will be planned to offer students a range of experiences across all four fields of practice. Practice learning is monitored through a tracker system and through ARC, a practice learning allocation system, to ensure diversity. Allocations will be made based on the student's previous learning experiences to ensure students have the opportunity to work with diverse populations in a range of different settings across the region.

We reviewed eight practice learning environments remotely through webpages, documents, videos and photographs. We are assured there are sufficient PLPs to support a variety of practice learning experiences for students.

York and Scarborough Teaching Hospitals NHS Foundation Trust consists of The York Hospital with over 700 beds and Scarborough Hospital with 300 beds. There's an additional seven hospitals in the group providing a wide range of services covering a diverse range of settings. Both York and Scarborough hospitals have an education centre which includes a library, study space and computer terminals. The library has 24 hour access for staff and students. York hospital has a clinical skills centre which is already used for simulation activities with YSJU students.

Hull University Teaching Hospitals NHS Trust is a large hospital situated in the east of the region. It has two main hospital sites; Hull Hospital and Castle Hill Hospital providing 1,300 beds and covering a wide range of settings. The trust will be providing placements for adult field nursing students in the third year of the programme.

Tees, Esk and Wear Valley NHS Foundation Trust is a large trust providing opportunities for practice learning experiences in mental health settings. York City Council will provide access to a range of community services including learning disability nursing teams.

The Bridge hospital provides specialist neurological services and has a small education centre and training room used for student learning. The Bridge will be used for both adult and mental health nursing students.

Community and primary care practice learning will be provided by Harrogate and District Hospital, Haxby Group primary care training and workforce hub and Vale of York clinical commissioning group. These PLPs will provide access to hospital, community services, GP surgeries, care homes and social care settings.

Harrogate and District hospital delivers both hospital and community services and includes maternal and child services. It covers a wide range of community services across all four fields of nursing.

There are appropriate processes for assessing, monitoring, and evaluating practice learning experiences. Biennial educational audits ensure students will be supported by enough practice supervisors and practice assessors in each organisation and evidence that the practice learning setting is a suitable learning environment. Documentary analysis confirms that audit documentation ensures all checks have been made on practice learning environments, to deliver safe and effective care. Where a practice learning setting is shared with another AEI, PARE allows for sharing of data between AEIs including educational audits and action plans from adverse CQC reports.

- 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. Programme mapping documents provide evidence to support the provision of practice learning opportunities allowing students to develop and meet communication and relationship management skills and nursing procedures for students selected field of practice. The eMYEPAD is mapped against the FN:SPRN and will guide and record experiences in practice learning, including communication and relationship management skills and nursing procedures. The eMYEPAD will be used to assess these skills and procedures in practice learning settings or in simulation based learning at YSJU.

The eOAR enables students and their assessors and supervisors to monitor their progress so that learning opportunities can be organised to meet their developmental needs.

- 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. Simulation based learning provides opportunities for skills rehearsal in a safe and authentic environment using low, medium and high-fidelity manikins. Simulation based learning occurs progressively throughout the programme, enabling students to practise increasingly complex skills and procedures. The VLE provides students with opportunities to learn through online lectures, discussion groups and online learning activities. Students can also practise nursing skills in

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the virtual world using vSim for Nursing and develop their drug calculations and medicines administration skills through safeMedicate. The PebblePad online portfolio helps students track their learning and review their achievements in practice learning settings.

The CSC is currently undergoing development and refurbishment. The CSC will contain a six-bedded ward, complete with facilities for real-person and manikin-based care scenarios. There are clinical skills rooms, a consultation room and a moving and handling and mandatory training suite. The community flat ensures students have opportunity to practise skills in a home nursing environment. A debriefing room provides opportunities for students to reflect on their simulation experiences, identify good practice and areas for development supported by their tutors. YSJU has contingency options in place if building works are not completed before the programme start date.

- 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. Documentary evidence and the approval visit provide assurance that student individual needs and personal circumstances are considered when allocating practice learning. A reasonable adjustment policy and process is in place for both theory and practice. Students who require reasonable adjustments have an initial assessment with YSJU support services and an individual learning plan is created and shared by the student with academic staff. There's disability and dyslexia support at YSJU. The learning support service provides specialist support on a one to one basis. There's daily drop in sessions offered for support if needed. Students confirm that learning support and disability support is good.

For reasonable adjustments in practice settings there's a five step process in which the student completes a placement support agreement, to share with the practice supervisor and practice assessor through PebblePad. This process is outlined in the practice learning handbook for students. The student is supported by an academic assessor, practice assessor and the YSJU disability advisor throughout this process.

There's an exceptional circumstances processes for personal circumstances or temporary health issues which might affect a student's practice learning experiences, or ability to complete summative assessments. For example, those with caring responsibilities may require a practice learning experience that is within a reasonable travelling distance or require adjustments made to shift patterns. Students tell us they feel well supported by the university in terms of their personal and academic needs.

Personal wellbeing support is available at YSJU with access to wellbeing practitioners and welfare advisers. The team support students with any issues affecting them such as pregnancy, personal safety or mental health concerns. Appointments can be booked for online or phone support and there are remote resources available for students who are in practice learning. YSJU have employed mental health nurses and counsellors to support students with mental health issues. YSJU have invested in a 24-hour wellbeing support service with trained counsellors to support students with any mental health and wellbeing issues.

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: 9 July 2021

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

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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. Documentary analysis indicates that YSJU induction, education, ongoing development and support for academic staff ensures compliance with the SFNME in relation to student support, supervision, learning and assessment. There's an annual appraisal process which provides evidence of commitment from YSJU to supporting staff with the resources and time to fulfil their roles. Academic assessor workshops are in place.

Each student is assigned a personal tutor, who will be responsible for meeting with the student either individually or in a group regularly throughout the programme. Personal tutors offer one-to-one support and advice throughout the time at the university, monitor academic achievement and provide support to enable students to succeed. Nursing students will return to YSJU every week whilst out in practice learning to meet with their academic assessor. In year one the academic assessor and the personal tutor are the same person.

The eMYEPAD sets out the process for student assessment and action planning and how to record a student who has not met the FN:SPRN. The nominated person in practice learning will be involved in any situation where a student is not meeting the standards of proficiency, and the academic assessor will support this process.

Staffing levels are sufficient at present to deliver the programme, and there are enough teachers and academic assessors to support the first cohort of students onto the programme. Academic staff from allied health professions and biomedical science, will also contribute to teaching specific topics such as anatomy and physiology. There are research staff who will help deliver research based topics. YSJU have a plan in place to proactively manage any risks to student learning, including recruiting more staff, using visiting lecturers and staff based in practice to teach specific topics such as skills.

- 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** ☐

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R4.2 is met. YSJU collaborates with other AEIs to deliver practice supervisor and practice assessor updates and contribute towards the MYNEEPLG network to ensure consistency of provision.

Support in practice will be provided by either a learning environment manager (LEM), practice education facilitator (PEF) or clinical nurse educator (CNE). The LEM/ PEF/ CNE will act as the nominated person in practice for students during their practice learning experience. They'll support a quality learning environment and act as a point of contact for practice supervisors and practice assessors and facilitate communication with YSJU about student issues or concerns.

There's a preparation programme for practice supervisors, practice assessors and academic assessors in place co-produced by MYNEEPLG. The preparation programme has a flexible delivery. There's a range of online resources developed for the preparation of practice supervisors, practice assessors and academic assessors. A handbook for practice based staff and students developed by YSJU provides guidance on roles and responsibilities of practice supervisors, practice assessors and academic assessors. YSJU have developed a comprehensive website of practice learning information for practice supervisors and practice assessors.

Placement capacity is reviewed as part of the biennial audit but can be changed at any time to reflect staffing changes in practice learning settings that impact on capacity. Forecasting placement meetings are held with other AEIs and PLPs to ensure there is sufficient capacity to support student practice learning. In addition, these meetings will provide information regarding any changes in practice learning such as service reconfiguration, or a reduction in practice assessors that might impact on students' practice learning experience. An action tracker is used to support these meetings so that any issues that compromise the preparation and support of practice supervisors, practice assessors or academic assessors can be identified, recorded for quality monitoring purposes and addressed.

Each PLP keeps a register of practice supervisors and practice assessors who have been prepared for their role. The information is stored on PARE and helps inform the placement team at YSJU if there are sufficient staff to support students in the practice learning environment. YSJU will keep a register of practice supervisors and practice assessors in the private, voluntary and independent organisations (PIVO).

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. YSJU operate a coaching for learning approach. Programme documents identify how coaching for learning supports students to receive feedback and facilitate feedback discussions for others. Students are introduced to feedback skills in year one, and these skills will be progressively developed throughout the programme. There are formative assessment opportunities in each module. There's a variety of summative assessments including written coursework, individual presentations, practical assessments, research proposal and practice assessment of proficiencies. The programme is structured in streams meaning that the same type of assessment is offered each year albeit with more complexity added. Assessments are spaced throughout each academic year to facilitate students to manage the workload.

Practice learning has clear opportunities for feedback built into the process. The eMYEPAD guides feedback to students in the practice learning environment and ensures students receive feedback from SUCs, practice supervisors, practice assessors and academic assessors. This feedback is then reviewed through the eOAR. The eMYEPAD has a mid-point review with opportunities for feed forward, and a summative end point assessment including a medicines management assessment.

- 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. Mapping documents provide assurance that programme content and practice learning experiences will enable students to meet the SPRN in the adult and mental health fields.

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 ☐   NO ☒

R4.6 is not met. Documentation and discussion at the approval visit confirm that YSJU intend to use the medicines calculation assessment that is part of the annual medicines management assessment in the eMYEPAD as the health numeracy assessment. There's no indication of the pass mark for these calculations, therefore we are not assured that the programme includes a specific numeracy assessment that has to be passed at 100 percent. (Condition two)

- 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 ☒

There's no specific health numeracy assessment in the programme requiring a pass at 100 percent.

Condition two: The programme team must demonstrate how health numeracy is consistently assessed and documented with a score of 100 percent. (SPNP R4.6)

Date: 9 July 2021

Post event review

Identify how the condition(s) is met:

Condition two: The programme team have provided evidence in module and programme specifications that a health numeracy assessment is now incorporated as a summative assessment in the programme with a score of 100 percent. Condition two is now met.

Evidence:
Assessment matrix, BSc (Hons) Nursing programme, adult and mental health fields,16 July 2021
BSC (Hons) Nursing programme specification, July 2021
NUR6002M Leading care for the person with complex needs module specification, July 2021
NUR4001M Human science for integrative nursing module specification, July 2021
NUR5001M, Integrative nursing for the person with health challenges module specification, July 2021

Date condition(s) met: 29 July 2021

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

Standard 5: Qualification to be awarded

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

R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and
R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

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's no fall-back exit award with registration as a nurse.
Assurance is provided that the _Standards framework for nursing and midwifery education_ relevant to the qualification to be awarded are met **YES** ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 9 July 2021		
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		

Section four

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.	☒	☐

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: There's no apprenticeship route.

List additional documentation:

Post conditions documentation.

Memorandum of understanding, Vale of York CCG, 12 July 2021
Memorandum of understanding, Harrogate and District NHS Foundation Trust,19 July 2021
Assessment matrix, BSc (Hons) Nursing programme, adult and mental health fields,16 July 2021
BSC (Hons) Nursing programme specification, July 2021
NUR6002M Leading care for the person with complex needs module specification, July 2021
NUR4001M Human science for integrative nursing module specification, July 2021
NUR5001M, Integrative nursing for the person with health challenges module specification, July 2021
Course plan, 12 July 2021
Nursing programme hours,12 July 2021
Programme handbook nursing,16 July 2021
Practice learning handbook nursing, July 2021
Student hours example semester one,12 July 2021
NUR6004P nursing practice three module specification, July 2021
NUR5004P Nursing practice two module specification, July 2021
NUR4004P Nursing practice one module specification, July 2021
BSc (Hons) Nursing adult and mental health fields design narrative, July 2021

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)	☐	☒

	YES	NO
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: One x year two BSc (Hons) Biomedical Science Two x year three BSc Hons) Physiotherapy One x year three BSc (Hons) Occupational Therapy		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route in the programme		
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: Review of specialist teaching accommodation and library facilities at YSJU undertaken remotely via photographs and videos. Review of practice learning environments at Tees, Esk and Wear Valleys NHS Foundation Trust, Hull University Teaching Hospitals NHS Trust, York and Scarborough Teaching Hospitals NHS Foundation Trust, Elysium Healthcare at The Bridge Care Centre, Harrogate and District NHS Foundation Trust and NHS Vale of York clinical commissioning group viewed remotely via webpages, education packages, documents, videos and photographs.		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: CQC inspection report, Hull University Teaching Hospitals NHS Trust, 24 June 2020 CQC inspection report, The Bridge Care Centre, 5 March 2021, CQC inspection report, Tees, Esk and Wear Valleys NHS Foundation Trust, 3 March 2020,		

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CQC inspection report, York and Scarborough Teaching Hospital NHS Foundation Trust, 16 October 2019

If you stated no above, please provide the reason and mitigation:

Additional comments:
None identified.

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