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Programme approval visit report

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

Programme provider name:	University of Chester
In partnership with: *(Associated practice learning partners* *involved in the delivery of the* *programme)*	North West Ambulance Service NHS Trust Bridgewater Community NHS Trust - NHS Halton and St Helens Isle of Man Department Health and Social Care Bridgewater Community NHS Trust-NHS Warrington Cheshire and Wirral Partnership NHS Foundation Trust-NHS Western Cheshire Wirral Community NHS Foundation Trust Bridgewater Community Healthcare NHS Trust NHS Vale Royal Clinical Commissioning Group NHS Warrington Clinical Commissioning Group Mersey Care NHS Trust Royal Liverpool and Broadgreen University Hospitals NHS Trust St Helen's and Knowsley Teaching Hospitals NHS Trust The Walton Centre NHS Foundation Trust Liverpool Women's NHS Foundation Trust Alder Hey Children's NHS Foundation Trust The Clatterbridge Cancer Centre NHS Foundation Trust Wirral University Teaching Hospital NHS Foundation Trust East Cheshire NHS Trust Countess of Chester Hospital NHS Foundation Trust Mid-Cheshire Hospitals NHS Foundation Trust Warrington and Halton Hospitals NHS Foundation Trust North West Boroughs Healthcare NHS Foundation Trust Wirral Clinical Commissioning Group NHS Midlands and Lancashire Commissioning Support Group NHS Shropshire CCG NHS Shrewsbury and Telford Hospital NHS Trust Hospital NHS Foundation Trust The Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Foundation Trust

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	Midlands Partnership NHS Foundation Trust Shropshire Community Health NHS Trust Telford and Wrekin CCG Education and Social Care Providers Private, independent and voluntary care providers

Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: BN (Hons) Adult Nursing, MSc Adult Nursing
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Programme: Pre-registration nursing - Mental Health
Title of programme: BN (Hons) Mental Health Nursing, MSc Mental Health Nursing
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Programme: Pre-registration nursing - Learning Disabilities
Title of programme: BN (Hons) Learning Disability Nursing, MSc Learning Disability Nursing
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Programme: Pre-registration nursing - Child
Title of programme: BN (Hons) Children's Nursing, MSc Children's Nursing
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:

Programme: Nursing Degree Apprenticeship route - Adult
Title of programme: BN (Hons) Adult Nursing Apprenticeship
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Nursing Degree Apprenticeship route - Mental Health
Title of programme: BN (Hons) Mental Health Nursing Apprenticeship
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Nursing Degree Apprenticeship route - Learning Disabilities
Title of programme: BN (Hons) Learning Disability Nursing Apprenticeship
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Nursing Degree Apprenticeship route - Child
Title of programme: BN (Hons) Children's Nursing Apprenticeship
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Dual award- pre-registration nursing – adult/mental health
Title of programme: MN Adult & Mental Health Nursing
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 7

Programme: Dual award- pre-registration nursing – adult/child
Title of programme: MN Adult & Child Nursing
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 7

Programme: Dual award- pre-registration nursing - adult/learning disabilities
Title of programme: MN Adult & Learning Disability Nursing
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 7

Programme: Dual award- pre-registration nursing – mental health/learning disabilities
Title of programme: MN Mental Health & Learning Disability Nursing
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 7

Programme: Dual award- pre-registration nursing – mental health/child
Title of programme: MN Mental Health & Children's Nursing
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 7

Programme: Dual award- pre-registration nursing - learning disabilities/child
Title of programme: MN Learning Disability & Children's Nursing
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 7

Date of approval	27 February 2020
QA visitor(s):	Registrant Visitor: Sally Hore
	Lay Visitor: Jane Suppiah

Summary of review and findings
The faculty of health and social care (FHSC, the faculty), University of Chester (UoC) is an established approved education institution (AEI) and has submitted a request for pre-registration nursing approval. They are seeking approval for all four fields of nursing adult, child, mental health and learning disabilities. The single field registration routes are three years full-time and four years part-time Bachelor of nursing BN (Hons) in adult, mental health, children and learning disabilities and three year MSc nursing in adult, mental health, children and learning disabilities with compulsory recognition of prior learning (RPL) for entry to the programme for year one. A dual field award Master of nursing (MN) route is presented for approval for the first time as a new programme pathway for the UoC. The MN route is four years in length and is for dual award in adult and mental health nursing, adult and children's nursing, adult and learning disabilities nursing, mental health and learning disabilities, mental health and children's nursing and learning disabilities and children's nursing. The BN (Hons) has a four year part-time nursing degree apprenticeship route for each single field of nursing practice: adult, children, mental health and learning disabilities. Nurse degree apprenticeship route partners are Cheshire and Merseyside based PLPs. These are North West Boroughs Healthcare NHS Foundation Trust, Warrington and Halton Hospitals NHS Foundation Trust, Bridgewater Community Healthcare NHS Foundation Trust, East Cheshire NHS Trust, Wirral University Teaching Hospital NHS Foundation Trust, Countess of Chester Hospital NHS Foundation Trust, Cheshire and Wirral Partnership NHS Foundation Trust, Mid-Cheshire Hospitals NHS Foundation Trust. This approval involves a new delivery site at university centre Shrewsbury (UCS). There are a wide range of diverse established practice placement partners (PLPs) listed and new ones for students who'll be studying on at Shrewsbury site who will be having some practice learning at Shrewsbury and Telford hospital (SaTH). UoC intend to start a foundation year at Shrewsbury in September 2020 with the approved BN (Hons) commencing September 2021. The UoC plan to apply for endorsements of the pre-registration programme on Jersey and the Isle of Man for the BN (Hons), MN and MSc programmes. The location of programme delivery is determined by the faculty and includes established satellite provision at UoC (Riverside), Leighton, Warrington campus, Wirral and UCS. In addition, the programme is to be delivered with the department of health education and training centre, Isle of Man and states of Jersey health and social services. There's evidence of wide engagement and collaboration with stakeholders, PLPs, students and service users to inform programme design. The site visit to UCS

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includes a tour of academic facilities, the proposed clinical simulation suite and meeting with operational and strategic PLPs at a local clinical site. These PLPs will be responsible for providing the new practice placement circuit in the Shrewsbury area.

The UoC is a member of the north west practice education group (NWPEG) and is part of a cross AEI group with four other AEIs. These two groups are a collaboration of professionals from both AEIs and PLPs across the north west (NW) of England. There is shared commitment to enhance practice learning experience and facilitate a positive learning experience for all students. All members of this group are using the same web-based platform (OPARE) which houses the practice assessment document (PAD), practice supervisor and practice assessor information and preparation materials and practice placement evaluation tools. The existing pre-registration nursing programme transferred to the Standards of student supervision and assessment (SSSA) in September 2019. To support the SSSA, the UoC continue to offer bespoke practice supervisor and practice assessor sessions and provide academic assessor workshops on each academic site.

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME). Arrangements at programme level meet the SSSA.

The programme is recommended for approval to the NMC subject to one specific NMC condition. Visitors made two recommendations.

Updated 27 May 2020.

The AEI has provided documentation to meet the condition. The condition is met and the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: The AEI is required to provide formal partnership agreements developed collaboratively with the new practice learning partners (PLPs) with regards to Shrewsbury and the new partner circuit

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.*	that detail accountability and responsibilities. (SFNME R2.1; Standards for pre-registration nursing programmes (SPRNP) R4.1) **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** None identified
Date condition(s) to be met:	22 May 2020
Recommendations to enhance the programme delivery:	Recommendation one: The AEI is advised to enhance partnership working arrangements with other AEIs already using the Shrewsbury placement learning areas. (SFNME R2.14, R2.16; SSSA R1.4; SPRNP R3.1) Recommendation two: The AEI is advised to strengthen the practice learning model at Shrewsbury to facilitate effective monitoring and achievement of practice learning outcomes and to ensure four-field and lifespan exposure. (SFNME R2.13, R2.14; SSSA R1.4; SPRNP R2.4, R3.2)
Focused areas for future monitoring:	Partnership working with the other AEIs using the Shrewsbury practice circuits proposed at the visit. PLP capacity to support practice learning for the Shrewsbury circuit.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
The AEI has provided formal partnership agreements developed collaboratively with the new PLPs with regards to Shrewsbury and the new partner circuit detailing accountability and responsibilities. The condition is met. The programme is recommended for approval.	
AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	27 May 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)

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC Standards for student supervision and assessment
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

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

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning

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

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

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

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

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors

is scheduled for relevant points in programme structure and student progression

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

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Findings against the standard and requirements

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

Documentary evidence and the approval process demonstrate effective partnership working between the AEI and established stakeholders at both operational and strategic levels. However, with regards to Shrewsbury and the new partner circuit there are no formal partnership agreements in place detailing accountability and responsibilities. (Condition one)

There is evidence of support from senior management and operational staff from new PLPs and written commitment from Shropshire and Telford and Wrekin sustainability and transformation partnership (STP) to establish contracts (learning and development agreement) outlining roles, responsibilities and accountability of new PLPs. Meetings with PLPs, students and service users confirm a collaborative approach to programme development.

Inter-professional learning and working opportunities are evidenced in the practice placement circuits. There's involvement with third sector/voluntary practice placements as well as a wide variety of NHS PLPs. The programme team and students confirm the curriculum allows for inter-professional learning during simulation-based exercises involve trainee nursing associates, associate physicians and in some instances, trainee police officers.

The faculty safeguarding policy describes process for raising and escalating concerns including roles and responsibilities and channels of communication. Degree apprenticeship route students know how to ensure they comply with their employers' safeguarding policies and procedures. Practice audit documentation and processes are appropriate. The faculty has provided evidence of an established practice learning circuit, which is managed and organised by the practice learning support office (PLSO) and/or programme teams.

There's documentary evidence detailing the self-assessment and preparation of established PLPs, practice learning and academic staff to support transition to the new programme and SSSA arrangements. There's evidence of collaborative design and delivery in preparing practice supervisors and practice assessors with other AEIs across the region. The AEI is responsible for academic assessor

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preparation. There's evidence of a cross-AEI online practice assessment record and evaluation system (OPARE) used to record and monitor the number of practice supervisors and assessors within each practice placement.

There's documentary evidence of a partnership approach with established PLPs. They share responsibility with the AEI for theory and practice supervision, learning and assessment, including lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes. The programme will use the Pan London practice assessment document (PAD) and ongoing achievement record (OAR). These record service users and carer (SUC) involvement in student learning and provide formative feedback to them.

Student recruitment, selection and admissions processes are robust. Interviewing and selection processes include PLPs, teaching staff and service users. There's evidence of values-based recruitment and documentary evidence of a values-based interview process. This is confirmed in meetings with PLPs, students and SUCs.

There's evidence of a collaborative, safe, cohesive approach to coordination of learning within established practice learning environments. Practice placement circuits and PLPs offer diverse and appropriate practice learning experiences across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing. (Recommendation one).

There's evidence of student choice regarding practice learning allocations and experience.

There's documentary evidence of formal and informal student feedback mechanisms from both practice and theory aspects of the programme including appropriately designed service user feedback in the PAD. Students tell us there is active student representation and involvement in the programme committee. An empowerment group is established to involve students in developing the new curriculum and is developing a wider role. Students say they are listened to and give examples of changes made to the programme in response to their feedback.

Documentary evidence and meetings with students and the programme team confirm student learning experiences are comparable across the four academic learning sites in the NW. This includes simulation-based facilities, library services, academic support services, student welfare and access to support relating to specific student learning need or disability.

There's documentary evidence of sufficient opportunities for appropriate communication and collaboration between practice supervisors, practice assessors and academic assessors to engage and share relevant observations on student conduct, proficiency, achievement and progression.

There's a SUC strategy and the SUC handbook outlines the AEI's overall

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approach. SUC involvement is embedded in curriculum delivery and assessment. Service users tell us they are involved in recruitment and selection of students to the programme, teaching on the programme, formative and summative assessment and curriculum design. Their feedback is listened to and acted on by the programme team and they say they're treated as equal partners. We are assured from our meetings with the programme team, SUC, and students there is sufficient opportunity for students on all routes of the programme to experience SUC involvement in the delivery and assessment of their learning.

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

Not Met

There are no formal partnership agreements in place detailing accountability and responsibilities with regards to Shrewsbury and the new partner circuit.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

There are no formal partnership agreements in place detailing accountability and responsibilities with regards to Shrewsbury and the new partner circuit.

Condition one: The AEI is required to provide formal partnership agreements developed collaboratively with the new PLPs with regards to Shrewsbury and the new partner circuit that detail accountability and responsibilities. (SFNME R2.1; SPRNP R4.1)

Post Event Review

Identify how the condition is met:

Condition one:

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The AEI has provided formal partnership agreements developed collaboratively with the new PLPs with regards to Shrewsbury and the new partner circuit detailing accountability and responsibilities. The following documents are uploaded to the Hub confirming formal partnership agreements are now in place.

Evidence:
Local level agreement (LLA) between UCS/UoC:
LLA Midlands partnership Foundation Trust and Shrewsbury UCS, 21 May 2020
LLA Shropshire Community Health NHS Trust and Shrewsbury UCS, 21 May 2020
LLA Shrewsbury and Telford Hospital NHS Trust and Shrewsbury UCS, 21 May 2020
LLA Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Foundation Trust and Shrewsbury UCS, 21 May 2020
Health education England (HEE) service level agreement letter, 26 March 2020
Shropshire Telford and Wrekin learning development agreement letter UCS, 28 February 2020
Shropshire partners in care letter of support USC nursing, 10 February 2020
Shropshire Telford Wrekin sustainability and transformation partnership letter support for UCS, 28 February 2020
Learning development agreement timeline (Shrewsbury UCS-UOC), undated

Condition one is met.

Date condition(s) met: 27 May 2020

Revised outcome after condition(s) met:

Met

The condition is 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:

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R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

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

<u>Standards framework for nursing and midwifery education</u> 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 <u>Standards For pre-registration nursing programmes (NMC, 2018)</u>.

Evidence provides assurance that the following QA approval criteria are met

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

 Yes

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

 Yes

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

 Yes

Health and character processes are evidenced including information given

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

Yes

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

Yes

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

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

Met

R1.5 is met. There's a robust RPL policy. There are processes to assess all claims for RPL which are mapped to the Standards of proficiency for registered nurses, up to 50 percent. RPL mapping and process comply with Article 31 of Directive 2005/36/EC. This is then ratified by an accreditation of prior learning (APL) panel and module assessment board.

The programme team tell us the APL process is robust and works well. The MSc route requires students to RPL appropriate prior certificated learning and a minimum 800 hours of practice learning (equivalent to year one practice learning) and therefore is a two-year accelerated route.

There's a faculty credit coordinator who manages and oversees all claims for prior learning and works with a member of the programme team to ensure any RPL claims meet required standards. RPL information is presented to an APL panel, external examiner and confirmed at a module assessment board.

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

Met

R1.6 is met. Documentary evidence and the approval process confirm RPL for registered nurses is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes. RPL to 50 percent of the programme is permissible. All claims for prior learning are considered and any RPL claims must meet required standards. RPL information is presented to an APL panel, external examiner and confirmed at a module assessment 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

R1.7 is met. There's evidence key skills are mapped against proficiency standards and programme outcomes across all programmes with communication, numeracy, literacy and digital and technological literacy identified. Students tell us they have adequate support to develop these key skills through the curriculum, academic mentoring and by using the library and information technology (IT) support available. Students keep a personal formulary record to further enhance numeracy and drug knowledge. There's evidence the selection process meets minimum requirements in English, maths and digital literacy assessment for all routes.

There's documentary evidence the programme uses a virtual learning environment (VLE), Pan London PAD, OPARE system and SN@P. SN@P is an online specialist competency testing and learning resource for industry, with tailored numeracy and literacy, which supports healthcare student learning. Students tell us they can access a range of support from all teaching sites for numeracy and literacy. Access is through the AEI's student futures service, library services and programme academic teaching team.

Documentary evidence in the interview day presentation demonstrates robust selection and admissions procedures which are co-ordinated by an admissions team using a value-based approach. There is a collaborative approach to interviews with both service user and PLP representation. The selection process assesses candidate's knowledge of the Code, nursing and chosen field of practice.

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

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

Yes

Proposed transfer of current students to the programme under review

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

Met

Current year one pre-registration nursing student cohorts will transfer onto the new programme in September 2020. Existing year two and three students will remain on the current programme. There's evidence the future nurse Standard including annexe A and annexe B are mapped to the 2010 programme outcomes, routes and module content. All students are transferred to the SSSA since May 2019. The decision to move to the SSSA is made regionally (via NWPEG) at the request of stakeholders. There's documentary evidence students are consulted and feedback mechanisms are in place regarding the new programme. The student-led empowerment group has facilitated consultation across student cohorts and year one students tell us they are fully informed and in agreement with the AEI's proposal to move them to the new programme.

There's evidence students interrupting their studies on the current programme can be mapped to the new curriculum by the field lead/programme director.

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

Met

Registered nurses may seek RPL for entry to the programme. All claims are capable of mapping to the Standards of proficiency for registered nurses, up to 50 percent in compliance with university policy. This is then ratified by a panel and module assessment board.

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

Yes
Outcome
Is the standard met? *Met* **Date:** *5 March 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 2. Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the NMC Standards framework for nursing and midwifery education R2.2 comply with the NMC Standards for student supervision and assessment R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates. R2.4 design and deliver a programme that supports students and provides

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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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

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

Met

R2.4 is met. Documentary evidence shows the curriculum design and delivery emphasises caring across the lifespan and exposure to all four fields of nursing. Discussions with the programme team confirm field specific simulation-based scenarios and case study content allow students to contextualise cross-field modules on the programme. Students from the four fields of practice confirm field specific learning opportunities. Academic staff resources include registered nurses from across all four fields of nursing and we are assured students across the four teaching sites have access to academic staff from their specific field and a range of opportunities to be taught by staff from other fields. (Recommendation two)

PLPs and proposed practice learning circuits support students in practice to experience all four fields of nursing practice. For apprenticeship students the designated programme leader works with the employer PLP to scope practice learning opportunities and then develops a bespoke student journey according to service provision, learning opportunities and requirements of the programme. The programme team, employers and students confirm practice learning opportunities are available outside their own organisation which ensures apprenticeship students gain practical experience across the lifespan and four fields. The students tell us there's cross field curriculum content and they feel prepared for their field of practice. With regards to Shrewsbury and the new partner circuit there are formal partnership agreements in place detailing accountability and responsibilities.

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

Met

R2.5 is met. There's detailed mapping of curriculum content in module descriptors and outcomes for theory and practice hours in all routes of the programme. The dual award MN programme hours are sufficient to gain practice experience in both fields of nursing. MN programme length for dual award candidates is four years and follows the BN (Hons) structure for years one to three. The MN requires students to complete 6134 hours equating to 3067 hours in practice and 3067 hours in theory. Year four consists of 20 weeks practice and 50 hours of critical reflection and supervision and 800 theory hours. In addition to these hours, students undertake 400 hours of practice learning theory per part of the programme equating to an additional 1600 hours of practice learning.

Students tell us there's cross field curriculum content and they feel prepared for their specific field or fields of practice. For the MN there's evidence of detailed mapping to both fields of practice with robust arrangements for appropriate practice learning experiences.

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

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

Yes

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

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

Met

R2.8 is met. There's documentary evidence in programme handbooks, module proformas and curriculum mapping of appropriate content with regards to law, safeguarding, consent, pharmacology and medicines administration and optimisation, which are included for entry to the register in one or more fields of nursing practice. The PAD confirms learning and assessment across these elements of the programme. Service users tell us they're involved in both formative and summative assessment which students tell us enhances learning.

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

Met

R2.9 is met. The programmes routes demonstrate an equal balance of theory and practice learning and evidence appropriate and inclusive learning, teaching and assessment strategies. These include simulation-based learning using the innovative performing arts collaboration with the Phillip Barker centre for creative learning, critical reflection and supervision, workshops and debates.

For the MN dual field route students complete 19 weeks of practice learning in part one (712.5 hours) and 22 weeks of practice learning in part two (825 hours). In addition to these hours' students undertake 600 hours of practice learning theory as part of the programme to ensure dual field practice exposure and competence. The MN programme length is four years and follows the BN (Hons) structure for years one to three. Therefore, the MN minimum requirement is that students complete 6134 hours equating to 3067 hours to be completed in practice and 3067 hours to be completed in theory. Year four consists of an additional 20 weeks practice and 50 hours of critical reflection and supervision and 800 theory hours (200 hours per 20 credit theory modules).

For all programmes, attendance is monitored. In the AEI, attendance is monitored through an attendance application (app) and whilst in practice a timesheet is completed within the PAD. There are flow charts indicating how theory and practice time are monitored.

Teaching and learning opportunities on the programme are varied and include 'immersive simulation' in which students, actors and members of the programme team take part in unscripted scenarios to create the experience of a real situation. Service users tell us they are involved in teaching and assessment in all four fields.

Evidence provides assurance that the following QA approval criteria are met

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

N/A

The programme is not delivered in Wales and no students are placed in any practice learning placements which require compliance with Welsh language act. The proposed Shrewsbury practice learning circuit hosts Welsh students from a neighbouring AEI. PLPs confirm this.

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *5 March 2020*

Post Event Review

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Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 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

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R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

Met

R3.1 is met. Documentary evidence and the approval visit demonstrate practice learning opportunities allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care. The proposed practice placement circuits will provide students with a variety of clinical settings. UoC are using a base practice placement and designated spoke placements ensuring students can care in all fields of nursing. PLSO in collaboration with the programme team organise the student journey which means the faculty can then assure the quality and breadth of practice placement experience. For apprenticeship students this is undertaken in conjunction with the employer. Depending on the employer PLP's range of field experience bespoke hub and spoke placements are arranged if required. Cross-field exposure will be monitored through the PAD. Proportionate simulation-based learning is used where necessary to enhance field experience particularly for clinical scenarios and skills not readily available in all clinical areas.

The programme team tell us there's collaborative management of the placement circuit between four AEIs operating across west Lancashire, Merseyside and Cheshire and wider collaboration with AEIs in greater Manchester area when needed. Detailed planning is facilitated by shared use of the OPARE system. Partnership working has commenced between the programme team and new PLPs to deliver practice learning placements for students at Shrewsbury university centre. Discussions with the programme team, PLPs and strategic partners confirm commitment and partnership working in place to explore how the collaborative development of systems will enable effective practice placement planning and monitoring in the west midlands areas, however this is in its early stages. (Recommendation one)

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

Met

R3.2 is met. For each field of nursing practice relevant academic staff and PLPs have collaboratively developed and designed a specific student placement journey (circuit) to ensure students experience a variety of practice learning to meet the holistic needs of people of all ages. The PAD will be used to record placement experiences and will be accessible to the practice supervisor, practice assessor, academic assessor and the student's personal academic tutor (PAT). The UoC employs a number of lecturers in practice learning (LPL) who will support students in the practice setting.

PLPs and students confirm practice learning evaluation is facilitated through OPARE. They explain how academic assessor roles and active use of OPARE's discussion board contributes to monitoring students' practice placement experience.

Discussions with the programme team and PLPs confirms there are structures and processes in place to ensure effective and safe coordination of learning. This includes practice educators, lecturers in practice and the OPARE system. (Recommendation two)

There's evidence of regular meetings at strategic and operational levels to ensure implementation of the practice learning strategy. Educational audits, practice supervisor and practice assessor status is all managed through the OPARE system.

PLPs tell us they complete educational audits collaboratively with the AEI programme team. There's evidence of close collaboration and communication between the AEI and PLPs including formal feedback on practice learning opportunities from students. There's evidence the programme team and PLPs communicate adequately and share intelligence. PLPs tell us they share intelligence from Care Quality Commission (CQC) and exceptional reporting which impact on practice learning.

Students and PLPs tell us they understand processes for escalating concerns and feel supported by the AEI. There's a whistleblowing strategy which they are familiar with. The programme team are able to detail the channels of communication and lines of responsibility for escalating concerns.

There's documentary evidence of a fitness to practice policy and process which

students and programme team tell us they are familiar with. PLPs with apprenticeship students tell us they are jointly involved in any fitness to practice issues and they work collaboratively with the AEI and students to resolve any issues as appropriate. Apprenticeship students tell us they fully understand this process and are aware of working collaboratively with their employer and the AEI.

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

Met

R3.3 is met. Documentary analysis and the approval process demonstrate there are sufficient practice learning opportunities allowing students to meet the communication and relationship management skills and nursing procedures as set out in the Standards of proficiency for registered nurses in each single field of practice. Dual field programme routes have adequate content which develops both theoretical and practice learning to support both fields of practice. Module indicative content and learning outcomes reflect this and there's detailed curriculum mapping.

Communication and relationship management skills are developed and tested on every practice placement through the PAD. Students tell us service user involvement during their academic learning gives them insight into people's experience of care, helping them develop their communication and relationship skills.

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

Met

R3.4 is met. Simulation based learning is used effectively and proportionately. This is mapped in the programme documentation and module proformas. In practice, students tell us they use electronic patient records and electronic patient monitoring equipment to further enhance their IT skills and digital literacy. This complies with Article 31(5) of Directive 2005/36/EC. There's an AEI appointed faculty simulation co-ordinator and capital investment to upgrade simulation suites. Students are expected to use a range of technologies to support their learning in practice and theory such as web-based access to learning resources, online

discussion boards and web-based assessment records and evaluation tools. A number of modules use some element of technology within the assessment strategy, for example all practice learning modules include using an online numeracy examination (SN@P).

The programme team and students tell us simulation-based learning is used to prepare students for practice and to practise clinical skills and proficiencies which can be difficult to access in practice settings.

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

Met

R3.5 is met. There's documentary evidence of mechanisms for assessing and managing students' individual needs and personal circumstances and reasonable adjustment plans.

Students are allocated to practice placements with consideration of previous placements, ability to achieve the range of competencies, distance and personal circumstances, shift patterns and ease of access. Discussion with the programme team, PLPs and students confirms collaborative processes in place to take account of students' individual needs. Personal circumstances which may impact learning are taken into account when allocating practice learning and making reasonable adjustments for disabilities. Students from across the four teaching sites tell us they are aware of how and where they can access assistance if they need it. Students with direct experience say there's a supportive, collaborative, personalised approach involving academic and PLP staff.

Communication between the AEI, occupational health and PLPs is evident.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *5 March 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4. Supervision and assessment

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

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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

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Standards for student supervision and assessment

R4.1 – R4.11

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

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

Not Met

R4.1 is not met. There are no formal partnership agreements in place detailing accountability and responsibilities with regards to Shrewsbury and the new partner circuit. (Condition one)

There's documentary evidence of close collaboration through the NWPEG with four other AEIs and PLPs across NW England which aims to improve communication, manage placement capacity, collaborate and agree standardisation of policies and procedures across AEIs and practice learning settings. All use a standardised approach to the PAD, OPARE, SSSA preparation and materials and audit documentation. There's evidence of training to support practice supervisor, practice assessor and academic assessor roles. There's evidence of detailed arrangements clarifying roles, responsibilities and support for apprenticeship route students. The existing pre-registration nursing programme is adapted to include content relevant to preparation for practice supervisor roles.

Procedures to identify causes for concern, investigate complaints and to take action are explicit in university policies and information is accessible to students through their handbook and online learning platforms. Students and practice learning staff say they all have knowledge of the process to follow. Students tell us they feel able to raise concerns effectively and are supported by academic and practice learning staff when this happens. Students tell us academic and practice learning staff pro-actively support students when they experience a challenging situation in a care setting.

There's documentary evidence students are informed and reminded of their supernumerary status. Students confirm they are supernumerary in practice learning environments. PLPs support the supernumerary status of their apprenticeship students and all tell us they understand this.

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

Met

R4.2 is met. There's documentary evidence of oversight for compliance with the SSSA. The faculty has a NMC approved programme group which monitors all aspects associated with NMC requirements and associated standards.

Academic assessors, practice assessors and practice supervisors tell us they are prepared for their roles. Members of the programme team are working alongside practice educators in training and preparing practice learning staff.

The programme team and PLPs confirm they're ensuring students have opportunities to practice skills and proficiencies identified in annexe A and annexe B of the Standards of proficiency for registered nurses through practice settings and where necessary in simulation-based learning.

Students tell us they understand the SSSA roles and there's evidence in the PAD and programme documentation to support this. Detailed mapping of SSSA arrangements and capacity is maintained by the PLPs and AEI.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. There's evidence of robust formal and informal feedback using a variety of modalities for summative and formative assessments. Feedback and feedforward mechanisms throughout the programme are from a variety of sources

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including online, verbal, and written. Service users, academic assessors, practice supervisors and practice assessors give written feedback through the PAD. Students confirm they receive feedback which is developmental and helpful. There's evidence of effective faculty feedback mechanisms through collaborative student/staff committees and there's evidence of student voice feedback. Students, PLPs, and service users all tell us they feel feedback systems are adequate and they confirm their voice is heard.

There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

Met

R4.5 is met. There's detailed documentary evidence of appropriate mapping of modules, programmes and routes which meet the NMC Standards of proficiency for registered nurses and programme outcomes and for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing. Students tell us they have opportunities both in the theory and practice parts sufficient for experiencing each field of nursing practice. There's documentary evidence of lifespan and field specific content which is embedded throughout the programme in both theory and practice elements.

The PAD records and monitors practice experience to ensure effective practice learning. Student's tell us there's regular meetings with academic assessors and practice learning staff to monitor their progress and there's a dynamic collaborative process in place to facilitate learning when challenges arise. This is mapped and monitored for dual award students with detailed practice and theory elements which ensure fitness for practice and adequate experiences.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

No

There are no formal partnership agreements in place detailing accountability and responsibilities with regards to Shrewsbury and the new partner circuit.

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

Yes

Outcome

Is the standard met? *Not Met* There are no formal partnership agreements in place detailing accountability and responsibilities with regards to Shrewsbury and the new partner circuit. Condition one: The AEI is required to provide formal partnership agreements developed collaboratively with the new PLPs with regards to Shrewsbury and the new partner circuit that detail accountability and responsibilities. (SFNME R2.1; SPRNP R4.1) **Date: *5 March 2020***

Post Event Review

Identify how the condition is met: Condition one: The AEI has provided formal partnership agreements developed collaboratively with the new PLPs with regards to Shrewsbury and the new partner circuit detailing accountability and responsibilities. The following documents are uploaded to the Hub confirming formal partnership agreements are now in place. Evidence: LLA between UCS/UoC: LLA Midlands partnership Foundation Trust and Shrewsbury UCS, 21 May 2020 LLA Shropshire Community Health NHS Trust and Shrewsbury UCS, 21 May 2020 LLA Shrewsbury and Telford Hospital NHS Trust and Shrewsbury UCS, 21 May 2020 LLA Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Foundation Trust and Shrewsbury UCS, 21 May 2020 HEE service level agreement letter, 26 March 2020 Shropshire Telford and Wrekin learning development agreement letter UCS, 28 February 2020 Shropshire partners in care letter of support USC nursing, 10 February 2020 Shropshire Telford Wrekin sustainability and transformation partnership letter support for UCS, 28 February 2020 Learning development agreement timeline (Shrewsbury UCS-UOC), undated

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Condition one is met

Date condition(s) met: 27 May 2020

Revised outcome after condition(s) met:

Met

The condition is 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.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

Yes

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

Yes

For the dual field MN there's a fall back exit award with eligibility to register in a single field of nursing. This award is BN (Hons).

There's no fall back exit award in the BN (Hons) or MSc routes with eligibility for registration as a nurse.

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

Yes

Outcome
Is the standard met? *Met* **Date:** *5 March 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Section four

Source of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	No
If you stated no above, please provide the reason and mitigation A specific condition (condition one) was made to address written confirmation by the education institution and associated PLPs to support programme intentions, including a signed supernumerary for protected learning.	

Nursing & Midwifery Council

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List additional documentation:
UoC self-assessment report 2018-2019

Post visit evidence:
LLA between UCS/UoC:
LLA Midlands partnership Foundation Trust and Shrewsbury UCS, 21 May 2020
LLA Shropshire Community Health NHS Trust and Shrewsbury UCS, 21 May 2020
LLA Shrewsbury and Telford Hospital NHS Trust and Shrewsbury UCS, 21 May 2020
LLA Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Foundation Trust and Shrewsbury UCS, 21 May 2020
HEE service level agreement letter, 26 March 2020
Shropshire Telford and Wrekin learning development agreement letter UCS, 28 February 2020
Shropshire partners in care letter of support USC nursing, 10 February 2020
Shropshire Telford Wrekin sustainability and transformation partnership letter support for UCS, 28 February 2020
Learning development agreement timeline (Shrewsbury UCS-UOC), undated

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes

If yes, please identify cohort year/programme of study:

18 nursing students from all campuses, each field of nursing and each route of the programme.
Year one x seven
Year two x eight
Year three x three.
Nurse degree apprentice student year two x one
Shrewsbury students x nine (non-nursing) comprising:
Business studies x three (level four)
Genetics and evolution (level five)
Medical genetics x one (level five)
Health and exercise science x one (level four)
Exercise medicine x two (level seven)
Biochemistry x one (level five)

Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments: The service user group has representation with diverse SUC experience.	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	Yes
Library facilities	Yes
Technology enhanced learning / virtual learning environment	Yes
Educational audit tools/documentation	No
Practice learning environments	Yes

If yes, state where visited/findings:

As part of the Shrewsbury satellite we visited the UCS which is the proposed new education site in the centre of Shrewsbury and met the senior management team, programme team, students, library staff and the interim chief executive of Shropshire council.

There's evidence of close collaboration, planning and enthusiasm for the new satellite delivery area which has both local and strategic benefits for the community as a whole and local health provision. This supports a vision for Shropshire council which is detailed as 'The Shropshire Way' with an emphasis on developing nursing provision at Shrewsbury and which supports both urban and rural healthcare.

There's evidence of financial commitment with established partnership working between the council and AEI. The site already hosts a number of healthcare and allied programmes including social work, exercise medicine, genetics, non-medical prescribing and physician associates. Facilities are appropriate for the programme. Student experience is catered for and students tell us they have excellent facilities for study, a supportive learning atmosphere and access to adequate and innovative on-site learning facilities including a 24 hour computer suite hosted in the library.

There's evidence of support for widening access students. Students tell us this works well and caters for all needs. The faculty plan a foundation year to enable students from widening access pathways to be fully prepared for studying nursing in the future. Students confirm there's on-site catering, and accommodation blocks are within walking distance.

There's evidence of commitment from the programme team to support delivery in the newly proposed satellite site. Academic and support staff are engaged and collaborate throughout with the wider community, service users, students and

PLPs to develop the proposal. Academic staff tell us they are used to and fully support multi-site working and this is normal practice for UoC which already has multiple satellites and off shore provision. We find detailed plans with identified resources to develop rooms on site to house a new clinical suite for simulation-based learning. This includes areas which reflect the patient journey, home space, community space, low intensity and high intensity nursing bays. Plans are well developed and fully supported from the university, faculty, local council and diverse community of learners.

Students tell us they feel nursing will be an important addition to the campus and consider the local community will benefit from local nurse education provision. The satellite nursing project at Shrewsbury has a clear vision, defined leadership and commitment from all involved.

We met strategic and operational level PLP representatives at Shrewsbury hospital. PLPs tell us they are fully committed to the proposed satellite provision at Shrewsbury. They tell us this they hope this will help resolve some of the local recruitment and retention of nursing staff issues. They say this will help with local continuing practice development for clinical staff and above all enhance the learning culture.

There's evidence of defined placement circuit planning which reflects local needs and priorities, adequate SSSA preparation by other AEIs which will be further enhanced by UoC and close collaboration with the AEI in the satellite proposal development. Some of the PLPs tell us they are involved with curriculum design with UoC and report meaningful engagement. There's evidence of a high degree of informal support for the proposal. Formal contractual signing of learning and development agreements is planned in May 2020 and there's documentary evidence to support this including a written commitment by HEE.

PLPs acknowledge some challenges in clinical areas currently and tell us the proposed satellite nursing development at Shrewsbury is essential for reforming local healthcare provision and meeting the demands of workforce planning as well as the local healthcare needs of the population. Practice learning capacity will be monitored by PLPs and planned in collaboration with all AEI partners.

System regulator reports reviewed for practice learning partners	Yes

System Regulator Reports List

Royal Shrewsbury Hospital CQC report, 6 December 2019
Shrewsbury and Telford Hospital NHS Trust CQC report, 29 November 2018
Countess of Chester Hospital NHS Foundation Trust Care CQC report, 17 May 2019
Ferndale Court Nursing Home Care CQC report, 1 April 2019
Mersey Care NHS Foundation Trust CQC report, 5 April 2019
NW Boroughs Healthcare Foundation Trust CQC report, 10 October 2018
Spire Murrayfield Hospital CQC report, 24 November 2017

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St. Cyrils Rehab Unit CQC report, 4 December 2019
Wirral University Teaching Hospital NHS Foundation Trust CQC report, 13 July 2018

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

The Shrewsbury site at the time of visiting experienced severe flooding and classified at a national threat level of 'significant risk to life'. As some PLPs associated with UoC and the proposed new satellite provision at Shrewsbury were already being visited by the NMC review, no visit into clinical areas was required.

Additional comments:

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Issue record			
Final Report			
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