Programme approval visit report

Section one

Programme provider name:	University of Greenwich
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Sussex Partnership NHS Foundation Trust
	Sussex Community NHS Trust
	Brighton and Sussex Hospitals NHS Trust
	Kings College Hospital NHS Foundation Trust
	Oxleas NHS Foundation Trust
	Dartford and Gravesham Clinical Commissioning Group (CCG)
	Dartford and Gravesham NHS Trust
	Kent Community Health NHS Foundation Trust
	Kent and Medway NHS and Social Care Partnership Trust
	Barts Health NHS Trust
	East London NHS Foundation Trust
	Maidstone and Tonbridge Wells NHS Trust
	Medway NHS Foundation Trust
	NHS Kent and Medway CCG
	NHS West Kent CCG
	Guys and St Thomas' NHS Foundation Trust
	NHS Lewisham CCG
	Lewisham and Greenwich NHS Trust
	NHS Greenwich CCG
	South London and Maudsley NHS Foundation Trust
	South West London and St George's Mental Health NHS Trust
	East Sussex Healthcare NHS Trust
	Education and social care providers
	Private, voluntary and independent health care providers
Programmes reviewed: (*Tick*	*Pre-registration nurse qualification leading to*

all that apply)	Registered Nurse – Adult	☒
	Registered Nurse – Child	☒
	Registered Nurse - Learning Disabilities	☒
	Registered Nurse - Mental Health	☒
	Nursing Degree Apprenticeship (NDA) route	
	NDA Adult	☒
	NDA Child	☒
	NDA Learning Disabilities	☒
	NDA Mental Health	☒
	Dual award - pre-registration nursing	
	Dual award - adult/mental health	☐
	Dual award - adult/child	☐
	Dual award - adult/learning disabilities	☐
	Dual award - mental health/learning disabilities	☐
	Dual award - mental health/child	☐
	Dual award - learning disabilities/child	☐
Title of programme(s):	BSc (Hons) Adult Nursing	
	BSc (Hons) Children's Nursing	
	BSc (Hons) Learning Disability Nursing	
	BSc (Hons) Mental Health Nursing	
	BSc (Hons) Adult Nursing (Degree Apprenticeship)	
	BSc (Hons) Children's Nursing (Degree Apprenticeship)	
	BSc (Hons) Learning Disability Nursing (Degree Apprenticeship)	
	BSc (Hons) Mental Health Nursing (Degree Apprenticeship)	
	BSc Adult Nursing	
	BSc Children's Nursing	
	BSc Learning Disability Nursing	

	BSc Mental Health Nursing
	BSc Adult Nursing (Degree Apprenticeship)
	BSc Children's Nursing (Degree Apprenticeship)
	BSc Learning Disability Nursing (Degree Apprenticeship)
	BSc Mental Health Nursing (Degree Apprenticeship)
	MSc Adult Nursing
	MSc Children's Nursing
	MSc Learning Disabilities Nursing
	MSc Mental Health Nursing
	PG Dip Adult Nursing
	PG Dip Children's Nursing
	PG Dip Learning Disabilities Nursing
	PG Dip Mental Health Nursing

Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse – Child	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

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	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 Child	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/child	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/child	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - learning disabilities/child	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	1 October 2020

Programme start date:	
RN – Adult	11 January 2021
RN – Child	11 January 2021
RN - Learning Disabilities	11 January 2021
RN - Mental Health	11 January 2021
NDA Adult	11 January 2021
NDA Child	11 January 2021
NDA Learning Disabilities	11 January 2021
NDA Mental Health	11 January 2021
Dual award - A/MH	
Dual award - A/C	
Dual award - A/LD	
Dual award - MH/LD	
Dual award - MH/C	
Dual award - LD/C	

QA visitor(s):	Registrant Visitor: Ronnie Meechan Lay Visitor: Sophia Hunt

Summary of review and findings

The school of health sciences (the school) within the faculty of education, health and human sciences, University of Greenwich (UoG) intends to deliver a pre-registration nursing programme with routes leading to BSc (Hons) nursing (three-year full-time and five-year part-time), MSc Nursing (two-year) BSc (Hons) nursing degree apprenticeship (NDA) (four-year).

The BSc (Hons) nursing, the BSc (Hons) NDA and the MSc Nursing will lead to registration in adult or children's or mental health or learning disabilities fields of practice.

The BSc (Hons), MSc and NDA routes are negotiated and developed in collaboration with lead managers of participating healthcare organisations and representatives. The following employer partners are supporting the NDA route:

Bromley Healthcare Community Interest Company, Kent Community Healthcare NHS Foundation Trust, Oxleas NHS Foundation Trust, South London and Maudsley NHS Foundation Trust, South West London and St George's Mental Health NHS Trust, Virgin Care and Lewisham and Greenwich NHS Trust.

The programme aims to prepare graduates for entry to the NMC register as a registered nurse. Programme documentation confirms evidence of effective partnership working between the school and key stakeholders. UoG is part of the pan-London practice learning group and is adopting the pan-London practice assessment document (PLPAD).

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). Arrangements at programme level do meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The programme is recommended for approval subject to four NMC conditions and one university condition. One NMC recommendation is made.

Updated 11 November 2020:

The programme team has provided documentation to meet the four NMC conditions. The university has confirmed the one university condition is met. All conditions are met. The programme is recommended to the NMC for approval.

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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: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:**
	None identified
	Selection, admission and progression:
	Condition one: Establish explicit guidelines for the recognition of prior learning (RPL) on to the MSc programme, including the recognition of theoretical knowledge and the verification of practice learning hours. (SFNME R2.8, Standards for pre-registration nursing programmes (SPRNP) (NMC, 2018) R1.5)
	Practice learning:
	None identified
	Assessment, fitness for practice and award:
	Condition five: The module specifications have a number of elements that need to be revised, including the addition of formative assessments. In doing so, the programme team should adhere to the university's assessment and feedback policy to ensure that they meet the university expectations. (University condition)
	Education governance: management and quality assurance:
	Condition two: Provide accurate programme planners for all routes through the programme, to demonstrate an equal balance of theory and practice hours and provide assurance that the European Union (EU) requirements for minimum programme length are consistently met. (SPRNP R2.9)
	Condition three: Provide a mapping document that demonstrates at a learning outcome and standards of proficiency level, how the modules of the outgoing curriculum (NMC, 2010) meet the requirements of the proposed programme (NMC, 2018), in both theory and practice elements of the programmes. (SPRNP

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	R1.5)
	Condition four: Provide programme documentation that details the general and professional content necessary to meet the Standards of proficiency for registered nurses (NMC, 2018) for the NDA pathway and details the governance processes for monitoring the standards of proficiency. (SPRNP R2.7)
Date condition(s) to be met:	19 October 2020
Recommendations to enhance the programme delivery:	Recommendation one: Consider a clearer process for the recording and monitoring of four field experiences across all students, that includes specific reference to how gaps in learning are identified and acted upon for NDA students. (SPRNP R2.4, R3.1)
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team has provided explicit guidelines for the RPL on to the MSc programmes, including the recognition of theoretical knowledge and the verification of practice learning hours. Condition one is now met.

The programme team have provided accurate programme planners for all routes through the programme, to demonstrate an equal balance of theory and practice hours and provide assurance that the EU requirements for minimum programme length are consistently met. Condition two is now met.

The programme team has provided a mapping document that demonstrates at a learning outcome and standards of proficiency level how the modules of the 2010 curriculum meet the requirements of the 2018 programme, in both theory and practice learning elements of the programmes. Condition three is now met.

The programme team have provided programme documentation that details the general and professional content necessary to meet the standards of proficiency for registered nurses for the NDA pathway and detail the governance processes for monitoring the standards of proficiency. Condition four is met.

The university has confirmed the one university condition (condition five) is met.

The SFNME is met.

The SPRNP are met.

The programme is recommended to the NMC for approval.

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AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	Amendments to the practice learning partner (PLP) list have been made.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	11 November 2020

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for pre-registration nursing programmes* (NMC, 2018) *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018), *Standards framework for nursing and midwifery education* (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018) The Code: Professional standards of practice and behaviour for nurses and midwives QA Framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook

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

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

the programme

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

Standards for student supervision and assessment **(NMC, 2018)**

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

There's documentary evidence that UoG demonstrate partnership working with PLPs over a substantial geographical area and this is confirmed by the inclusion of placement agreements. Service level agreements (SLAs) are developed in conjunction with PLPs and are signed by a university representative and

representatives of those PLPs.

Senior nurses and education leads tell us that there are effective partnerships as well as processes in place to support students undertaking the NDA route. Employer partners and the approved education institution (AEI) have experience of supporting students through the NDA route; they tell us that supernumerary status for students on the NDA route is protected when undertaking NMC programme hours.

SLAs commit the university, employer partners and PLPs to governance arrangements and providing safe and supportive learning environments for pre-registration nursing students. The school provides an effective platform for partnership working with all stakeholders.

There's evidence of partnership working documented within the minutes of curriculum implementation group events. Senior nurses and practice education leads tell us there are effective processes in place to respond effectively to the needs of students, practice supervisors and practice assessors. Senior nurses, as well as UoG senior managers, tell us that there are twice yearly meetings with chief nurses, annual partnership in practice meetings as well as joint placement mapping meetings.

The programme team tell us there are systems and processes in place to ensure academic assessors can support students who are undertaking practice learning opportunities. The programme team, senior nurses and practice education staff tell us there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments.

There's documentary evidence supported by what we heard at the approval visit to support the school's commitment to service user involvement in pre-registration nursing education. Service users tell us, and meeting records demonstrate, that they attended some of the curriculum development group meetings.

There's strong evidence of service user involvement for nursing students at UoG and this includes a buddy scheme, sessions with individuals with learning disabilities as well as focused service user activity with older adults. Service users told us that they are involved with the selection of students and the delivery of the programme and that they are also involved with clinical skills and simulated practice activities.

Service users tell us that they receive training and education to undertake their role including equality and diversity training; the training provided for service users who have a learning disability is tailored to their individual need. Service users say they're consulted about, and contribute towards, programme design and development. There's documentary evidence and confirmation from students that they're consulted and contribute to programme design and development.

Students tell us processes are in place for them to give feedback on their theory and practice learning and they have a student representation system. Students say they have opportunities to learn from a range of people in practice learning environments, including service users.

Interprofessional learning opportunities occur within the practice learning environment and at the university and these include sessions with students on other health related programmes. Students on the pre-registration nursing programme are represented at the staff and student committees and other committees. UoG has an established student union and students are represented at the student assembly.

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** ☐

Please provide any narrative for any exceptions

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** ☐

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

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

N/A

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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

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abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

1.8 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 programme*s (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 evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

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

MET ☐   **NOT MET** ☒

R1.5 is not met. The UoG RPL policy allows applicants with suitable academic credit and/or experience to be awarded up to a maximum of 50 percent RPL. The programme specifications identify the maximum RPL of 50 percent.

Applicants for all the routes are initially screened to ensure they have the required academic qualifications and are given information on how to make an RPL claim. RPL candidates include those progressing from relevant foundation degree and NDAs, as well as nursing associates and assistant practitioners, and includes recognition for clinical practice as well as academic achievement.

We found a number of areas that require improvement in relation to the RPL process, particularly in relation to the MSc programme. Examples of RPL mapping documents have been provided for all routes including the MSc route. The mapping document provided for the MSc programme lacks specificity and requires greater detail of the programme outcomes, Standards of proficiency and skills annexes that are being RPL'd. (Condition one)

The programme team described that the standard RPL for admission on to the MSc route would include 450 hours of health and social care experience as well as 1,000 hours of theoretical learning. The documentary evidence supplied stated 700 hours of health and/or social care experience and on the UoG website, this was listed as 750 hours. The programme planners contain inconsistent information in relation to the practice hours being RPL'd into the MSc route. (Condition one)

In addition, the programme team describe that applicants to the MSc nursing programme would self-declare their practice hours, without verification from a manager or trusted authority. The programme team have been asked to review the process by which an applicant self-declares practice related hours as part of the scrutiny of RPL applications. (Condition one)

Current first year direct entry and NDA students are transferring to the proposed programme (January 2020 and September 2020 cohorts). The mapping documents provided do not demonstrate at a learning outcome and standards of

proficiency level how the modules of the outgoing curriculum (NMC, 2010) meet the requirements of the proposed programme (NMC, 2018), in both theory and practice learning elements of the programmes. The programme team have been asked to provide a revised document demonstrating this information. (Condition three)

- 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. The UoG website states that NMC registered nurses can RPL more than 50 percent of the programme.

Applications for candidates who hold nurse registration with the NMC are initially screened to ensure they have the required academic qualifications and candidates are given information on how to make an RPL claim.

RPL claims are scrutinised by the appropriate academic member of staff and external examiner then submitted to an examination board.

- 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. There's documentary evidence that the PLPAD and the ongoing achievement record (OAR) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

Students use a number of online learning tools including Moodle, Panopto and SN@P. Numeracy, literacy and digital and technological skills are mapped to the programme. Mapping is provided by UoG outlining where numeracy, literacy, digital and technological literacy are delivered and assessed within theory and practice learning.

Digital and technological literacy are assessed through student engagement with the online university and college's admissions service (UCAS) application process; this includes setting up their account as well as communicating with the

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admissions team via email.

Module guides identify academic literacy throughout the programme supporting development of literacy, digital and technological literacy. Digital skills are developed throughout the programme. These include using online resources, lecture capture software, plagiarism detection software, Studiosity, quizzes, discussion forums, workbooks, virtual simulation, e-assessment in practice, online portfolio and online assessments.

Medicine calculations for safe practice is evident within the routes throughout the programme. Students have access to SN@P at the beginning of the programme. Summative assessment requires pass at 100 percent prior to completion of the programme. Students can engage with the academic skills hub which offers support for maths and numeracy skills.

Students are required to complete a medicines management assessment in each part of the PLPAD including a drug calculations assessment. Programme handbooks identify where proficiency outcomes in numeracy are delivered and assessed.

Students tell us they're encouraged to use interactive learning resources and are able to access a range of online tools relating to referencing and information technology. Students tell us that they have been engaging with a blended approach to learning at this time due to COVID-19 and that academic staff at UoG have been very supportive. PLPs tell us all students have access to learning resources within the practice learning environments, including access to digital and online systems.

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.

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

MET ☐   **NOT MET** ☒

The mapping documents provided do not demonstrate at a learning outcome and

standards of proficiency level how the modules of the outgoing curriculum (NMC, 2010) meet the requirements of the proposed programme (NMC, 2018), in both theory and practice learning elements of the programmes. The programme team have been asked to provide a revised document demonstrating this information. (Condition three)

We are told that students were consulted in a series of cohort meetings held once every semester, of the proposed programme, and were involved in focus groups and curriculum implementation groups. Student representatives are aware of the development of the programmes, and kept their cohorts informed. Each student was required to individually sign a consent form in order to transfer to the new programme.

Students from January 2020 and September 2020 (direct entry and NDA) are transferring to the proposed programme.

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

<div align="right">

YES ☐ **NO** ☒

</div>

The SFNME is not met in relation to selection and admission as there are deficiencies in the RPL process. (Condition one)

Outcome

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

The RPL process for self-verification of hours for applicants to the MSc programme, as well as greater detail on the programme outcomes, proficiencies and skills annexes being RPL'd against and confirmation of the correct number of hours being RPL'd for the MSc programme is required.

Condition one: Establish explicit guidelines for the RPL on to the MSc programmes, including the recognition of theoretical knowledge and the verification of practice learning hours. (SFNME R2.8, SPRNP R1.5)

The mapping documents provided for students who will transition from the 2010 curriculum to the 2018 programme need to be more detailed, providing clarity of outcomes at a module level as well as where platforms, proficiencies and practice in both theory and practice learning elements of the programmes.

Condition three: Provide a mapping document that demonstrates at a learning outcome and standards of proficiency level, how the modules of the outgoing curriculum (NMC, 2018) meet the requirements of the proposed programme (NMC, 2018), in both theory and practice learning elements of the programmes. (SPRNP R1.5)

Date: 1 October 2020

Post event review

Identify how the condition(s) is met:
Condition one: The programme team has provided explicit guidelines for the RPL on to the MSc programmes, including the recognition of theoretical knowledge and the verification of practice learning hours.
Condition one is met.
Evidence:
UoG, MSc nursing RPL guidelines, 2020
UoG, MSc nursing RPL mapping document, October 2020
UoG, MSc nursing top-up proficiencies document, October 2020
Condition three: The programme team has provided a mapping document that demonstrates at a learning outcome and standards of proficiency level how the modules of the 2010 curriculum meet the requirements of the 2018 programme, in both theory and practice learning elements of the programmes.
Condition three is met.
Evidence:
UoG, old and new definitive mapping tool for BSc module learning outcomes, 2020

Date condition(s) met: 11 November 2020

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

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must:
R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*
R2.2 comply with the NMC *Standards for student supervision and assessment*
R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

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

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R2.4 is met. Documentary evidence and the approval visit demonstrate that programme design and delivery supports students' learning in all four fields of nursing practice. The programme document (student handbook) demonstrates that each route is designed for students to experience theory and practice learning in their chosen field of practice. Programme handbooks and programme specifications identify where cross field teaching, learning and assessment takes place.

Modules have specific content and are mapped against adult, mental health, child and learning disabilities fields of practice and health conditions. Reference is made to lifespan care across all four fields of practice.

Programme specifications have specific learning outcomes in relation to clinical skills and simulation activities. The OAR lists the skills in annexes A and B of the Standards of proficiency for registered nurses (NMC, 2018). There's documentary evidence that the programme uses a hub and spoke model of practice experience allocations. Students will undertake practice learning experience in alternative fields as 'spoke' learning opportunities. SLAs confirm support for students in practice and sufficient resources. We found students will undertake simulation-based learning in addition to practice learning opportunities which include birth and neonatal care. Simulation scenarios relate to all fields of practice and involve the use of service users.

The majority of students across the routes of the UoG pre-registration nursing programme tell us they have direct care experience of all fields of practice and are supported in theory and practice learning. A small number of students undertaking the BSc (Hons) NDA route tell us that it was challenging for them to get cross field experience. (Recommendation one)

- 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 for the BSc (Hons) nursing (adult, children's, mental health, learning disabilities) programme, the BSc (Hons) NDA nursing (adult, children's, mental health, learning disabilities) route and the MSc nursing (adult, mental health, children's, learning disabilities) programme addresses all outcomes required for registration in one field of nursing practice. Students undertaking the NDA route study the same modules following a blended approach. NDA students have regular contact with their tutor during each module. Personal tutors as well as academic assessors will monitor student engagement in relation to attendance, their use of online learning through Moodle, and library resources.

Documentary evidence in the programme documentation and programme specification demonstrates sufficient module content for each field of practice to be tested for both theoretical and practice learning components in the BSc (Hons) nursing (adult, children's, mental health, learning disabilities) programme, the BSc (Hons) NDA (adult, children's, mental health, learning disabilities) route and the MSc nursing (adult, mental health, children's, learning disabilities) module content, module outcomes, programme outcomes and the PLPAD facilitate achievement of proficiencies for all fields of practice.

The programme team, senior nurses, practice education leads, practice assessors and practice supervisors tell us programme structure, design and delivery will offer both theoretical and practice learning opportunities to allow students to gain confidence and competence in undertaking the required proficiencies and competencies in the student's chosen field of nursing practice.

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

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

YES ☒   **NO** ☐

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing

practice: adult, mental health, learning disabilities and children's nursing
(R2.7)   **YES** ☐   **NO** ☒

R2.7 is not met. Documentary evidence has not been provided that demonstrates how the progress and achievements of NDA students will be recorded and monitored throughout their four-year programme. Reference is made within the programme documentation that this process is undertaken through a tripartite meeting, that takes place collaboratively between the student, the practice supervisor, practice assessor and the academic assessor. However, further details of these arrangements and expectations have not been made explicit for NDA students or employers of apprentices. It is therefore not clear to employers or students what the UoG expectations for progress and achievement are at each part of the programme. (Condition four)

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

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

                              MET ☒   **NOT MET** ☐

R2.8 is met. There's documentary evidence supporting the development of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in the student's chosen field of practice.

The programme team, senior nurses, practice assessors and practice supervisors say students will have sufficient experience of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation throughout their programme in theory and practice learning.

The PLPAD, programme documentation and programme specifications outline academic and practice proficiency outcomes in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation.

The school has provided mapping relating to both theoretical and practice components of the BSc (Hons) nursing, NDA and MSc nursing pathways.

Students tell us there are adequate opportunities to engage with curriculum content (in theory and practice) in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation.

- 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. Documentary evidence and the approval process do not demonstrate an equal balance of theory and practice learning in the programme for all routes. This is primarily due to inconsistencies with programme planners provided as evidence and subsequent changes to these at the approval visit. The programme team must provide accurate programme planners that outline the theory and practice hours for all routes through the pre-registration programme. (Condition two)

Students undertake a range of practice learning opportunities and will gain further practice experiences using a hub and spoke model. There's a system for monitoring programme hours and retrieval of any unmet hours in both theory and practice learning. Students tell us they're supported to retrieve unmet programme hours across all routes. Documentary evidence in programme document / programme specification identifies a range of learning and teaching strategies. Teaching and learning is diverse and includes flipped classroom, mental health buddy scheme with service users, activities with service users who have a learning disability and older adults, reflections, lectures, small group learning, technology facilitated, online learning via Moodle and simulated practice/clinical skills.

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

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

  YES ☐ **NO** ☐ **N/A** ☒

The programme is delivered in England.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11). **YES** ☒ **NO** ☐

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

  YES ☒ **NO** ☐

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- 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** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula and assessment are met **YES** ☒ **NO** ☐

Outcome

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

The programme planners provided for all pre-registration nursing programme routes contain inconsistencies and errors in calculation.

Condition two: Provide accurate programme planners for all routes through the programme, to demonstrate an equal balance of theory and practice hours and provide assurance that the EU requirements for minimum programme length are consistently met. (SPRNP R2.9)

Documentary evidence has not been provided that demonstrates how the progress and achievements of NDA students will be recorded and monitored throughout their four-year programme. Reference is made within the programme document that this process is undertaken through a tripartite meeting, that takes place collaboratively between the student, the practice supervisor, practice assessor and the academic assessor. However, further details of these arrangements and expectations have not been made explicit for NDA students or employers of apprentices. It is therefore not clear to employers or students what the UoG expectations for progress and achievement are at each part of the programme.

Condition four: Provide programme documentation that details the general and professional content necessary to meet the Standards of proficiency for registered nurses (NMC, 2018) for the NDA pathway and detail the governance processes for

monitoring the standards of proficiency. (SPRNP R2.7)

Date: 1 October 2020

Post event review
Identify how the condition(s) is met: Condition two: The programme team have provided accurate programme planners for all routes through the programme, to demonstrate an equal balance of theory and practice hours and provide assurance that the EU requirements for minimum programme length are consistently met. Condition two is met. Evidence: UoG, programme planner demonstrating theory and practice hours all routes, final, 2020   Condition four: The programme team have provided programme documentation that details the general and professional content necessary to meet the Standards of proficiency for registered nurses (NMC, 2018) for the NDA pathway and details the governance processes for monitoring the standards of proficiency. Condition four is met. Evidence: UoG, registered nurse degree apprentice learning plan, October 2020 UoG, condition four apprentices nursing, 2020
Date condition(s) met: 11 November 2020
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 evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

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

  MET ☒   **NOT MET** ☐

R3.1 is met. Documentary evidence and findings from the approval visit assure us that practice learning opportunities will allow students to develop and meet the Standards of proficiency for registered nurses (NMC, 2018) and deliver safe and effective care, to a diverse range of people across the four fields of nursing practice.

Each programme route provides a diverse range of practice learning experiences for students. Documentary evidence in programme document/programme specification as well as the programme planners detail how students will have a range of practice experience appropriate to each field of nursing practice.

There's documentary evidence of how hub and spoke practice placement plans enable delivery of practice learning experiences across the four fields of nursing. The plans for ensuring that all students have exposure to all four fields of nursing in practice is well understood and can be explained by the programme team. However, this process is not documented, and it is not clear how this will be monitored consistently for students on the apprenticeship route, when each student's practice learning experiences are coordinated by their employer. (Recommendation one)

The programme team, senior nurses, practice supervisors and practice assessors say there's sufficient capacity across PLP geographical locations to ensure practice learning experiences allow students to deliver safe and effective care.

Students tell us they're supported in practice learning environments and there's sufficient opportunity to experience care in their fields of nursing throughout their programme. They say they have practice learning experiences relevant to all fields of nursing during their pre-registration programme. Students undertaking the adult nursing routes tell us they have received experience of maternal health with health visiting teams.

All students confirm their supernumerary status. Students on the NDA route undertake practice learning away from their usual workplace, although a small number of students identify that sometimes this is challenging. (Recommendation one)

Student supernumerary status is explicit in programme documentation. Apprentice employer partners at the approval visit confirm student supernumerary status for NDA students and this is part of contractual agreements with the university. UoG and employer partners tell us they have systems and process for sharing information about students undertaking the NDA route; this includes disciplinary and fitness to practise issues.

The programme team, senior nurses and practice education staff tell us that if any issues or complaints regarding a NDA student arise there are clear lines of communication to ensure UoG programme staff are aware and where necessary can support the student.

Students tell us they're aware of complaints processes and procedures and know how to access practice and academic staff to escalate issues. Students confirm their supernumerary status during their practice learning experiences.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences (R3.2)

R3.2 is met. The school has a system in place to monitor practice learning environment quality through education audit and students' practice experience evaluations. The programme team, senior nurses and practice education staff say clinical learning areas are audited.

Educational audit for each practice learning environment identifies the number of students each learning environment can accommodate. The programme team, senior nurses, practice education staff, practice supervisors and practice assessors confirm there're appropriate processes for assessing, monitoring and evaluating practice learning experiences.

Students confirm they complete an evaluation of each practice learning environment experience. PLPs contribute to monitoring the programme and are involved in resolving any escalated concerns.

There's a system in place ensuring system regulator reports are shared between PLPs and UoG. Where a system regulator report identifies an outcome of inadequate, UoG and their PLPs create action plans and review ongoing suitability of practice learning environments for student learning. PLPs gave us an up to date example of how this process had been managed recently and identified joint decision-making processes and action plan outcomes in relation to the impact on student learning.

UoG reports this information through NMC exceptional reporting and at annual self-evaluation reporting, and we have seen evidence of this in the exception report.

Senior members of the academic team meet with directors of nursing throughout the year and practice learning issues are discussed. The programme team tells us the systems UoG have in place are effective and processes work. The programme team and PLPs say practice learning opportunities are designed in relation to learning experiences required for students to meet holistic needs and care to a diverse range of people of all ages.

Documentary and narrative evidence identifies student learning and achievement is supported and monitored in the practice setting by practice supervisors, practice assessors and academic assessors. Practice learning outcomes and proficiencies are assessed using the PLPAD with progress and achievement monitored through the OAR. Students are required to complete learning logs, including all EU directive components and for alternative field of practice learning experiences.

Students and practice education staff say they're aware of processes for raising and escalating concerns. Students say they're given opportunities to undertake a practice learning feedback survey and the programme team are responsive when

issues are raised, addressing them quickly and effectively. PLPs tell us that they have other feedback processes including student forums and feedback sessions, enabling them to capture 'real-time' feedback from students.

Students undertaking the NDA route say they're supported by employers and UoG. PLPs and UoG say they investigate all student concerns in partnership, as and when these are raised.

- 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. Documentary evidence in the programme document/programme specification, simulation strategy and the PLPAD demonstrate how communication and relationship management skills will be introduced and developed through the programme.

The PLPAD maps the majority of the Standards of proficiency for registered nurses (NMC, 2018) and identifies where proficiency platforms and nursing procedures are recorded and assessed. For those not included within the PLPAD, UoG provided a mapping document of where these are taught and assessed.

PLP senior nurses tell us they're working together across a number of NHS, private, voluntary and independent organisations to ensure sufficient opportunities for students to practise core nursing skills as specified in annexes A and B of the Standards of proficiency for registered nurses (NMC, 2018).

PLP senior nurses confirm that relevant internal policies are being modified to enable students to practise clinical skills identified in annexes A and B which are new. We find a scoping analysis is undertaken in PLPs for practice learning staff which identifies people requiring skills development in order to support student learning and assessment for procedures and skills particularly in annexes A and B of the Standards of proficiency for registered nurses (NMC, 2018).

Stakeholders provide assurance that practice learning opportunities will allow students to meet communication and relationship management skills and nursing procedures within the pre-registration programme and routes. Students tell us they have opportunities throughout their nursing programme to develop and become proficient in communication and relationship management skills and nursing procedures.

- 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. There's documentary evidence that the virtual learning environment (VLE),
Moodle, provides access to online materials supporting the programme. The VLE includes general resources to aid students' studies. Technology to support learning, teaching and assessment strategies includes using software packages such as SN@P, Studiosity and Panopto.

Simulation-based learning opportunities are effective, proportionate and comply with Article 31(5) of Directive 2005/36/EC. UoG has invested in state-of-the-art simulation facilities, as well as appointing a simulated practice lead.

The programme document/programme specification identify simulation-based learning activities for the programme. Assessment using objective structured clinical examinations and simulated scenarios are part of the programme.

Students say they have opportunities to engage in simulation practice learning across the UoG campus. Students tell us they value these opportunities.

Service users tell us they're involved with clinical skills and simulated practice learning across the pre-registration nursing programme.

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

MET ☒   **NOT MET** ☐

R3.5 is met. There's documentary evidence that students' individual needs and personal circumstances are taken into account when allocating their practice learning, including making reasonable adjustments for disabilities. The programme document/programme specification identifies the process students follow in relation to disclosing support or identifying a disability. This includes admissions requirements to the programme and how to manage the process once students have commenced the programme and how practice supervisors, practice assessors and academic assessors should manage disability issues.

The Greenwich inclusion plan (GIP) identifies that students undertaking practice learning experiences are advised to consider disclosing any disability. Where a

student is identified as requiring reasonable adjustments, they are provided with a UoG GIP statement of reasonable adjustments. Any reasonable adjustments can be agreed by the PLP. Students tell us they're supported by UoG and the school in relation to reasonable adjustments (related to health and academic support) and are aware of how and where to access assistance if required. They say access to support services is encouraged by UoG and PLPs and to seek support when they need to.

UoG's student wellbeing service (counselling and mental health) team offer counselling and wellbeing services, offering support to students who may experience stress, anxiety and or bereavement.

Note: If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.

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: 1 October 2020

Post event review

Identify how the condition(s) is met:
N/A

Date condition(s) met:
N/A

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

Standard 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

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Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically*:*

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

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

<p style="text-align:center">MET ☒   NOT MET ☐</p>

R4.1 is met. Programme documentation and the approval process confirm compliance with the SFNME. Placement agreements outline the partnership approach between UoG and PLPs with shared responsibility for theory and practice supervision, learning and assessment. These include accountability for development, delivery, quality assurance and evaluation of the programme.

There's documentary evidence of how practice supervisors will have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on student conduct, proficiency and achievement.

The PLPAD provides opportunities for practice supervisors to give written feedback to students. The PLPAD requires practice assessors and supervisors to assess student performance against professional values, including student ability to practice within the code.

Senior nurses, practice education staff, practice assessors and practice supervisors tell us all students are supernumerary in practice learning environments. Apprentice employer partner organisations supporting the NDA route tell us practice assessors and practice supervisors are experienced in supporting students undertaking the NDA and staff are aware of the supernumerary requirement for these students.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to

identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2).

MET ☒   NOT MET ☐

R4.2 is met. There's documentary evidence of how the SSSA is applied to the programme. The school, employer partners and PLPs have worked with all stakeholders to identify practice supervisors, practice assessors and academic assessors and prepare them for their roles.

The programme team, senior nurses, practice assessors and practice supervisors tell us that professional registered staff in each PLP and employer partner are identified to undertake the role of practice supervisor and registered nurses as practice assessors. Existing registered nurse mentors and sign-off mentors have and continue to receive updates and training to prepare them to undertake the role of practice supervisor and practice assessor. PLPs will continue to maintain a record of practice learning staff who are undertaking these roles including details of education preparation undertaken.

Practice supervisors, practice assessors and academic assessors tell us updates on implementing the SSSA are being delivered in their organisations. They all understand these roles and their responsibilities in student learning, assessment and progression. Programme documentation identifies that academic assessors cannot be the same individual for each part of the programme. Academic assessors tell us they are aware of this requirement and are being supported by UoG to undertake this role. Documentary evidence and UoG senior managers tell us that academic assessors are allocated each academic year; academic assessors also act as personal tutors to students in parts one and three of the programme. Different academic assessors are assigned to students in part two of the programme. Academic assessors told us that students are assigned to an academic assessor for part three of the programme who had due regard for that field of practice.

We're assured by senior nurses, practice education leads and the programme senior management team that there are sufficient resources, including administrative support, to ensure effective coordination of learning in practice learning environments and the AEI. There's a head of practice learning who is an academic at UoG and has lead responsibility for practice learning and oversight of practice learning allocations. A record of academic assessors and their assigned students is maintained by UoG.

Students say they know who their academic assessors are. Practice assessors are assigned by the nominated person in each PLP responsible for supporting student learning. Communication and collaboration between practice assessors and academic assessors is scheduled during the programme, and student progression points are identified in programme documentation. Communication about student achievement and progression will occur either in person, by phone or

electronically. The PLPAD outlines and records this process.

Documentary evidence and the approval process demonstrates the school has adopted the pan-London strategy for the implementation of the SSSA in preparing practice supervisors, practice assessors, and academic assessors. There's documentary evidence that governance structures are in place to ensure effective coordination of learning and quality assurance processes. These include practice learning educational audit, academic lecturers who link between UoG and individual clinical areas, SSSA, annual partnership in practice events, joint placement mapping meetings, internal education quality assurance processes and student placement evaluation mechanisms.

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

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

MET ☒   **NOT MET** ☐

R4.4 is met. UoG programme documentation identifies various assessments, both formative and summative, throughout the programme.

Programme documentation identifies that students will have opportunities to reflect on their practice and this is integrated into learning, teaching and assessment strategies. Students can develop and apply reflective skills to both their academic and practice learning. We are told by the programme team that there's opportunity for students to receive feedback from academic staff with each summative and formative assessment.

The PLPAD provides the documentary framework for both formative and summative practice assessment. Students tell us they receive timely and developmental written and verbal feedback from UoG academic staff as well as from practice assessors and practice supervisors.

Students say they're aware of student feedback systems regarding their programme and say their voice is heard. Students tell us feedback they receive is useful and productive. They say academic and student committees and student forums meet regularly. Student representatives are active and the school responds to their feedback. Students tell us they're represented at various levels throughout

UoG and are satisfied with UoG responses to their feedback.

Students say they get feedback from service users in practice learning opportunities. UoG policy and the PLPAD identify that students should not approach service users directly for feedback; instead this is facilitated by their practice supervisor or practice assessor.

Senior nurses and practice education staff tell us school academic staff respond quickly and effectively to feedback from them regarding concerns about student progress or competence. SLAs commit UoG and PLPs to shared responsibility for theory and practice supervision, learning and assessment. Agreements establish lines of communication and accountability for delivery and resourcing the programme.

- 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)

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R4.5 is met. Documentary evidence of programme mapping and practice learning experiences meet the Standards of proficiency for registered nurses (NMC, 2018) and programme outcomes for all of the fields of nursing practice.

The programme team, senior nurses and practice education staff tell us there's sufficient practice learning environments and simulation-based learning opportunities to ensure students experience the four fields of nursing practice throughout the programme.

The programme team, senior nurses and practice education staff tell us they work in partnership to ensure practice learning organisations are able to support students in achieving programme outcomes and proficiencies. PLPs say their policies and procedures are being adapted to ensure students can demonstrate proficiency in all of the annexe A and annexe B procedures of the Standards of proficiency for registered nurses (NMC, 2018).

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

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

<div align="right">

YES ☒   **NO** ☐

</div>

- Processes are in place to ensure that students meet all communication and

relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7) **YES** ☒ **NO** ☐

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

  YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐

- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11) **YES** ☒ **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met **YES** ☒ **NO** ☐	
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met **YES** ☒ **NO** ☐	
Outcome	
Is the standard met? **MET** ☒ **NOT MET** ☐ **Date:** 1 October 2020	

Post event review
Identify how the condition(s) is met:
N/A
Date condition(s) met:
N/A
Revised outcome after condition(s) met: MET ☐ NOT MET ☐
N/A

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must:
R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and
R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.
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

Nursing & Midwifery Council

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

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Standards framework for nursing and midwifery education specifically R2.11, R2.20
YES ☒   **NO** ☐ **N/A** ☐
MSc Nursing: Post graduate diploma in nursing (four fields)
BSc (Hons):   BSc nursing (four fields)
BSc (Hons) NDA: BSc nursing (degree apprenticeship) (four fields)
The exit awards with NMC registration meet all NMC standards and proficiencies in the field of practice being awarded.

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:** 1 October 2020
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐   N/A

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	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC,	☒	☐

	YES	NO
2018) apply to the programme(s)		
Curricula vitae 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 confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐
List additional documentation: UoG, MSc nursing RPL guidelines, 2020 UoG, MSc nursing RPL mapping document, October 2020 UoG, MSc nursing top-up proficiencies document, October 2020 UoG, old and new definitive mapping tool for BSc module learning outcomes, 2020 UoG, programme planner demonstrating theory and practice hours all routes, final, 2020 UoG, registered nurse degree apprentice learning plan, October 2020 UoG, condition four apprentices nursing, 2020		
If you stated no above, please provide the reason and mitigation: 		
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		
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: One x BSc (Hons) nursing – Adult – third year Two x MSc nursing – Adult - first year One x BSc (Hons) nursing – Child - second year Two x BSc (Hons) nursing – Child – third year One x NDA BSc (Hons) nursing – Mental health – second year One x BSc (Hons) nursing – Mental health – third year One x BSc (Hons) nursing – Learning disabilities – third year		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings:		

System regulator reports reviewed for practice learning partners	☒	☐

If yes, system regulator reports list

Care Quality Commission (CQC), Kent and Medway NHS and Social Care Partnership Trust, inspection report, 1 March 2019

CQC, Lewisham and Greenwich NHS Trust, inspection report, 11 January 2019

CQC, Newham University Hospital, Barts Healthcare NHS Trust, inspection report, 17 December 2019

CQC, South London and Maudsley NHS Foundation Trust, inspection report, 30 July 2019

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

Additional comments:

None identified

Issue record			
Final Report			
Author:	Ronnie Meechan	Date:	11 November 2020
Checked by:	Pamela Page	Date:	12 November 2020
Submitted by:	Amy Young	Date:	24 November 2020
Approved by:	Emiko Hughes	Date:	25 November 2020