Programme approval visit report

Section one

Programme provider name:	Anglia Ruskin University
In partnership with: *(Associated practice learning partners* *involved in the delivery of the programme)*	Essex Partnership University NHS Foundation Trust North East London NHS Foundation Trust Cambridgeshire and Peterborough NHS Foundation Trust Independent Sector Cambridgeshire - Arthur Rank Hospice Independent Sector Essex - Priory Hospital and The Rivers Hospital Cambridge University Hospitals NHS Foundation Trust Basildon and Thurrock University Hospital NHS Foundation Trust Virgin And Barnados South Quadrant Virgin And Barnados NE Quadrant Virgin And Barnados Mid Quadrant Mid Essex Hospital Services NHS Trust Provide Cambridgeshire Community Services NHS Trust Cambridge and Peterborough Clinical Commissioning Group Anglian Community Enterprise - Caradoc Surgery Virgin And Barnados West Quadrant East Suffolk and North Essex NHS Foundation Trust North West Anglia NHS Foundation Trust Barking Havering and Redbridge University Hospitals NHS Trust Clinical Commissioning Group Cambridgeshire and Peterborough NHS Foundation Trust Southend University Hospital NHS Foundation Trust Papworth Hospital NHS Foundation Trust The Princess Alexandra Hospital NHS Trust Southend University Hospital NHS Foundation Trust Cambridge and Peterborough Training Hub

Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: BSc (Hons) Nursing (Adult)
Programme start date: 14 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: 14 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: 14 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: 5 October 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: 5 October 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: 5 October 2020

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

Programme: Dual award- pre-registration nursing – adult/mental health
Title of programme: BSc (Hons) Nursing (Adult and Mental Health)
Programme start date: 14 September 2020

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

Programme: Dual award- pre-registration nursing – mental health/child
Title of programme: BSc (Hons) Nursing (Child and Mental Health)
Programme start date: 14 September 2020

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

Date of approval	11 February 2020
QA visitor(s):	Registrant Visitor: Ronnie Meechan
	Lay Visitor: Jayne Walters

Summary of review and findings
The school of nursing and midwifery (SoNM, the school) within the faculty of health, education, medicine and social care (FoHMSC), Anglia Ruskin University (ARU) intends to deliver a full-time pre-registration nursing programme with routes leading to BSc (Hons) nursing (three year), BSc (Hons) nursing dual award (four year) and a three year BSc (Hons) nursing degree apprenticeship.

The BSc (Hons) nursing route and the BSc (Hons) nursing degree apprenticeship will lead to registration in adult or children's or mental health fields of practice. The BSc (Hons) dual-award route will lead to registration in adult and mental health or mental health and children's nursing.

The BSc (Hons) and the NDA routes are negotiated and developed with lead managers of participating healthcare organisations and representatives from the locality. The following practice learning partners (PLPs) are supporting the NDA route: Arthur Rank Hospice, Cambridge and Peterborough Training Hub, Priory Hospital, North East London NHS Foundation Trust (NELFT), North West Anglia NHS Foundation Trust, Mid Essex Hospital Services NHS Trust, Cambridge University Hospitals NHS Foundation Trust, Papworth Hospital NHS Foundation Trust, Cambridgeshire Community Services NHS Trust, Cambridge and Peterborough NHS Foundation Trust, The Rivers Hospital, The Princess Alexandra Hospital NHS Trust, Essex Partnership University NHS Foundation Trust , Provide, Anglian Community Enterprise, East Suffolk and North Essex NHS Foundation Trust.

The programme aims to prepare graduates for entry to the NMC register as a registered nurse. Programme documentation confirms evidence of effective partnership working between the school and key stakeholders. ARU is part of the Midlands, Yorkshire and East practice learning group (MYEPLG).

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

The programme is recommended for approval subject to two NMC conditions. One university recommendation is made.

Updated 20 March 2020:

The programme team has provided documentation to meet the NMC conditions. Conditions are met. 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: Develop an implementation plan to ensure that programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders. (SFNME R1.12; Standards for pre-registration nursing programmes (SPRNP) R2.1) Condition two: Develop an implementation plan to provide opportunities throughout the programmes to collaborate and learn with and from other professions, to learn with and from peers and to develop support and leadership skills. (SFNME R1.13, R3.16; SPRNP R2.1) **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** None identified
Date condition(s) to be met:	11 March 2020
Recommendations to enhance the programme delivery:	Recommendation one: Consider developing an integrated master's degree in nursing. (University recommendation)
Focused areas for future monitoring:	Service user involvement with the delivery and assessment of students.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions: The programme team has provided an implementation plan to ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders. Condition one is now met. The programme team has provided an implementation plan to provide opportunities throughout the programmes to collaborate and learn with and from other professions, to learn with and from peers and to develop support and leadership skills. Condition two is now met. The programme is recommended to the NMC for approval.

AEI Observations	**Observations have been made by the education institution** Yes
Summary of observations made, if applicable	R1.7 is amended to reflect that students are required to have general certificate of secondary education (GCSE) in maths and English (or equivalents) prior to commencing the programme. Within the first month of commencing the programme a diagnostic test is undertaken to identify any students who may require further support in these areas and action taken to provide this, including support by the ARU study skills plus team.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	20 March 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)*

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Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses and midwives

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook

Partnerships

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

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

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

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

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a

range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriateStandard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

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

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

Findings against the standard and requirements

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

There's documentary evidence that ARU demonstrate partnership working with PLPs over a substantial geographical area and inclusion of placement agreements. Placement agreements are developed in conjunction with PLPs and are signed by a university representative and representatives of those PLPs. Agreements commit the university and PLPs to governance arrangements and providing safe and supportive learning environments for pre-registration nursing students. ARU has processes in place for agreed common objectives for where practice learning environments are shared between AEIs including an agreed memorandum of understanding (MOU) with another approved education institution. SoNM provides a key platform for partnership working with stakeholders.

There's documentary evidence of partnership working within minutes of curriculum stakeholder events.

Senior nurses and practice education leads tell us there are effective processes in place to respond effectively to the needs of students, practice supervisors and practice assessors. The programme team tell us there are systems and processes in place to ensure academic assessors are supported within their role to support students undertaking practice learning opportunities. The programme team, senior nurses and practice education staff tell us there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments.

There's documentary evidence (service user strategy) to support SoNM's commitment to service user involvement in healthcare education. Service users tell us, and minutes demonstrate, that they attended some of the curriculum

development group meetings. There's strong evidence of service user involvement for mental health students in the form of a buddy scheme. Service user involvement in the delivery and assessment of the other fields of nursing are not as evident. SoNM needs to demonstrate a clear intention for service users to be involved with programme delivery and student assessment in theory and practice learning across all fields of nursing practice and all routes within the pre-registration nursing programme. (Condition one)

Service users tell us they're involved with selection and programme delivery for mental health nursing students' education. They receive training and education to undertake their role including equality and diversity training. Service users say they're consulted about, and contribute towards, programme design and development.

There's documentary evidence and confirmation from students that they're consulted and contribute to programme design and development. Students tell us processes are in place for them to give feedback on their theory and practice learning and they have a student representation system. Students say they have opportunities to learn from a range of people in practice learning environments, including service users. Inter-professional learning opportunities occur within the practice learning environment, however, opportunities for inter-professional education within the academic setting are not consistent across fields of practice. (Condition two). Students on the pre-registration nursing programme are represented at the staff and student liaison committees and other committees.

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

Service user and carer involvement with the delivery and assessment of students is not consistent across all fields of practice within the routes of the ARU pre-registration nursing programme.

Inter-professional learning opportunities occur within the practice learning environment, however opportunities for inter-professional education within the academic setting are not consistent across fields of practice.

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

If not met, state reason

Service user and carer involvement with the delivery and assessment of students is not consistent across all fields of practice within the routes of the ARU pre-registration nursing programme.

Condition one: Develop an implementation plan to ensure that programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders (SFNME R1.12; SPRNP R2.1)

Inter-professional learning opportunities occur within the practice learning environment, however opportunities for inter-professional education within the academic setting are not consistent across fields of practice.

Condition two: Develop an implementation plan to provide opportunities throughout the programmes to collaborate and learn with and from other professions, to learn with and from peers and to develop support and leadership skills. (SFNME R1.13, R3.16; SPRNP R2.1)

Post Event Review

Identify how the condition is met:

The programme team has provided an implementation plan to ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders.

Evidence:
ARU, service user and carer implementation plan, 12 March 2020

Condition one is met.

The programme team have provided an implementation plan to provide opportunities throughout the programmes to collaborate and learn with and from other professions, to learn with and from peers and to develop support and leadership skills.

Evidence:
ARU, interprofessional learning implementation plan, 12 March 2020

Condition two is met.

Date condition(s) met: 20 March 2020

Revised outcome after condition(s) met:

Met

Conditions one and two are 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

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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 Standards For pre-registration nursing programmes (NMC, 2018).

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. Documentary evidence outlines the admission process including RPL at ARU. This includes review by an external examiner. Programme specifications identify capability of mapping to the maximum RPL of 50 percent of the programme. The programme complies with Article 31(3) of Directive 2005/36/EC. Applicants for all routes are initially screened to ensure they have the required

academic qualifications and are given information on how to make an RPL claim. RPL candidates include those progressing from relevant foundation degree, as well as nursing associates and assistant practitioners. The ARU process for RPL includes using mapping tools to evidence programme outcomes and the Standards of proficiency for registered nurses for all routes. Examples of RPL mapping tools are provided. Students undertaking the BSc (Hons) degree apprenticeship nursing programme tell us they can undertake RPL prior to commencing the programme.

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. The ARU website information in regards to RPL for registered nurses says registered nurses may be credited with more than 50 percent of the programme. Mapping tools demonstrate this capability against the Standards of proficiency for registered nurses and programme outcomes.

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

RPL claims are scrutinised by the appropriate academic member of staff and external examiner then submitted to an examination board. This will result in a receipt of a transcript of learning which identifies the modules and credits awarded.

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 documentary evidence that the MYE practice assessment document (MYEPAD) and the ongoing achievement record (OAR) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

Students use a number of online learning tools including canvas, padlet and safeMedicate. Numeracy, literacy and digital ad technological skills are mapped to the programme. Mapping is provided by ARU outlining where numeracy, literacy, digital and technological literacy are delivered and assessed within theory and practice learning.

Students are required to have GCSE in maths and English (or equivalents) prior to commencing the programme. Within the first month of commencing the programme a diagnostic test is undertaken to identify any students who may require further support in these areas and action taken to provide this, including support by the ARU study skills plus team. The study skills team at ARU offer support for nursing students either individually or as groups. Digital and technological literacy are assessed through student engagement with the online university and colleges admissions service (UCAS) application process. Module guides identify academic literacy throughout the programme supporting development of literacy, digital and technological literacy. Digital skills are developed throughout the programme and ARU has a digital framework to guide the types of skills students are supported to develop. These include using online resources, blogs, video-conferencing, use of Skype, preparing digital documents, creating vodcast, virtual simulation, e-assessment in practice, online portfolio and online assessments.

Medicine calculations for safe practice modules support students to develop numeracy throughout the programme. Students have access to safeMedicate at the beginning of the programme and can undertake six formative assessments each year. Summative assessment requires pass at 80 percent in part one, 90 percent in part two and 100 percent in part three. Students can engage with a study skills plus programme which offers support for maths and numeracy skills. Students are required to complete a medicines management assessment in each part of the programme including a drug calculations assessment. Programme handbooks identify where proficiency outcomes in numeracy are delivered and assessed.

Students tell us they're encouraged to use interactive learning resources and are able to access a range of online tools relating to referencing and information technology. PLPs tell us all students have access to learning resources within the practice learning environments, including access to digital and online systems.

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

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

Yes

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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

ARU is not transferring existing students to the new programme. Existing students transferred to the SSSA from September 2019.

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

RPL is reviewed on an individual basis and therefore, in recognition of the NMC requirement registered nurses may be credited with more than 50 per cent of the programme.

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: *20 February 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 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

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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)

No

R2.1 is not met. Service user involvement in the selection, delivery and assessment of students is evident in the BSc (Hons) mental health nursing route. Service user involvement with programme delivery and assessment in the BSc (Hons) adult nursing and BSc (Hons) children's nursing route is less developed and consistent.

Service user involvement in delivery and assessment of all of fields of nursing is inconsistent. The school does not demonstrate clear intention for service user involvement in theory and practice learning across all fields of nursing and all routes within the programme. (Condition one)

Inter-professional learning opportunities occur within the practice learning environment, however opportunities for inter-professional education within the academic setting are not consistent across fields of practice. (Condition two)

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. There's documentary evidence demonstrating that programme design and delivery supports student learning and relates to all four fields of nursing practice.

Documentary evidence identifies that the programme and each route is designed to facilitate students' learning in theory and practice for their chosen field of practice. Programme handbooks and mapping documents identify where cross field teaching, learning and assessment takes place, including simulation-based learning. The programme uses a hub and spoke model of practice experience allocations. Students will undertake practice learning experience in alternative fields as 'spoke' learning opportunities. ARU has a process for recording practice learning in relation to the general care components for clinical instruction for nurses responsible for general care as specified in the EU directive. This information is recorded on the placement management system.

Students undertaking the BSc (Hons) adult nursing route and the BSc (Hons) adult degree apprenticeship route tell us they have direct care experience sufficient to meet the EU directive. All students tell us they have direct care opportunities of all four fields of nursing practice during their pre-registration nursing programme.

There are signed agreements between the school and PLPs identifying joint responsibility for students on the pre-registration nursing programme. PLPs tell us there are sufficient practice learning opportunities for them to gain experience of all

four fields of nursing practice. PLPs who support the BSc (Hons) degree apprenticeship route tell us they have systems and processes in place to ensure students have direct care opportunities of all four fields of nursing practice during their pre-registration nursing programme. ARU have a placement management system that records and monitors four field nursing experiences. ARU record all hub and spoke learning and liaise with PLPs to ensure students meet the requirement in relation to alternate field of practice learning.

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. Documentary evidence for the BSc (Hons) nursing (adult, children's, mental health) programme, the BSc (Hons) degree apprenticeship nursing (adult, children's, mental health) route and the BSc (Hons) nursing (adult and mental health, children's and mental health - dual-award) programme addresses all outcomes required for registration in one or more than one field of nursing practice.

The BSc (Hons) nursing (adult, children's, mental health) programme, and the BSc (Hons) degree apprenticeship nursing (adult, children's, mental health) routes exceed the 4600 programme hours required. Students undertaking the degree apprenticeship route study the same modules following a blended approach which includes virtual learning. Degree apprenticeship students have regular contact with their tutor during each module. Personal tutors will monitor student engagement in relation to attendance, their use of online learning through canvas, and library resources via the student engagement dashboard. Students undertaking the degree apprenticeship route are required to study 10 hours per week (excluding annual leave) through self-directed learning.

The four-year BSc (Hons) nursing (adult and mental health, children's and mental health - dual-award) programme equates to 6298 programme hours. There are sufficient theory and practice hours in more than one field of practice.

Documentary evidence in module descriptors, content and programme specifications demonstrates sufficient module content for each field of practice to be tested for both theoretical and practice learning components in the BSc (Hons) nursing (adult, children's, mental health) programme and the BSc (Hons) apprenticeship nursing (adult, children's, mental health) route.

For the BSc (Hons) nursing (adult and mental health, children's and mental health - dual-award) module content, module outcomes, programme outcomes and the MYEPAD facilitate achievement of proficiencies for adult and mental health nurses and children's and mental health nurses.

The programme team, senior nurses, practice education leads, practice assessors and practice supervisors tell us programme structure, design and delivery will offer both theoretical and practice learning opportunities to allow students to gain proficiencies and competencies in one or more specific fields of nursing practice.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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 supporting the development of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in one or more fields of nursing practice.

There's documentary evidence that students undertaking the BSc (Hons) adult and mental health and children and mental health (dual-award) route learn and develop content sufficiently in both fields of practice. The programme team, senior nurses, practice assessors and practice supervisors say students will have sufficient experience of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation throughout their programme in theory and practice learning.

The MYEPAD, programme specifications and forms, and module definition forms outline academic and practice proficiency outcomes in relation to the law,

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safeguarding, consent, pharmacology and medicines administration and optimisation.

The school has provided mapping documents relating to both theoretical and practice components of the BSc (Hons) nursing, BSc (Hons) degree apprenticeship nursing and BSc (Hons) dual award nursing pathways.

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

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

Met

R2.9 is met. Documentary evidence and the approval process demonstrate an equal balance of theory and practice learning in the programme for all routes. Documentary evidence demonstrates programme hours are mapped against the NMC minimum hours required for each route. All routes exceed the minimum 4600 hours; the four-year full time BSc (Hons) dual award is 6298 hours.

The programme practice allocation model demonstrates how students can achieve designated practice hours. Students undertake a range of practice learning opportunities and will gain further practice experiences using a hub and spoke model. There's a system for monitoring programme hours and retrieval of any unmet hours in both theory and practice learning. The programme plan for all routes identify a longer practice learning opportunity in the final part of the programme. Students tell us they're supported to retrieve unmet programme hours across all routes, including the BSc (Hons) degree apprenticeship nursing route. Students in the final year of their programme tell us they have a longer practice learning opportunity in the final part of their programme.

Documentary evidence in programme handbooks identifies a range of learning and teaching strategies. Teaching and learning is diverse and includes flipped classroom, team based learning, mental health buddy scheme with service users, reflection using learning logs, lecture, small group learning, technology facilitated, online learning via canvas and simulated practice/clinical skills.

Programme specification and module definition forms detail appropriate aims and outcomes. Outcomes are sufficient to test each field of practice in one or more than one field of practice. Content provided in the module definition forms aligns with the Standards of proficiency for registered nurses.

All stakeholders tell us programme and practice learning opportunities will prepare students for entry to the NMC register as a registered nurse.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

No

The school does not demonstrate a clear intention for service user involvement in

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theory and practice learning across all fields of nursing and all routes within the programme.

Inter-professional learning opportunities occur within the practice learning environment, however opportunities for inter-professional education within the academic setting are not consistent across fields of practice.

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

The school does not demonstrate a clear intention for service user involvement in theory and practice learning across all fields of nursing and all routes within the programme.

Condition one: Develop an implementation plan to ensure that programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders (SFNME, R1.12; SPRNP R2.1)

Inter-professional learning opportunities occur within the practice learning environment, however opportunities for inter-professional education within the academic setting are not consistent across fields of practice.

Condition two: Develop an implementation plan to provide opportunities throughout the programmes to collaborate and learn with and from other professions, to learn with and from peers and to develop support and leadership skills. (SFNME R1.13, R3.16; SPRNP R2.1)

Date: *20 February 2020*

Post Event Review

Identify how the condition is met:

The programme team has provided an implementation plan to ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders.

Evidence:

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ARU, service user and carer implementation plan, 12 March 2020

Condition one is met.

The programme team have provided an implementation plan to provide opportunities throughout the programmes to collaborate and learn with and from other professions, to learn with and from peers and to develop support and leadership skills.

Evidence:
ARU, interprofessional learning implementation plan, 12 March 2020

Condition two is met.

Date condition(s) met: 20 March 2020

Revised outcome after condition(s) met:

Met

Conditions one and two are met.

Standard 3. Practice learning

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

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

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

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice

comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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 findings from the approval visit assure us that practice learning opportunities will allow students to develop and meet the Standards of proficiency for registered nurses and deliver safe and effective care, to a diverse range of people across the four fields of nursing practice.

Each programme route provides a diverse range of practice learning experiences for students. Documentary evidence in programme handbooks and programme planners detail how students will have a range of practice experience appropriate to each field of nursing practice. Documentary evidence identifies how students undertaking the dual-award route will have a range of practice experience appropriate to each of the two fields of nursing practice and this is confirmed by students at the approval visit

There's documentary evidence of how hub and spoke practice placement plans enable delivery of practice learning experiences across the four fields of nursing.

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

Students tell us they're supported in practice learning environments and there's sufficient opportunity to experience care in their fields of nursing throughout their programme. They say they have practice learning experiences relevant to all fields of nursing during their pre-registration programme. Students undertaking the BSc (Hons) adult nursing and BSc (Hons) degree apprenticeship adult route tell us they have experience of maternal health with health visitors.

All students confirm their supernumerary status. Students on the BSc (Hons) degree apprenticeship route undertake practice learning away from their usual workplace. Students undertaking the BSc (Hons) degree apprenticeship tell us they're supernumerary during their practice learning experiences. Student supernumerary status is explicit in programme documentation. Employer PLPs at the approval visit confirm student supernumerary status for degree apprenticeship students and this is part of contractual agreements with the university. ARU and PLPs tell us they have systems and process for sharing information about students undertaking the BSc (Hons) degree apprenticeship, this includes disciplinary and fitness to practise issues.

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

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

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

Met

R3.2 is met. The school has a system in place to monitor practice learning environment quality through education audit and students' practice experience evaluations. The programme team, senior nurses and practice education staff say clinical learning areas are audited and where areas are shared with another AEI there's an agreement to share information. Educational audit for each practice learning environment identifies the number of students each learning environment can accommodate. The programme team, senior nurses, practice education staff, practice supervisors and practice assessors confirm there're appropriate

processes for assessing, monitoring and evaluating practice learning experiences. These include processes for withdrawing students from a practice learning area and supportive measures when reintroducing students to practice learning areas. Students confirm they complete an evaluation form after each practice learning environment experience. PLPs contribute to monitoring the programme and are involved in resolving any escalated concerns.

There's a system in place ensuring system regulator reports are shared between PLPs and ARU. Where a system regulator report identifies an outcome of requires improvement, ARU and their PLPs create action plans and review ongoing suitability of practice learning environments for student learning. ARU reports this information through NMC exceptional reporting and at annual self-evaluation reporting. We are told academic and practice staff attend practice education meetings where system regulatory body reports and action plans are discussed. Senior members of the academic team meet with directors of nursing throughout the year and practice learning issues are discussed. The programme team tells us the systems ARU have in place are effective and processes work.

The programme team and PLPs say practice learning opportunities are designed in relation to learning experiences required for students to meet holistic needs and care to a diverse range of people of all ages. Documentary and narrative evidence identifies student learning and achievement is supported and monitored in the practice setting by practice supervisors, practice assessors and academic assessors. Practice learning outcomes and proficiencies are assessed using the MYEPAD with progress and achievement monitored through the OAR. Students are required to complete learning logs, including all EU directive components and for alternative field of practice learning experiences.

Students and practice education staff say they're aware of processes for raising and escalating concerns. Students say they're given opportunities to undertake a practice learning feedback survey and the programme team are responsive when issues are raised, addressing them quickly and effectively. Students undertaking the BSc (Hons) degree apprenticeship say they're supported by employers and ARU. PLPs and ARU say they investigate all student concerns as and when these are raised.

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

Met

R3.3 is met. Documentary evidence in the programme handbook, programme specification and module definition forms and the MYEPAD demonstrate how

communication and relationship management skills will be introduced and developed through the programme.

The MYEPAD maps the Standards of proficiency for registered nurses and identifies where proficiency platforms and nursing procedures are recorded and assessed.

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

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

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

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

Met

R3.4 is met. There's documentary evidence the virtual learning environment (VLE), Canvas, provides access to online materials supporting the programme. The VLE includes general resources to aid students' studies. Technology to support learning, teaching and assessment strategies includes using software packages such as safeMedicate, e-assessment in practice, e-Learning for health online modules, and the 'my progress' mobile electronic device application (app).

Simulation-based learning opportunities are effective, proportionate and comply with Article 31(5) of Directive 2005/36/EC.

Programme handbooks, programme specification and module development forms identify simulation-based learning activities for the programme. Assessment using

objective structured clinical examinations (OSCEs), professional discussion surrounding vignettes and simulated scenarios are part of the programme.

ARU programme management staff tell us they have appointed additional staff to support clinical skills and simulation practice. Students say they have opportunities to engage in simulation practice learning across ARU campuses and learning is equitable across the campuses. Students tell us they value these opportunities. Service users involved with mental health nursing students tell us they're involved with a buddy scheme which is valued by these students. Service users tell us they are not as involved in the adult or children's nursing programme.

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

Met

R3.5 is met. There's documentary evidence that students' individual needs and personal circumstances are taken into account when allocating their practice learning, including making reasonable adjustments for disabilities. The supporting pre-registration students in clinical practice handbook identifies the process students follow in relation to disclosing support to practice supervisors, practice assessors and academic assessors.

The student placement agreement guidance document identifies that students undertaking practice learning experiences are advised to consider disclosing any disability. This enables access to an occupation health assessment before a student starts a practice learning allocation and is used to determine any reasonable adjustments appropriate to the practice learning environment. Where a student is identified as requiring reasonable adjustments they are provided with an ARU statement of reasonable adjustments. Any reasonable adjustments can be agreed by the PLP. Students tell us they're supported by ARU and the school in relation to reasonable adjustments (related to health and academic support) and are aware of how and where to access assistance if required. They say access to support services is encouraged by ARU and PLPs and to seek support when they need to.

We are told ARU and PLPs have an established wellbeing and dissemination working group. This group includes students, Health Education England, ARU academic staff and practice education staff, The group explores wider practice related issues for example, where flexibility in practice learning may be required due to personal issues. ARU's student services team offer student finance, academic and personal support as well as advice surrounding employability. ARU has counselling and wellbeing services offering support to students who may experience stress, anxiety and or bereavement.

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

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: *20 February 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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Standard 4. Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

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

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

Senior nurses, practice education staff, practice assessors and practice supervisors tell us all students are supernumerary in practice learning environments. Employer PLP organisations supporting the BSc (Hons) degree apprenticeship nursing route tell us practice assessors and practice supervisors are experienced in supporting students undertaking the degree apprenticeship and staff are aware of the supernumerary requirement for these students.

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

Met

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

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

Practice supervisors, practice assessors and academic assessors tell us updates on implementing the SSSA are being delivered in their organisations. They all understand these roles and their responsibilities in student learning, assessment and progression. Programme documentation identifies academic assessors cannot be the same individual for each part of the programme. Academic assessors tell us they are aware of this requirement and are being supported by ARU to undertake this role.

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

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

Documentary evidence and the approval process demonstrates the school is adopting a regional approach to preparing practice supervisors, practice assessors, and academic assessors. There's documentary evidence governance structures in place to ensure effective coordination of learning and quality assurance processes. These include practice learning educational audit, education champions who link between ARU and individual clinical areas, SSSA champions who raise the profile of student supervision arrangements in practice, internal

education quality assurance processes and student placement evaluation mechanisms.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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. ARU programme documentation identifies various assessments both formative and summative throughout the programme.

Programme documentation identifies students will have opportunities to reflect on their practice and this is integrated into learning, teaching and assessment strategies. Students can develop and apply reflective skills to both their academic and practice learning. There's opportunity for students to receive feedback from academic staff with each summative and formative assessment. The MYEPAD provides the documentary framework for both formative and summative practice assessment. Students tell us they receive written and verbal feedback from ARU academic staff as well as from practice assessors and practice supervisors.

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

Students say they get feedback from service users in practice learning opportunities. ARU policy and the MYEPAD identify that students should not approach service users directly for feedback instead this is facilitated by their practice supervisor or practice assessor. Service users who engage with the BSc (Hons) mental health nursing route buddy scheme tell us they offer feedback to students within academic and practice environments. Service user feedback within the academic setting is not consistent with regards to the BSc (Hons) adult nursing

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and BSc (Hons) children's nursing field. Senior nurses and practice education staff tell us school academic staff respond quickly and effectively to feedback from them regarding concerns about student progress or competence.

Placement agreements commit ARU and PLPs to shared responsibility for theory and practice supervision, learning and assessment. Agreements establish lines of communication and accountability for delivery and resourcing the programme.

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

Met

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

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

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

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 and assessment</u> are met

Yes

Outcome

Is the standard met?

Met
Date: *20 February 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 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

There is no fall back award for any route in the BSc (Hons) single or dual award programme with eligibility to register as a nurse with the NMC. Students who do not make sufficient progress at level five on the BSc (Hons) dual award will be offered the single field registration route. Exit awards without eligibility for registration as a nurse include diploma in applied health studies or a BSc in applied health studies.

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: *20 February 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	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	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation: ARU, annual self evaluation report, 14 February 2019 ARU, BSc (Hons) adult and mental heath programme handbook (updated version),	

February 2020
ARU, BSc (Hons) children's and mental health programme handbook (updated version), February 2020
ARU, BSc (Hons) NDA adult nursing programme handbook (updated version), February 2020
ARU, BSc (Hons) NDA children's nursing programme handbook (updated version), February 2020
ARU, BSc (Hons) NDA mental health nursing programme handbook (updated version), February 2020
ARU, commitment statement (apprenticeship standards) document detailing supernumerary status of students, February 2020
ARU, example of accreditation of prior experiential leaning (APEL) form, undated
ARU, example of evidence of learning required for accreditation of prior learning (RPL) document, February 2020
ARU, example of portfolio of evidence document for APEL (RPL), February 2020
ARU, example of mapping against MYEPAD for applicants with APEL (RPL), February 2020

Post visit documentation
ARU, interprofessional learning implementation plan, 12 March 2020
ARU, service user and carer implementation plan, 12 March 2020

Additional comments: None

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: BSc (Hons) NDA adult nursing, year three x one BSc (Hons) NDA mental health nursing, year two x two BSc (Hons) adult nursing, year two, x one BSc (Hons) adult nursing, year three x five BSc (Hons) mental health nursing, year three, x one BSc (Hons) children's nursing, x two	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments: None	

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	Yes
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Care Quality Commission (CQC) reports: CQC, Colchester Hospital University NHS Foundation Trust, inspection report, 2 August 2017 CQC, Essex Partnership University NHS Foundation Trust, inspection report, 9 October 2019 CQC, Mid Essex Hospital Services NHS Trust, inspection report, 30 January 2019 CQC, The Princess Alexandra Hospital NHS Trust, inspection report, 31 July 2019	
If you stated no above, please provide the reason and mitigation Visits to facilities and practice learning environments not required as part of this visit.	
Additional comments: None	

Issue record			
Final Report			
Author	Ronnie Meechan Jayne Walters	Date	23 February 2020
Checked by	Monica Murphy	Date	25 March 2020
Submitted by	Amy Young	Date	7 April 2020
Approved by	Helen Shapcott	Date	8 April 2020