Nursing & Midwifery Council

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

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Programme approval visit report

Section one

Programme provider name:	University of Hull
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Nottingham Health Care NHS Trust North East Lincolnshire CCG East Riding of Yorkshire CCG Northern Lincolnshire and Goole NHS Foundation Trust Hull University Teaching Hospitals NHS Trust Team (Rapid Response) York Teaching Hospital NHS Foundation Trust Humber NHS Foundation Trust North East Lincolnshire Care Trust Plus North East Lincolnshire and Goole NHS Foundation Trust Rotherham Doncaster and South Humber NHS Trust Lincolnshire Partnership NHS Foundation Trust Education and social care providers Private, voluntary and independent health care providers

Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: BSc (Hons) Nursing (Adult)
Programme start date: 21 September 2020

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

Programme: Pre-registration nursing - Mental Health
Title of programme: BSc (Hons) Nursing (Mental Health)
Programme start date: 21 September 2020

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

Programme: Pre-registration nursing - Learning Disabilities

Title of programme: BSc (Hons) Nursing (Learning Disabilities)
Programme start date: 21 September 2020

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

Programme: Pre-registration nursing - Child
Title of programme: BSc (Hons) Nursing (Child)
Programme start date: 21 September 2020

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

Programme: Nursing Degree Apprenticeship route - Adult
Title of programme: BSc (Hons) Nursing (Adult)
Programme start date: 21 September 2020

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

Programme: Nursing Degree Apprenticeship route - Mental Health
Title of programme: BSc (Hons) Nursing (Mental Health)
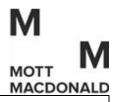Programme start date: 21 September 2020

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

Programme: Nursing Degree Apprenticeship route - Learning Disabilities
Title of programme: BSc (Hons) Nursing (Learning Disabilities)
Programme start date: 21 September 2020

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

Programme: Nursing Degree Apprenticeship route - Child
Title of programme: BSc (Hons) Nursing (Child)
Programme start date: 21 September 2020

Academic level(s): England, Wales, Northern Ireland: Level 6	
Date of approval	5 March 2020
QA visitor(s):	Registrant Visitor: Rachel Game Lay Visitor: Denise Baker

Summary of review and findings
The University of Hull (UoH) is an approved education institution (AEI). UoH is seeking approval of their undergraduate pre-registration BSc (Hons) nursing programme against the NMC Standards for pre-registration nursing programmes (SPNP) and Future nurse: Standards of proficiency for registered nurses (SPRN) (NMC, 2018). The routes presented for approval are the full-time three-year direct entry routes in the four fields of nursing practice; adult, child, mental health and learning disabilities nursing, and the full-time three-year nursing degree apprenticeship (NDA) field routes in adult, child, mental health and learning disabilities nursing. At the visit the approval panel withdrew the child NDA route. The main programme delivery site is the university campus Hull. A BSc (Hons) nursing adult field route will also be delivered at the Grimsby institute in further and higher education (GIFHE).

The programme documentation and approval process confirm evidence of partnership working between the AEI and key stake holders from the Midlands, Yorkshire and East practice learning group (MYEPLG). We found collaboration with practice learning partners (PLPs), students and service users and carers (SUC) in the development of the programme. A partnership agreement between the AEI and PLP organisations from the NHS and independent sector demonstrates collaboration at a strategic and operational level. Notes from meetings show PLPs are involved in the development, co-production, delivery and evaluation of the programme routes.

UoH and their PLPs have a robust partnership plan for implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018). UoH is a member of MYEPLG. This partnership group provides a consistent approach to the SSSA for PLPs in the region. The pan Midlands, Yorkshire and East practice assessment document (MYEPAD) and ongoing achievement record (OAR) developed by the group will be used in the pre-registration nursing programme for practice assessment. There are plans in place for preparing practice supervisors, practice assessors and academic assessors.

The development of the NDA route has been identified from workforce need in relation to adult, mental health and learning disability nursing. The approval panel withdrew the NDA child route as there wasn't a workforce need. At the approval visit we met with senior representatives from the following employers partners who will deliver the NDA; Hull university teaching hospitals NHS trust, Care plus group, Humber NHS foundation trust and City health care partnership.

A care quality commission (CQC) quality report identified Rampton hospital requires improvement. There's evidence UoH and the relevant PLPs have collaborative action plans in place to mitigate any risks to student learning.

We found the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) aren't met at programme level as conditions apply.

The SSSA (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval subject to five NMC conditions being met. One recommendation is made.

Updated 30 April 2020:

UoH submitted documentary evidence to meet the five NMC conditions. The evidence demonstrates conditions two, three and five are now met.

Conditions one and four are not met. The AEI is required to produce additional evidence to meet these conditions.

Updated 13 May 2020:

UoH provided further evidence which demonstrates conditions one and four are met.

All of the NMC conditions and associated standards are now 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: *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:** Condition one: The AEI must produce an implementation plan of how they intend to incorporate SUC into the ongoing delivery, student assessment and evaluation of all programme routes. (SFNME R1.12, R5.5, R5.14; SPNP R2.1) Condition two: The AEI must develop an implementation plan that demonstrates how inter-professional learning (IPL) will be incorporated into the academic learning of the programme. (SFNME

	R1.13, R3.16; SPNP R2.1)
	Selection, admission and progression:
	None identified
	Practice learning:
	Condition three: The AEI must produce clear information of how simulation will be used across all programme routes and when any practice learning hours will be replaced with simulation. (SPNP R3.4)
	Assessment, fitness for practice and award:
	Condition four: The AEI must provide documentary evidence to clarify breakdown of hours on all programme routes and mapping of SPRN annexe b nursing procedure 4.8, to the adult nursing programme routes. (SPNP R2.9, R4.5)
	Education governance: management and quality assurance:
	Condition five: The AEI must provide specific information relating to the unique nature of NDAs in the student facing apprenticeship documentation. (SFNME R3.2; SPNP 2.1)
Date condition(s) to be met:	30 April 2020
Recommendations to enhance the programme delivery:	Recommendation one: Strengthen channels of communication between the AEI and students to ensure they are fully informed about new programme developments and have an opportunity to feedback. (SFNME R1.12, R3.2)
Focused areas for future monitoring:	SUC involvement in the ongoing delivery, assessment and evaluation of all programme routes.

IPL in the academic learning content of the programme. |

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Documentary evidence provided demonstrates that all of the conditions are met.

The programme team have provided an implementation plan of how SUC will be involved in the ongoing delivery, student assessment and evaluation of the programme. Condition one is now met.

An implementation plan demonstrates how IPL will be incorporated into the academic learning of the programme. Condition two is now met.

Documentary evidence provided shows how simulation will be used across all programme routes and where it will replace practice learning hours. Condition three is now met.

The programme team have provided a breakdown of hours on all programme routes. SPRN annexe b nursing procedure 4.8 has been mapped to the adult nursing programme routes. Condition four is now met.

Student facing documentation now demonstrates specific information relating to the unique nature of NDAs. Condition five is now met.

Assurance is provided that the SFNME and SPNP are met at programme level.

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:	13 May 2020

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

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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 collaboration with service users, students and PLPs in the development of the programme. A partnership agreement between the AEI and PLP organisations from the NHS and independent sector demonstrates collaboration at a strategic and operational level. Consultation documents and notes from meetings show stakeholders are involved with programme development. PLPs we met describe collaborative working to ensure the programme meets the needs of the future workforce. PLPs tell us they work in partnership with the AEI in the recruitment and selection of students.

SUC tell us they are involved in the development of the programme. They attended curriculum development meetings and reviewed programme documentation. The AEI, students, and SUC we met confirm SUC involvement in the recruitment and selection of students. Appropriate training is delivered to those participating in recruitment and selection. SUC are involved in teaching students in

the university environment and tell us they are involved in the assessment of some students. We found this is inconsistent across fields and delivery sites. The AEI must produce an implementation plan of how they intend to incorporate SUC into the ongoing delivery and evaluation of all programme routes and student assessment. (Condition one)

Some students we met at the approval visit from the adult and learning disability fields describe their involvement in the development of the new programme routes through reflections on their current programme and participation in curriculum development meetings. The remaining students we met from adult, mental health, children's and learning disability field routes tell us they haven't been involved directly in the development of the proposed programme. They tell us the programme team listen to them and changes have been made to the current programme because of their feedback. The programme team are advised to strengthen the channels of communication with students to ensure they are fully informed about the new programme developments and have an opportunity to feedback. (Recommendation one)

There's little evidence of planned IPL within the adult nursing field route delivered at GIFHE or programme routes delivered at UoH. Students at both delivery sites tell us they are taught by lecturers from allied health professions (AHPs) but there are no taught sessions with students on AHP or other professional programmes. The AEI must develop an implementation plan that demonstrates how IPL will be incorporated into the academic learning of the programme. (Condition two)

Robust processes are in place for escalating concerns related to practice learning or unsafe practice and managing them in a prompt manner.
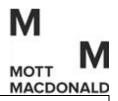
There's a robust plan for implementation of the SSSA which has been developed in partnership with PLPs. The MYEPAD, developed in collaboration with other AEIs and PLPs across the region will be used in practice assessment. PLPs welcome UoHs collaboration with other AEIs and PLPs in the development of the MYEPAD. There are plans in place for preparing practice supervisors, practice assessors and academic assessors.

There are robust partnership groups that oversee programme and practice learning. The AEI and PLP forum meet bi-monthly to review student's practice learning experiences, explore any issues encountered and review action plans and solutions.

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

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It's not clear how SUC will continue to be involved in the delivery, student assessment and evaluation of the programme. (Condition one)

There's limited evidence of IPL within the academic learning content of the programme. (Condition two)

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

It's not clear how SUC will continue to be involved in the delivery, student assessment and evaluation of the programme.

Condition one: The AEI must produce an implementation plan of how they intend to incorporate SUC into the ongoing delivery, student assessment and evaluation of all programme routes. (SFNME R1.12, R5.5, R5.14; SPNP R2.1)

There's limited evidence of IPL within the academic learning content of the programme.

Condition two: The AEI must develop an implementation plan that demonstrates how IPL will be incorporated into the academic learning of the programme. (SFNME R1.13, R3.16; SPNP R2.1)
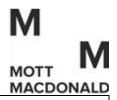
Post Event Review

Identify how the condition is met:

Condition one: The AEI have provided an implementation plan that demonstrates how SUC will be involved in the ongoing delivery, student assessment and evaluation of all programme routes. Condition one is now met.

Evidence:
SUC co-production development and implementation document, undated
SUC strategy 2020-2035, final version six, 19 December 2019
SUC advisory partners document, undated
Checklist for positive practice version two, undated

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Ladder of involvement, undated
SUC co-production document, undated
SUC co-production document version six, 13 May 2020
SUC action plan, 2019-2020

Condition two: The AEI have provided an implementation plan that demonstrates how IPL will be incorporated into the academic learning of the programme.
Condition two is now met.
Evidence:
Implementation plan for inter-professional education, undated

Date condition(s) met: 13 May 2020

Revised outcome after condition(s) met:

Met

Student journey through the programme

Standard 1. Selection, admission and progression

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

R1.1 Confirm on entry to the programme that students:

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the <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

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AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

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

Met

R1.5 is met. Documentary evidence confirms there's a robust recognition of prior learning (RPL) policy and process at UoH. This limits the amount of RPL permitted to two thirds of a programme. An exception is applied to the pre-registration nursing programme at UoH limiting RPL to a maximum of 50 percent of the programme. There's documentary evidence of RPL processes mapped against programme outcomes at all levels. Candidates provide evidence for RPL through a transcript and or a portfolio of evidence. The evidence presented is reviewed by two academic staff from the department of nursing in the faculty of health sciences at UoH and a judgement is made on whether it meets programme outcomes and complies with Article 31(3) of directive 2005/36/EC. External examiners are consulted about RPL decisions.

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)
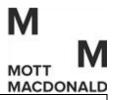
Met

R1.6 is met. Registered nurses can claim more than 50 percent RPL. Documentary evidence confirms there's a robust RPL process which limits the amount of RPL allowed for NMC registered nurses up to two thirds of the programme. The programme team tell us this is managed on an individual basis. Claims are mapped against transcripts and or a portfolio of evidence to demonstrate RPL is capable of being mapped against the Standards of proficiency for registered nurses and programme outcomes.

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. Programme documentation and the approval process confirm the entry requirements for literacy, digital and technological literacy, and numeracy. The AEI tell us digital literacy for direct entry candidates is assessed through completion of an online application. All applicants invited to interview are given a pebblepad electronic portfolio at the selection event and are expected to download materials prior to attending their interview. NDA candidates undertake an online numeracy and literacy test at the selection event to measure their ability and enable the programme team to consider the support they may require if they commence the programme. Support for development of numeracy and literacy is available from the AEI university skills team and the programme team.

There's detailed mapping of the programme outcomes to the SPRN (NMC, 2018) which identifies indicative content and includes programme outcomes linked to numeracy, literacy, digital and technological literacy. Documentary analysis confirms technology is fundamental to the programme. Students tell us they use multimedia approaches to support learning. Throughout the programme students are supported to develop their numeracy, literacy, digital and technology skills through module learning. All students undertake a health numeracy assessment at the end of each part of the programme. At the end of part three the pass mark is 100 percent.

The MYEPAD and the OAR are linked to competence outcomes in numeracy, literacy, digital and technological literacy. They record student progression and achievement in practice learning. Students are supported throughout the programme to develop these skills by the AEI university skills team and the programme team.

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

Existing direct entry BSc students won't transfer onto the new programme. The AEI tell us they didn't consult with these students about this decision as it was not operationally feasible to transfer them.

The September 2019 cohort of students will be transferred to the SSSA and their practice assessment document has been updated to reflect this. The remaining students will stay on the NMC (2010) Standards to support learning and assessment in practice (SLAiP). The AEI tell us when students are allocated a practice learning experience, practice supervisors and practice assessors are informed if the students are following SSSA or SLAiP standards.

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

Documentation evidences RPL is capable of being mapped against the SPRN (NMC, 2018) and the programme learning outcomes.

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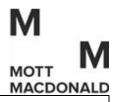
Yes

Outcome
Is the standard met? *Met* Date: *5 March 2020*
Post Event Review
Identify how the condition is met:

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Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2. Curriculum

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

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

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

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.1 is not met. It's not clear how SUC will continue to be involved in the delivery, student assessment and evaluation of the programme. (Condition one)

There's limited evidence of IPL within the theory content of the programme. (Condition two)

The apprenticeship student facing documentation doesn't provide specific information relating to the unique nature of these programme routes. (Condition five)

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 and the approval process confirm the design and delivery of the programme supports students in theory and practice across all four fields of nursing practice.

In part one of the programme students from all fields and routes complete the same modules and there's shared learning across the four fields of nursing practice. In parts two and three of the programme there are shared cross field modules and field specific modules. The programme team and PLPs tell us programme content supports students to experience theory and practice learning across all four fields of nursing; adult, children's, learning disabilities and mental health. Student's tell us they're confident they experience and meet the diverse range and needs of people across the four fields of nursing during practice learning experiences. A hub and spoke model is used within the programme to ensure students gain practice learning experiences in each nursing field.

Allocation of practice learning experiences is undertaken by the AEI placements team. This is based on a placement outline plan for each specific field of nursing practice. The learning development agreements and signed practice agreements between the AEI and PLPs confirm access to placement learning experiences across the four fields of nursing practice. The programme directors review the

allocations for each student to ensure they are accessing all four fields of nursing practice. The placements team along with PLPs map out the NDA student placements learning experiences. Each student has a colour coded map to ensure the placement learning experiences meet all the requirements of the programme. NDA students we spoke to at the approval visit confirm they experience all four fields of nursing practice in their home placements as well as alternate placement experiences via spoke visits to areas they haven't accessed as part of their placement map. Placement experiences are recorded in the MYEPAD.

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. The programme structures for the BSc and BSc NDA routes, programme design and delivery illustrate specific routes and fields of nursing practice and allow students to enter the register in one specific field of nursing practice. Module descriptors detail how students will achieve field specific learning outcomes, skills and knowledge across the programme. There's a placement plan for each nursing field route.

Student's tell us the variety of practice learning experiences they undertake prepare them to meet the requirements for their specific field of nursing.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that

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 mapping of the field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. This is evident in the field specific modules. The programme team tell us within shared cross field modules, small group field specific teaching is used to apply learning to the students' field of practice.

PLPs and students confirm learning opportunities in field specific practice learning experiences relating to 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)

Not Met

R2.9 is not met. The programme specification identifies that the direct entry routes are three years in length and include a minimum of 4600 hours with a 50 percent split across theory and practice learning. The NDA is 39 months in length to incorporate the endpoint assessment, the NMC programme element of the NDA route is three years in length with a total of 4600 hours. The module descriptors indicate hours applied to modules. However, there's no documentary evidence to provide a breakdown of hours for each route. We are unable to verify the number and balance of programme hours. (Condition four)

Processes are in place to enable students to retrieve any unmet practice and theory hours due to absence or other reasons. Students confirm practice learning opportunities and spoke experiences working with a range of health and social care professionals. These enable them to develop field specific knowledge and

skills. Practice hours are recorded in the MYEPAD. Theory hours are recorded by the AEI and reviewed by the programme leader.

Programme documentation and evidence from discussion with students and the programme team at the approval visit indicates a range of learning and teaching approaches are used across each part of the programme. These include lectures, seminars, skills education and simulation-based learning opportunities.

There's appropriate module aims and outcomes in the module descriptors provided. An example of a student practice allocation plan across the programme shows how practice learning experiences are co-ordinated.

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

This 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

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)

No

The programme being approved is for registration in a single field only.

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)

No

The programme doesn't include registration in another profession.

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

No

R2.1 is not met. It's not clear how SUC will continue to be involved in the delivery, student assessment and evaluation of the programme. (Condition one)

There's limited evidence of IPL within the theory content of the programme. (Condition two)

The apprenticeship student facing documentation doesn't provide specific information relating to the unique nature of this route. (Condition five)

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?

Not Met

R2.1 is not met. It's not clear how SUC will continue to be involved in the delivery, student assessment and evaluation of the programme.

Condition one: The AEI must produce an implementation plan of how they intend to incorporate SUC into the ongoing delivery, student assessment and evaluation of all programme routes. (SFNME R1.12, R5.5, R5.14; SPNP R2.1)

R2.1 is not met. There's limited evidence of IPL within the theory content of the programme.

Condition two: The AEI must develop an implementation plan that demonstrates how IPL will be incorporated into the academic learning of the programme. (SFNME R1.13, R3.16; SPNP R2.1)

R2.9 is not met. There's no documentary evidence that provides a breakdown of hours on all programme routes and SPRN annexe b nursing procedure 4.8 has not been mapped to the adult nursing field routes.

Condition four: The AEI must provide documentary evidence to clarify breakdown of hours on all programme routes and mapping of SPRN annexe b nursing procedure 4.8, to the adult nursing programme routes. (SPNP R2.9, R4.5)

R2.1 is not met. The apprenticeship student facing documentation doesn't provide specific information relating to the unique nature of these programme routes.

Condition five: The AEI must provide specific information relating to the unique nature of NDAs in the student facing apprenticeship documentation. (SFNME R3.2; SPNP R2.1)

Date: *5 March 2020*

Post Event Review

Identify how the condition is met:

Condition one: The AEI have provided an implementation plan that demonstrates how SUC will be involved in the ongoing delivery, student assessment and evaluation of all programme routes. Condition one is now met.

Evidence:
SUC co-production development and implementation document, undated
SUC strategy 2020-2035 final version six, 19 December 2019
SUC advisory partners document, undated
Checklist for positive practice version two, undated
Ladder of involvement, undated
SUC co-production document, undated
SUC co-production document version six, 13 May 2020
SUC action plan, 2019-2020

Condition two: The AEI have provided an implementation plan that demonstrates how IPL will be incorporated into the academic learning of the programme. Condition two is now met.

Evidence:
Implementation plan for inter-professional education, undated

Condition four: The AEI have provided documentary evidence that provides a breakdown of hours on all programme routes. Documentary evidence demonstrates SPRN annexe b nursing procedure 4.8 is mapped to the adult nursing programme routes. Condition four is now met.

Evidence:
Adult nursing GIFHE curriculum structure, 29 April 2020
Programme hours, 29 April 2020
Mapping theory modules to future nurse curriculum proficiencies and programme standard 2.8 adult, version three, undated
Programme hours for BSc nursing (all fields), version two, 12 May 2020

Condition five: The programme team have provided documentary evidence to demonstrate specific information relating to the unique nature of NDAs is provided in the student facing documentation. Condition five is now met.

Evidence:
Apprenticeships quick start guide, undated
NDA student handbook, 2020/21

Date condition(s) met: 13 May 2020

Revised outcome after condition(s) met:

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-registrationnursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

Met

R3.1 is met. A sample placement journey plan for all four fields of nursing practice demonstrates how students are allocated to practice learning environments that allow them to deliver safe and effective care, to a diverse range of people. The AEI in partnership with PLPs have robust procedures in place to enable students to develop and meet the SPRN, and ensure students deliver safe and effective care to a diverse range of people across the four fields of nursing practice. Students tell us they know how to raise and escalate concerns they may have about care. A flow chart identifying this process is located in the MYEPAD. PLPs we met tell us they are aware of the process to follow if they have any concerns about a student's conduct and are aware of the UoH fitness to practice process.

Practice learning experiences are allocated by the placements team using a placement data base. The programme directors provide an outline plan of practice learning experiences by field of nursing practice. Requests for practice learning experiences are sent to the PLPs who confirm if these are available and allocate practice supervisors and practice assessors. The placement team and PLPs map out practice learning experiences for the NDA students. Each NDA student placement map is colour coded to ensure they are able to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice.

There's evidence of a wide range of practice learning environments to support programme delivery in the NHS, private, voluntary and independent organisations (PIVO). Educational audit confirms practice learning is relevant to the SPRN. There are robust partnership groups that oversee the programme and practice learning. The AEI and PLP forum meet bi-monthly to review student's practice learning experiences, explore any issues encountered and review action plans and solutions.

Students undertake field specific and spoke placements which enable them to work with a range of allied health professionals. All learning experiences are recorded in the MYEPAD. Students tell us practice learning experiences support their learning. They tell us practice supervisors and practice assessors provide appropriate learning experiences and are supportive.

Practice learning, progression and monitoring of attendance are recorded in the MYEPAD. Practice assessment is mapped against the SPRN proficiencies and across the seven platforms and annexes. The MYEPAD is used to record achievement of the proficiencies and programme outcomes at specific points in the programme. It provides the opportunity for students to reflect on their learning and development of professional values and skills. SUC provide feedback in the MYEPAD and students must record their reflection on this.

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. Documentary evidence and the approval process confirm the programme ensures students experience a variety of practice learning experiences to meet the holistic needs of people in all ages. An example of a student practice allocation plan across the programme shows how practice learning experiences are co-ordinated. We found planning and allocation of practice learning experiences is done by the placement team in partnership with PLPs. Students we

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met confirm they have access to other care settings through spoke placements and are able to complete a variety of practice learning experiences that enhance the variety already provided. Students, practice supervisors and practice assessors identify and record learning opportunities including those for IPL in the MYEPAD.

The OAR enables students to record, reflect on and evaluate their learning experiences. Student progress and achievement is communicated through the OAR. If a student isn't achieving, the programme team and PLPs tell us they receive feedback immediately. A meeting is held with the student, practice supervisor and/or practice assessor and their academic assessor, and an action plan is agreed identifying what the student needs to do in order to achieve.

The AEI has processes in place to assess, monitor and evaluate practice learning experiences. These include educational audit and student evaluations of their practice experiences. The programme director meets with PLPs on a monthly basis providing a forum to discuss issues related to practice learning evaluations and experiences. The nominated person for the placement learning area is the practice learning facilitator (PLF) or ward manager, alongside an academic link lecturer from the programme team responsible for following up placement learning issues. Students evaluate their placement experiences via an online practice assessment and evaluation (PARE) site. Students confirm they evaluate their practice experiences and told us if they have any concerns, they speak to the link lecturer, practice assessor or programme director.

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

Met

R3.3 is met. Programme documentation and the approval process confirm students experience appropriate practice learning opportunities to enable them to develop the communication and relationship management skills and the nursing procedures as set out in the SPRN, within their fields of nursing practice.

The taught content mapping document shows where communication and relationship management skills are taught in the AEI and what exposure students will get in practice learning experiences. Students are assessed against the relationship management skills and nursing procedures using the MYEPAD. Practice supervisors and practice assessors support development of the communication and relationship management skills and nursing procedures during practice learning experiences. PLPs we met confirm they were involved in development of the proposed programme in relation to nursing procedures and

communication and relationship management skills.

There's a SUC feedback form in MYEPAD that provides SUC opportunity to comment on the communication and relationship management skills of the student involved in their care.

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)

Not Met

R3.4 is not met. Documentary evidence and the approval process confirm technology enhanced opportunities have been integrated throughout the programme. Students have access to a virtual learning environment, clinical skills.net, all our health e-learning platforms and Health Education England (HEE) e-learning for health.

The programme team tell us they intend to replace seven percent of practice hours with simulation-based learning opportunities, but this isn't evident in the programme documentation. We found insufficient evidence to confirm that simulation-based learning opportunities will be used effectively and proportionally. This is because the programme team have plans for development of simulation-based learning opportunities, but we found a lack of distinction between learning an individual clinical skill and engaging students in simulation-based real-world practice scenarios. Students tell us they participate in simulated learning, but this is inconsistent across fields. SUC tell us they are involved in simulation with other professions in the AEI but this isn't yet replicated in nursing. There's no clear articulation of how simulation will be used across all programme routes and if simulation will be used in place of practice hours. (Condition three)

The adult field of practice complies with Article 31(5) of Directive 200/36/EC.

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. Processes are in place to take account of student's individual needs and personal circumstances. Assessments for disabilities are completed on commencement of the programme. The AEI learning support team undertake student learning needs assessments. Occupational health can also recommend reasonable adjustments. The academic lead for the programme receives these

recommendations and works with PLPs to ensure they can support students with reasonable adjustments. Students are encouraged to share information with PLPs and when accessing spoke placements. Reasonable adjustments are considered when the placement team allocate practice learning experiences. If a difficulty in meeting reasonable adjustments is identified, a change of allocation procedure is used to ensure an appropriate placement learning experience and opportunity to meet proficiencies.

The MYEPAD includes a prompt for the initial placement interview to encourage students to discuss any reasonable adjustments required with their practice supervisor and or practice assessor.

PLPs confirm liaising with the programme team when reasonable adjustments are required. They tell us meeting individual student's needs is an established part of the induction process in relation to how students will be supported in the practice learning environment. Students tell us reasonable adjustments are made and they are aware of the processes to follow.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

No

There's no clear articulation of how simulation will be used across all programme routes and if simulation will be used in place of practice hours. (Condition three)

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?

Not Met

R3.4 is not met. There's no clear articulation of how simulation will be used across all programme routes and if simulation will be used in place of practice hours. (Condition three)

Condition three: The AEI must produce clear information of how simulation will be used across all programme routes and when any practice learning hours will be replaced with simulation. (SPNP R3.4)

Date: *5 March 2020*

Post Event Review

Identify how the condition is met:

Condition three: The programme team have provided documentary evidence that demonstrates how simulation will be used across all programme routes and where practice hours will be replaced with simulation. Condition three is now met.

Evidence:
Clinical skills, participation, student consent 19/20 final, undated
Simulation and practice hours, undated

Date condition(s) met: 13 May 2020

Revised outcome after condition(s) met:

Met

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

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

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

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

Met

R4.1 is met. Documentary evidence and the approval process confirm how support, supervision, learning and assessment complies with the SFNME. University academic regulations, moderation and external examiner process ensure fairness of assessment processes. All students have an academic support tutor (AST) assigned to them for pastoral care. Students tell us the AST is supportive and provides a timely response to them if they require additional support.

The MYEPAD outlines practice supervisor, practice assessor and academic assessor roles and responsibilities for practice learning. Role specifications have been developed which identify the responsibilities of the practice supervisor, practice assessor and academic assessor. There's a detailed process of how supervision and assessment in practice will be undertaken.
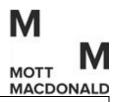
Mandatory training is undertaken by staff who will be practice supervisors and practice assessors for the new programme. Partnership agreements are in place for resources, accountability and commitment to support students to meet the SFNME.

There are appropriately qualified and experienced academic staff from a range of clinical backgrounds to deliver the programme and support student learning and assessment.

Educational audits undertaken in partnership between the AEI and PLPs ensure practice learning environments are approved against objective criteria. These include identifying sufficient and appropriately qualified and prepared practice supervisors and assessors to support student numbers.

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

Met

R4.2 is met. The AEI and PLPs have begun to implement a plan for the transition of current mentors to become practice supervisors and practice assessors through the collaborative delivery of updates. UoH will deliver a first wave of preparation programmes for NMC registrants, as it's intended they will act as practice supervisors and practice assessors in the first instance. UoH acknowledge the value of other health and social care professional registrants as practice supervisors and are developing a separate preparation session for these registrants. PLPs tell us they are developing other health and social care professional registrants to take on this role.

The MYEPAD includes information on the roles of practice supervisors and practice and academic assessors and guidance on the supervision and assessment process. It also contains action plans to enable students to identify and meet their learning needs. There's a robust process for the practice supervisor, practice assessor and academic assessor to work together through tripartite meetings to be held three times a year.

Academic assessors are prepared for their role via training sessions within the AEI. Allocation of time to undertake the role is part of the AEI workload model and their progress in undertaking the role is discussed in staff appraisals. Academic assessors are required to be registered nurses and experienced academics with a clear understanding of the programme, field specific application of the proficiencies, SSSA and assessment processes. Academic assessors will be nominated for the role by heads of department. The AEI tell us the allocation of academic assessors will ensure the academic assessor won't be allocated to students on subsequent parts of the programme.

Practice supervisors and practice assessors tell us they've attended updates and feel prepared for their role.

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

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 are a range of summative and formative assessments in the programme which are detailed in the module specifications. Assessments are varied and include online examinations, presentations, reports and essays. Throughout the programme students have the opportunity to undertake formative assessments to prepare them for summative assessments. Mapping of assessments to module and programme learning outcomes is explicit in the programme mapping document and programme specification.

SUC, peers and other professionals can give feedback to students through the MYEPAD to aid their development. SUC aren't currently involved in giving formative feedback in theory and simulation-based sessions, or assessment of students.

Tripartite meetings held three times a year between the student, practice supervisor and or practice assessor, and the academic assessor provide formative and summative feedback to the student.

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)

Not Met

R4.5 is not met. Mapping documents of all programme routes evidence learning outcomes have been mapped to assessment strategies and programme outcomes in the programme specifications. The mapping document for the BSc (Hons) nursing (adult) field, doesn't show where annexe b nursing procedure 4.8 from the SPRN will be achieved. (Condition four)

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision</u>

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and assessment are met
Yes

Outcome

Is the standard met?
Not Met
R4.5 is not met. Nursing procedure 4.8 from annexe b in the Future nurse: SPRN (NMC, 2018) hasn't been mapped to the adult nursing programme routes.
Condition four: The AEI must provide documentary evidence to clarify breakdown of hours on all programme routes and mapping of SPRN annexe b nursing procedure 4.8, to the adult nursing programme routes. (SPNP R2.9, R4.5)
Date: *5 March 2020*

Post Event Review

Identify how the condition is met:
Condition four: The AEI have provided documentary evidence that provides a breakdown of hours on all programme routes. Documentary evidence demonstrates SPRN annexe b nursing procedure 4.8 is mapped to the adult nursing programme routes. Condition four is now met.
Evidence:
Adult nursing GIFHE curriculum structure, 29 April 2020
Programme hours, 29 April 2020
Mapping theory modules to future nurse curriculum proficiencies and programme standard 2.8 adult, version three, undated
Programme hours for BSc nursing (all fields), version two, 12 May 2020

Date condition(s) met: 13 May 2020
Revised outcome after condition(s) met:
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

N/A

There's no fall back exit award conferring registration with the NMC as a registered 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*

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	No
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation The programme team provided a sample of the placement allocation structure of the programme but didn't provide documentary evidence of a structure showing a	

Nursing & Midwifery Council

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

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breakdown of hours for all programme routes. This was latter evidence provided in response to condition four.

List additional documentation:

Faculty of Health Sciences: Accreditation of prior learning and accreditation of experiential learning workflow, 14 February 2020
Faculty of Health Sciences: Accreditation of prior learning flowchart, 14 February 2020, version one
Mapping programme standard 2.11, undated
Mapping theory modules to future nurse curriculum (FNC) proficiencies adult version two, undated
Mapping theory modules to FNC proficiencies child version two, undated
Mapping theory modules to FNC proficiencies learning disability, version two, undated
Mapping theory modules to FNC proficiencies mental health version two, undated
Skills scan registered nurse, undated
Practice supervisor and practice assessor handbook 2020 draft version three, undated
Mapping theory modules to FNC proficiencies mental health version two, undated
Skills scan registered nurse, undated
Practice supervisor and practice assessor handbook 2020 draft version three

Updated 13 May 2020:
Post event evidence to support conditions are met:
SUC co-production development and implementation document, undated
SUC strategy 2020-2035, final version six, 19 December 2019
SUC advisory partners document, undated
Checklist for positive practice version two, undated
Ladder of involvement, undated
SUC co-production document, undated
SUC co-production document version six, 13 May 2020
SUC action plan, 2019-2020
Implementation plan for inter-professional education, undated
Clinical skills, participation, student consent 19/20 final, undated
Simulation and practice hours, undated
Adult nursing GIFHE curriculum structure, 29 April 2020
Programme hours, 29 April 2020
Mapping theory modules to future nurse curriculum proficiencies and programme standard 2.8 adult, version three, undated
Programme hours for BSc nursing (all fields) version two, 12 May 2020
Apprenticeships quick start guide, undated
NDA student handbook, 2020/21

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: One year one pre-registration child nursing student Two year two pre-registration child nursing student Three year one pre-registration adult nursing student (GIFHE) One year two pre-registration adult nursing student One year three pre-registration adult nursing student Two year two pre-registration mental health nursing student One year two pre-registration learning disability nursing student One year three pre-registration learning disability nursing student Five year two NDA pre-registration adult nursing students	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List CQC Rampton Hospital quality report, 25 August 2016	
If you stated no above, please provide the reason and mitigation This programme approval didn't require visits to practice areas or facilities.	
Additional comments:	

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Issue record

Final Report

Author	Rachel Game Denise Baker	Date	7 March 2020
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Submitted by	Lucy Percival	Date	27 May 2020
Approved by	Leeann Greer	Date	29 May 2020