

Programme approval visit report

Section one

Programme provider name:	Northumbria University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>South Tyneside NHS Foundation Trust (South Tyneside Comm) Northumberland, Tyne and Wear NHS Foundation Trust (SOT) The Newcastle upon Tyne Hospitals NHS Foundation Trust Gateshead Health NHS Foundation Trust Northumbria Healthcare NHS Foundation Trust North Cumbria Integrated Care NHS Foundation Trust Lancashire Teaching Hospitals NHS Foundation Trust</p>
<p>Programme(s) reviewed:</p> <p>Programme: Pre-registration nursing - Adult Title of programme: MSc (Hons) nursing science (adult); BSc (Hons) nursing science (adult) Programme start date: 20 January 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration nursing - Mental Health Title of programme: MSc (Hons) nursing science (mental health); BSc (Hons) nursing science (mental health) Programme start date: 20 January 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration nursing - Learning Disabilities Title of programme: MSc (Hons) nursing science (learning disabilities); BSc (Hons) nursing science (learning disabilities)</p>	

Programme start date: 20 January 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Level 7

Programme: Pre-registration nursing - Child

Title of programme: MSc (Hons) nursing science (child); BSc (Hons) nursing science (child)

Programme start date: 20 January 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Level 7

Programme: Nursing Degree Apprenticeship route - Adult

Title of programme: BSc (Hons) nursing science apprenticeship (adult)

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 science apprenticeship (child)

Programme start date: 21 September 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Date of approval

9 October 2019

QA visitor(s):

Registrant Visitor: Ronnie Meechan

Lay Visitor: Sophia Hunt

Section two

Summary of review and findings

Northumbria University (NU), faculty health and life sciences, department of nursing, midwifery and health (DNMH) (the school), has provided documentary evidence for a pre-registration nursing programme. The routes within the programme include a full-time three-year BSc (Hons) nursing science (adult, mental health, children and learning disabilities fields), a two-year full-time MSc nursing science (adult, child, mental health and learning disabilities fields) and a full-time three-year BSc (Hons) nursing science apprenticeship (NDA) route (adult and children fields). The MSc route will commence in January 2020 and the BSc (Hons) route in September 2020.

Recognition of prior learning (RPL) is a required component for the MSc nursing route with candidates evidencing 700 hours of theoretical learning and 500 hours of practice related experience through mapping of their prior learning. The context degree apprenticeship document identifies RPL will be used for the BSc (Hons) NDA route. Mapping of outcomes and hours for all routes using RPL is undertaken on an individual basis.

Existing pre-registration nursing students in the September 2018 and September 2019 cohorts will transfer to the new pre-registration programme Standards for pre-registration nursing programmes (SPRNP) from September 2020 for the BSc (Hons) routes. They will transfer to the Standards for student supervision and assessment (SSSA). All resources to prepare practice supervisors and practice assessors to support the transfer including supporting achievement of the Standards of proficiency for registered nurses are in place. There is no plan to transfer current MNurs students onto the new MSc route in 2020 and these students will complete their programme on the 2010 Standards for pre-registration nursing.

The BSc (Hons) NDA route is negotiated and developed with lead managers of participating healthcare organisations (Newcastle upon Tyne Hospitals NHS Foundation Trust, Northumbria Healthcare NHS Foundation Trust, Gateshead Health NHS Foundation Trust, North Cumbria University NHS Foundation Trust and Cumbria Partnership NHS Foundation Trust. North Cumbria University NHS Foundation Trust and Cumbria Partnership NHS Foundation Trust amalgamated in October 2019 and the organisation is now known as North Cumbria Integrated Care NHS Foundation Trust. Programme documentation and the approval process confirm evidence of effective partnership working between the education institution and key stakeholders. There's clear evidence of the involvement of each key stakeholder group and their commitment to the co-production, delivery and continual enhancement of the programme.

The Standards framework for nursing and midwifery education (SFNME) (NMC,

2018) are not met at a programme level. The SSSA (NMC, 2018) are met at programme level.

The SPRNP (NMC, 2018) are not met at programme level.

The programme is recommended to the NMC for approval subject to three conditions. The university made two conditions. Visitors made two recommendations.

Updated 13 November 2019

The university has provided documentation to meet the three NMC conditions and the two university conditions. The 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
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>Condition three: Programme documentation must make it explicit that equality, diversity and inclusion training is required, and service users must be prepared for their role in the selection of students. (SFNME R2.7; SPRNP R2.1)</p> <p>Practice learning:</p> <p>None Identified</p> <p>Assessment, fitness for practice and award:</p> <p>None Identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: The programme team must provide programme planners that demonstrate an equal balance of theory and practice learning for each route. (SFNME R2.1; SPRNP R2.9)</p>

	<p>Condition two: The programme routes must all be compliant with the minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC. (SFNME R2.1; SPRNP R2.12)</p> <p>Condition four: The school is asked to gain approval from NU education committee of a variation order in respect of non-compensation of modules and 100 percent pass requirement for medicines management examination. (University condition)</p> <p>Condition five: The programme team are asked to undertake a scrutiny and edit of all of the programme documentation. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>6 November 2019</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The school is asked to consider how service users can be represented at strategic and decision-making committees within the school/faculty. (SFNME R1.12)</p> <p>Recommendation two: The school is asked to consider how they consult with masters level students, to ensure that their voice is heard within the implementation of the new curriculum. (SFNME R3.18)</p>
<p>Focused areas for future monitoring:</p>	<p>Evidence of effective service user and carer involvement in programme evaluation.</p> <p>Evidence of how service users and carers are involved in the assessment of student learning.</p> <p>Evidence that all stakeholders undertaking a role in recruitment and selection of students undertake equality, diversity and inclusion training.</p> <p>Evidence the north east England practice assessment document (NEEPAD) and north east England ongoing record of achievement (NEEORA)</p>

	enable effective, open and transparent communications between practice supervisors, practice assessors and academic assessors.
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Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>The programme team has provided documentary evidence for conditions one, two and three. These are met. Documentary evidence demonstrates the two university conditions are met. Revised and detailed programme planners identify an equal balance of theory and practice learning for each route (condition one), and the programme planners demonstrate routes are compliant with the minimum programme length for nurses responsible for general care (condition two). The programme specification and revised materials for experts by experience are updated to reflect the need for service users to undertake equality, diversity and inclusion training for their role in student selection.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>Yes</p>
Summary of observations made, if applicable	<p>Corrections are made in response to the education institution observations. These are including child field in summary for the MSc route and replacing 500 theoretical learning hours with 700 theoretical learning hours for RPL in the MSc.</p>
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval</p>
Date condition(s) met:	<p>13 November 2019</p>

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing programmes (NMC, 2018)</i></u></p> <p><u><i>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p>

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook

Partnerships

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

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

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 NU demonstrates effective partnership working with practice learning partners (PLPs). Meetings minutes identify involvement in the co-production and design of the pre-registration nursing programme. We found strong evidence of effective partnership working between the programme team and key stakeholders. Documentary analysis demonstrates the programme team's commitment to work with key stakeholders to co-produce, deliver and continually enhance the programme. A variety of stakeholder events hosted by the university ensure inclusive consultation during programme development. At the approval visit PLPs, current nursing students, service users and carers confirm the effectiveness of partnerships. Key stakeholders tell us their role and contribution to programme development is valued. The university is proactive and working collaboratively with other approved education institutions (AEIs) in the local area to ensure a consistent approach to practice learning and assessment.

Practice placement agreements are developed in conjunction with PLPs and are signed by a university representative and representatives of those PLPs. NU monitors practice placement agreements. These agreements commit the university and PLPs to providing safe and supportive learning environments for pre-registration nursing students. NU has comprehensive systems, processes and supporting infrastructures for programme development and delivery. There are effective partnerships at both a strategic and operational level. There's commitment from the university and its stakeholders to work together to support the implementation and delivery of the programme.

PLPs are enthusiastic about the implementation of the programme and the NMC 2018 Standards. They are up-skilling their own staff and amending internal policies

to facilitate student learning across the range of skills and procedures in annexes A and B of the Standards of proficiency for registered nurses.

Senior nurses and practice education leads say there are effective processes in place to respond quickly to student, practice supervisor and practice assessor needs. The programme team tell us there are systems and processes in place to ensure academic assessors are supported in their role to support students undertaking practice learning. 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 in practice learning environments. This includes identifying and preparing practice supervisors and practice assessors for their role and responsibilities in student learning.

There's documentary evidence to support the school's commitment to service user involvement in healthcare education. Documentary evidence demonstrates plans for service users to be involved with the delivery and assessment of student learning in theory and practice across all fields of nursing practice and all routes in the pre-registration nursing programme. Programme management includes student and PLP representatives; however, it is recommended the role of service users and carers in programme evaluation be enhanced further.
(Recommendation one) (SFNME R1.12)

Service users and carers known as experts by experience (EBEs) tell us how they're involved with student selection, learning and teaching, including providing students with formative feedback during role play. The university engages EBE to enhance learning and teaching. They say they feel valued and respected. EBE represent a wide range of health and care needs and describe their involvement with the programme team in enhancing and enriching student learning experiences.

There's documentary evidence confirming students are consulted and contribute to programme design and development. Students on the BSc (Hons) and the BSc (Hons) NDA routes tell us they're consulted through curriculum development and are aware of changes in the proposed programme from their feedback. Documentary evidence identifies NU and the school have processes in place for students to give feedback on their theory and practice learning and have a student representative system. Students tell us the programme team respond to their feedback. Students on the pre-registration nursing programme are represented on programme boards including staff-student liaison committees, student-staff programme committees and in faculty committees. Students undertaking the current MNurs programme tell us the programme team could be more responsive to their feedback at times and they'd like to be more involved with curriculum development and consultation exercises. (Recommendation two) (SFNME R3.18)

Assurance is provided that the AEI works in partnership with their practice

learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education

Met

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

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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 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. RPL and higher education credit framework handbook and academic regulations for taught awards outlines NU processes for RPL. RPL policy allows applicants with suitable academic credit and/or experience to be awarded up to a maximum of 50 percent RPL. Applicants undertaking the BSc (Hons) or BSc (Hons) NDA route must demonstrate previous academic study and experiential learning relevant to the knowledge and skills required. RPL process for all routes includes mapping of programme outcomes to theoretical and practice learning hours. This is undertaken on an individual basis for all applicants.

Applicants undertaking the MSc route must provide RPL evidence and proof of 500 practice related hours and some learning exercises where applicants reflect upon their experiences. Certificated learning and a number of reflected learning exercises equates to 700 hours of theoretical learning. A mapping document is provided ensuring consistency and robust processes are followed to support admission to the programme. The programme team confirm NU process for RPL including using mapping tools to programme outcomes and Standards of proficiency for all routes.

Applicants for all routes are initially screened to ensure they have the required

academic qualifications and experiential learning. They are given information on how to make an RPL claim. RPL claims and evidence are scrutinised by an appropriate academic and an external examiner who samples, reviews and reports on RPL claims at an assessment board before candidates enter 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. There's evidence applicants with a registered nurse qualification can RPL more than 50 percent of the programme. The programme specification states RPL for registered nurses can be mapped to the Standards of proficiency and programme outcomes may be more than 50 percent of the programme.

RPL applications are reviewed by the admissions lead and programme lead before review by the central quality team and an external examiner for the programme. Candidates applying for RPL are subject to the programme's entry and selection processes.

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 (ORA) 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 the NEEPAD and the ongoing record of achievement (ORA) are linked to proficiency outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

Documentary evidence identifies students can access study support from the library team and from their personal tutor and programme team. Digital platforms include safeMedicate for numeracy. NU's student online portal is Blackboard.

Students must have general certificate of secondary education (GCSE) grades C or four (and above) in mathematics and English or equivalent prior to joining the

programme. Digital literacy is assessed via completing an online application form for all routes.

Numeracy is assessed throughout the programme with students demonstrating 100 percent pass. Students are required to complete a medicines management assessment in each part of the programme including a drug calculations assessment. The programme course handbooks identify where proficiency outcomes in numeracy are delivered and assessed.

We found evidence in the module specifications that students will be required and supported to continuously develop their abilities in numeracy, literacy, digital and technological literacy in order to meet the NMC requirements and programme outcomes. Students say they're supported, taught and assessed in these attributes in theory and practice learning.

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

Documentary evidence and the approval process confirm students on the existing pre-registration nursing programme will transfer to the new SPRNP (NMC, 2018). Students who commenced the programme in September 2018 will transfer into year three of the SPRNP (NMC, 2018), in September 2020. Students who commenced the programme in September 2019 will transfer into year two of the SPNRP (NMC, 2018), in September 2020. Students who commenced programmes in 2018 and in 2019 will transfer onto the SSSA in practice (NMC, 2018), in September 2020. Students who are currently undertaking the MNurs programme will continue their programme on the 2010 SPRNP. These students will not transfer to the SSSA.

Transfer arrangements and mapping documentation meet NMC requirements. Students transferring to the new programme identify the benefits of moving to the new Standards particularly in relation to practice skills and readiness to undertake

a prescribing programme following qualification. Students undertaking the BSc (Hons) routes tell us they're consulted about programme changes.

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

The maximum permissible RPL accepted by NU is 240 credits. There's documentary evidence of capability for mapping registered nurses' qualifications, skills and experience on an individual basis. We are assured arrangements meet the NMC requirements.

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

No

EBEs are involved in student recruitment and selection for pre-registration nursing programmes. Not all EBEs report undertaking preparation to do this. Some of the EBEs do not feel they have undertaken training in equality, diversity and inclusion. This must be addressed. (Condition three) (SFNME 2.7; SPRNP R2.1)

Outcome

Is the standard met?

Not Met

Not all service users report undertaking preparation for student recruitment and selection including equality, diversity and inclusion.

Condition three: Programme documentation must make it explicit that equality, diversity and inclusion training is required, and service users must be prepared for their role in the selection of students. (SFNME 2.7; SPRNP R2.1)

Date: 17 October 2019

Post Event Review

Identify how the condition is met:

Condition three:

NU has updated programme documentation and training materials that explicitly outlines the need for all service users must be prepared for their role in the selection of students.

Evidence:

NU: BSc nursing response to condition document, 13 November 2019

NU: Validation event minutes, 13 November 2019

NU: BSc nursing programme specification, 13 November 2019

Condition three is now met.

Date condition(s) met: 13 November 2019

Revised outcome after condition(s) met:

Met

Condition three is met.

Standard 2. Curriculum

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

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

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

R2.3 ensure that 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 out in Annex V.2 point 5.2.1 of Directive 2005/36/EC (included in Annex 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 Annex 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. EBEs are involved in student recruitment and selection for pre-registration nursing programmes. Not all report undertaking preparation to do this. Some of them do not feel they have undertaken training in equality, diversity and inclusion. This must be addressed. (Condition three) (SFNME 2.7; SPRNP R2.1)

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 visit demonstrate programme design and delivery supports students' learning in all four fields of nursing practice. Programme documentation demonstrates each route is designed for students to experience theory and practice learning in their chosen field of practice. Programme handbooks and context documents identify where cross field teaching, learning and assessment takes place. Modules have specific content and are mapped against adult, mental health, child and learning disabilities fields

of practice and health conditions. Reference is made in module specifications to lifespan care ensuring all students' knowledge of all fields of practice.

Programme specifications have specific learning outcomes in relation to clinical skills and simulation activities. The OAR lists the skills in annexes A and B of the Standards of proficiency.

There's documentary evidence 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. Practice agreements confirm support for students in practice and sufficient resources. We found students will undertake simulation-based learning in addition to practice learning opportunities which include birth and neonatal care. Simulation scenarios relate to all fields involving service users.

Students tell us they have direct care experience of all of fields of practice during their pre-registration nursing programme and are supported in theory and 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. Students complete field specific modules in theoretical taught components of the programme. Field specific learning outcomes and content is referred to in relevant module descriptors. Programme documentation demonstrates programme structure, design and delivery is sufficient to allow students to enter the register in their chosen field of nursing practice, adult, child, mental health and learning disabilities. Students tell us they have sufficient theory and practice learning relevant to their field of 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. Mapping documents, NEEPAD and programme specifications support 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 field of nursing practice for theoretical content and practice experience.

The programme team, senior nurses, practice assessors and practice supervisors tell us students will have field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation throughout their programme. Documentary evidence shows inter-professional learning activities will be undertaken within clinical skills modules relating to medicines management and safeguarding using the NU concept-based curriculum approach.

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 structure does not demonstrate an equal balance of theory and practice learning. Programme specifications and delivery planners detail the designated hours for practice learning. However, theory-based learning

is based on notional learning hours for modules and therefore the equal balance of theory and practice learning is not demonstrated in the delivery plan. (Condition one) (SFNME R2.1; SPRNP R2.9)

Module documentation identifies appropriate module aims, descriptors and outcomes. Proficiencies, skills and procedures are assessed in practice using NEEPAD. NU provides PLP details for practice allocation including the stage and requirements for learning. Practice learning allocation is undertaken in collaboration with PLPs to ensure students undertake relevant practice learning experiences. Practice learning allocation for students in all routes varies by field of practice and provides assurance students will demonstrate achievement of designated hours. Students are advised regarding insight visits and opportunities for achieving a greater understanding of and exposure to fields of practice other than their own. There is a process for the retrieval of unmet programme hours. Documentary evidence shows students will have exposure to a range of practice learning opportunities and gain further experience using a hub and spoke model. There's a system for monitoring programme hours and retrieval of any deficit hours in both theory and practice learning. The programme plan identifies a longer practice learning opportunity in the final part of the programme.

Documentary evidence identifies a comprehensive range of learning and teaching strategies. These include flipped classroom, reflection with peers, clinicians and carers, lecture, small group work, technology facilitated online learning via Blackboard, simulated practice and clinical skills.

Evidence provides assurance that the following QA approval criteria are met

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

N/A

The programme is only 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)

No

R2.12 is not met. The programme structure and specifications do not demonstrate required theory and practice learning hours. Programme specifications and delivery planners confirm the programme will exceed 2300 hours of practice learning. However, theory-based learning is based on notional learning hours for modules, and therefore, achievement of the required theoretical learning hours is not explicit in the delivery plan. This must be addressed. (Condition two) (SFNME R2.1; SPRNP R2.12)

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: Standards framework for nursing and midwifery education relevant to curricula and assessment are met

No

Theory-based learning is based on notional learning hours for modules, and therefore the equal balance of theory and practice learning is not demonstrated in the delivery plan. (Condition one) (SFNME R2.1; SPRNP R2.9)

Theory-based learning is based on notional learning hours for modules, and therefore achievement of the required theoretical learning hours is not explicit in the delivery plan. (Condition two) (SFNME R2.1; SPRNP R2.12)

EBEs are involved in student recruitment and selection for pre-registration nursing programmes. Not all report undertaking preparation to do this. Some of them do not feel they have undertaken training in equality, diversity and inclusion. (Condition three) (SFNME 2.7; SPRNP R2.1)

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

Yes

Outcome

Is the standard met?

Not Met

Theory-based learning is based on notional learning hours for modules, and therefore the equal balance of theory and practice learning is not demonstrated in the delivery plan.

Condition one: The programme team must provide programme planners that demonstrate an equal balance of theory and practice learning for each route. (SFNME R2.1; SPRNP R2.9)

Theory-based learning is based on notional learning hours for modules, and therefore achievement of the required theoretical learning hours is not explicit in the delivery plan.

Condition two: The programme routes must all be compliant with the minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC. (SFNME R2.1; SPRNP R2.12)

EBEs are involved in student recruitment and selection for pre-registration nursing programmes. Not all report undertaking preparation to do this. Some of them do not feel they have undertaken training in equality, diversity and inclusion.

Condition three: Programme documentation must make it explicit that equality, diversity and inclusion training is required, and service users must be prepared for their role in the selection of students. (SFNME R2.7; SPRNP R2.1)

Date: 17 October 2019

Post Event Review

Identify how the condition is met:

Condition one:

The programme team have provided detailed programme plans including a breakdown of hours that demonstrates there is an equal balance of theory and practice learning for each route.

Evidence:

NU: BSc nursing response to condition document, 13 November 2019

NU: BSc nursing programme plan, 13 November 2019

NU: BSc NDA nursing programme plan, 13 November 2019

NU: MSc nursing programme plan, 13 November 2019

Condition one is now met.

Condition two:

The programme planners for each route and updated programme specification provided demonstrates the programme is now compliant with the minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC.

Evidence:

NU: BSc nursing response to condition document, 13 November 2019

NU: BSc nursing programme plan, 13 November 2019

NU: BSc NDA nursing programme plan, 13 November 2019

NU: MSc nursing programme plan, 13 November 2019

NU: Validation event minutes, 13 November 2019

NU: BSc nursing programme specification, 13 November 2019

Condition two is now met.

Date condition(s) met: 13 November 2019

Revised outcome after condition(s) met:

Met

Conditions one and two are now 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 the approval visit assure us students will develop the skills to deliver safe and effective care to a diverse range of people across the four fields of nursing practice. This is sufficient to meet the Standards of proficiency for registered nurses. Documentary evidence demonstrates how

students undertaking each route in programme will have a range of practice experience appropriate to each field of nursing practice. Hub and spoke practice placement plans show us delivery of practice learning experience across the four fields of nursing practice.

The programme team, senior nurses, and practice education staff tell us there's sufficient capacity across the geographical location ensuring available practice learning experiences allow students to deliver safe and effective care across the four fields of nursing practice.

Senior nurses confirm relevant policies are being modified to enable students to practise clinical skills safely and effectively in practice learning environments. Senior nurses say they're working collaboratively across NHS and private voluntary independent organisations to ensure sufficient opportunities for students to practise the core nursing skills outlined in annexes A and B.

NU students tell us they're supported in practice learning environments and there's sufficient opportunity to develop and meet proficiencies in their fields of nursing practice throughout their programme. They confirm experiencing all of the fields of nursing during their pre-registration nursing programme. All students confirm their supernumerary status. Students on the BSc (Hons) NDA route say they usually undertake practice learning away from their usual work place. Student supernumerary status is stated in programme documentation.

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 visit identifies existing systems to assess, monitor and evaluate the quality of practice learning environments. This includes practice learning environment audits and students' practice experience evaluations. There are processes for withdrawing students from a practice learning area and supportive measures when reintroducing students to practice learning areas. The programme team, senior nurses and practice education staff tell us where practice learning areas are shared with another AEI there's a system in place for sharing information. PLPs tell us students undertaking the pre-registration nursing programme will have a variety of practice learning experiences to meet the holistic needs of people in all ages.

There's a system in place for sharing information from system regulator reports between PLPs and NU. Where a system regulator report identifies 'requires improvement' or 'inadequate' NU and their PLPs create action plans and review an area's suitability for learning. NU reports this information through NMC annual self-

evaluation reporting and exceptional reporting when necessary.

The hub and spoke placement allocation model is designed to ensure students are able to access a variety of practice learning experiences to meet the holistic needs of people of all ages. Students are allocated practice placements according to the experiences required to meet the Standards of proficiency. Achieving proficiencies is monitored through NEEPAD and NEEORA. These processes are confirmed by the programme team, practice supervisors, practice assessors and PLPs.

Practice education leads in all PLP organisations tell us they meet regularly with relevant academic staff to feedback and contribute on monitoring programmes and resolving any escalated concerns.

Documentary evidence demonstrates students are aware of how to raise or escalate concerns regarding any aspect of their practice learning experiences. This process is confirmed by the programme team, practice supervisors and assessors, and PLPs. Students confirm they complete an evaluation after each practice learning environment experience and the programme team responds quickly and effectively when issues are raised. Students confirm having a variety of learning experiences which meet the holistic needs of people in all ages.

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, module specifications and practice assessment documents show how the principles of communication and relationship management skills will be introduced and developed through the programme. The operational handbook for placements outlines processes to follow an individual's journey through the health and social care system and will enable students to put communication and relationship management skills into practice. Students tell us they develop communication and relationship management skills throughout their programme relevant to their field of practice.

NEEPAD maps the Standards of proficiency for registered nurses (NMC, 2018) and identifies where the platforms and nursing procedures are recorded and assessed. EBE can give students feedback through NEEPAD. Achieving communication and relationship management skills and nursing procedures is recorded through the NEEORA. The intention is that these will be met, whenever possible, within the student's own field of practice.

PLPs say they're identifying and amending operational policies to support the

development of skills and procedures included in the Standards of proficiency.

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. NU's virtual learning environment (VLE) Blackboard provides access to online materials supporting the programme. The VLE includes general resources to aid student study. Technology to support the learning, teaching and assessment strategy includes using software packages such as safeMedicate. Simulation-based learning and technology enhanced activities are used effectively and proportionately in supporting learning and assessment.

Students undertake simulation-based learning including online activities and simulation in clinical skills laboratories. Learning activities use mannequins and service users. Assessment by objective structured clinical examinations (OSCEs) and simulated scenarios form an integral part of the programme. Students confirm they have opportunity to engage in simulation-based learning at NU and learn with other health and social care practitioners from a range of disciplines in the practice learning environment. There's documentary evidence confirming simulation-based learning opportunities are effective, proportionate and comply with Article 31(5) of Directive 2005/36/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. There's documentary evidence of processes taking account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. NU policy and procedure identifies the process students should follow in relation to disclosing support to practice supervisors, practice assessors and academic assessors. Students who disclose any disability have an occupation health assessment before starting a practice learning placement which determines what reasonable adjustments are appropriate in the clinical environment. Policies identify reasonable adjustments should be agreed by the PLP.

Students tell us about different support strategies used in the university to make reasonable adjustments in accordance with individual needs. Student facing

documentation signposts to a range of supportive services available. BSc (Hons) NDA students receive the same high level of student support as other students, and employer PLPs confirm their intentions to work in partnership with NU to ensure learner needs are met.

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: Standards framework for nursing and midwifery education relevant to practice learning are met

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 17 October 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4. Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

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 NMC SFNME. Practice placement agreements outline a partnership approach between NU and PLPs with shared responsibility for practice supervision, learning and assessment. The partnership includes accountability for development, delivery, quality assurance and evaluation of the programme.

Documentary evidence and the approval process show how individuals are being prepared for their new roles. This includes academic staff in the university and prospective practice assessors and practice supervisors in the partnership sites. There's documentary evidence outlining how practice supervisors will have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievements of

students they are supervising. NU is ensuring PLPs are taking a consistent and robust approach to implementing the standards through collaboration and strong links with other AEs in the north east of England. Link lecturers will be important in providing appropriate support to practice supervisors and practice assessors. Programme and practice documentation confirms all learning outcomes and proficiencies can be met in the designated programme hours. Documentary evidence and discussion at the approval event with students, practice assessors, practice supervisors and senior nurses confirm an expectation that students will practice more independently towards the completion of the programme and entry to the register.

NEEPAD provides opportunities for practice supervisors to provide written feedback in a variety of formats. NEEPAD contains a communication log to record communication between practice supervisors, practice assessors and/or academic assessors about students. Such communication can be formal or informal and may be a face-to-face meeting, a telephone call or e-mail correspondence. Senior nurses, practice assessors and practice supervisors tell us all students undertaking all routes within the pre-registration programme are supernumerary. The programme team, senior nurses and practice education staff tell us if any issues or complaints including fitness to practice or investigations regarding any student arises there are lines of communication ensuring NU programme staff and PLPs are aware and where necessary can support the student. There's a system in place to support students and for those undertaking the BSc (Hons) NDA route this includes tripartite meetings between NU, employer PLP and apprenticeship student.

Students say they're aware of complaints processes and procedures and know how to access practice and academic related help to escalate issues. Student facing documents and students confirm their supernumerary status during their practice learning experiences.

There's documentary evidence governance structures are in place ensuring effective coordination of learning and quality assurance processes. This includes educational audit of practice learning environments, internal education quality assurance processes and student practice placement evaluation mechanisms.

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 confirm they're working with all stakeholders to identify practice supervisors, practice assessors and academic assessors to

prepare them for their roles. The school is preparing appropriate field specific registered nurse academic staff for the role of academic assessor.

NU has plans in place for the implementation of the SSSA. Documentary evidence and the approval visit demonstrates NU is adopting a pan north east approach for preparing practice supervisors, practice assessors, and academic assessors.

A series of events are being undertaken including workshops and providing e-learning materials to prepare practice supervisors and practice assessors. Practice supervisors, practice assessors and academic assessors tell us updates on implementing the SSSA are being delivered in their organisations. They understand their responsibilities in student learning, assessment and progression. Programme documentation identifies academic assessors cannot be the same individual for consecutive parts of the programme.

PLPs tell us they're involved in developing practice supervisor and practice assessor preparation and explain how current mentors will undertake practice assessor preparation. Practice supervisors will be prepared through face to face updates, workshops and online activities. NU has produced a practice learning handbook outlining the responsibilities of practice assessors, practice supervisors and academic assessors. The majority of practice supervisors will initially be NMC registered nurses however they are working to expand the number of practice supervisors who are registered with allied health professions. All health and social care professionals will be able to access the same practice supervisor preparation training. Documentary evidence identifies adequate resources to ensure effective coordination of learning in practice learning environments.

Documentary evidence indicates communication and collaboration between practice assessors and academic assessors is planned for relevant points in the programme and student progression points are identified in the practice learning handbook. Communication will occur either in-person, by phone or electronically. The process is outlined in the NU practice learning handbook and documented in the NEEPAD.

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. NU programme documentation identifies a variety of formative and summative assessment in the programme.

Students will have the opportunity to reflect on their practice and this is integrated into learning, teaching and assessment strategies enabling students to develop and apply reflective skills to their learning. Students receive feedback from academic staff with each summative and formative assessment. Students tell us feedback is useful, productive, timely, clear and helps them to improve. Feedback to students can be written feedback (including online) in their assignments, presentations and examinations, verbal feedback in clinical skills learning, OSCE's, simulation environment and practice learning environments.

NEEPAD and the NEEORA are the documentary framework for both formative and summative practice assessment incorporating feedback from service users and carers, peers and other health and social care professionals. Students say they gain feedback from service users in practice learning opportunities. NEEPAD identifies students should not approach service users directly for feedback and this is facilitated by their practice supervisor or practice assessor.

Mapping of formative and summative assessments through the programme is detailed providing opportunity for feedback on student's performance and achievement. Feedback and feed-forward are integral parts of the assessment strategy.

Students tell us they are aware of student feedback systems regarding their programme and know their voice is heard. Student committees meet regularly. Student representatives are active and the school responds to their feedback. Students are satisfied with NU and school staff in responding to their feedback in a timely manner.

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 demonstrates programme mapping and practice learning experiences meet the Standards of proficiency for registered nurses and programme outcomes for the fields of nursing practice; adult, mental health, learning disabilities and children nursing.

Comprehensive mapping of the Standards of proficiency for registered nurses including the skills and procedures in annexes A and B is provided and illustrates how these are met for each of the fields of nursing practice. PLP policies and procedures are being adapted to ensure students can demonstrate proficiency in all of the annex A and annex B procedures of the Standards of proficiency for registered nurses.

The programme team, senior nurses and practice education staff tell us there are sufficient practice learning environments to ensure students gain experience of the four fields of nursing throughout the programme. The programme team and PLPs are working collaboratively to ensure support for students in achieving the proficiencies required. We found both NU and PLPs are undertaking training needs analyses to ensure staff are suitably prepared to support students to meet 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: Standards framework for nursing and midwifery education relevant to supervision and assessment are met

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment are met

Yes

Outcome

Is the standard met?

Met

Date: 17 October 2019

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

No

There are no fall back awards with NMC registration in any pre-registration nursing programme route.

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

Yes

Outcome

Is the standard met?

Met

Date: 17 October 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	No
Practice assessment documentation	Yes
Ongoing record of achievement (ORA)	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	No
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 university handbook is accessed online and outside the hub as this is an electronic version. A scaled down version with high level detail is provided on the hub.	

External examiner feedback is reviewed; new appointments will be undertaken in 2020. Process for external examiner appointment and their role in education is reviewed.

List additional documentation:

NU: External subject specialist report, children's nursing, 7 October 2019
NU: External subject specialist report, adult nursing, 7 October 2019
NU: External subject specialist report, mental health nursing, 7 October 2019
NU: External subject specialist report, learning disabilities nursing, 7 October 2019
NU: Postgraduate degree programme specification, adult nursing, 8 October 2019
NU: Postgraduate degree programme specification, child nursing, 8 October 2019
NU: Postgraduate degree programme specification, mental health nursing, 8 October 2019
NU: Postgraduate degree programme specification, learning disabilities nursing, 8 October 2019
NU: Programme handbook postgraduate (PG) template, adult nursing, 8 October 2019
NU: Programme handbook PG template, child nursing, 8 October 2019
NU: Programme handbook PG template, mental health nursing, 8 October 2019
NU: Programme handbook PG template, learning disabilities nursing, 8 October 2019
NU: Programme specification, adult nursing, 8 October 2019
NU: Programme specification, child nursing, 8 October 2019
NU: Programme specification, mental health nursing, 8 October 2019
NU: Programme specification, learning disabilities nursing, 8 October 2019
NU: Programme specification, NDA adult nursing, 8 October 2019
NU: Programme specification, NDA child nursing, 8 October 2019
NU: Programme handbook PG template, adult nursing, 8 October 2019
NU: Programme handbook under graduate (UG) template, child nursing, 8 October 2019
NU: Programme handbook UG template, mental health nursing, 8 October 2019
NU: Programme handbook UG template, learning disabilities nursing, 8 October 2019
NU: Programme handbook PG template, NDA adult nursing, 8 October 2019
NU: Programme handbook UG template, NDA child nursing, 8 October 2019
NEEPAD part one, 8 October 2019
NEEPAD part two, 8 October 2019
NEEPAD part three, 8 October 2019

Post event documentation:

NU: BSc nursing response to condition document, 13 November 2019
NU: BSc nursing programme plan, 13 November 2019
NU: BSc NDA nursing programme plan, 13 November 2019
NU: MSc nursing programme plan, 13 November 2019
NU: Variation order response, 13 November 2019

NU: Validation event minutes, 13 November 2019 NU: BSc nursing programme specification, 13 November 2019 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:	
BSc (Hons) adult nursing, year two X one BSc (Hons) adult nursing, year three X one BSc (Hons) NDA adult nursing, year two X two MNurs adult nursing, year two X two BSc (Hons) children nursing, year two X one BSc (Hons) children nursing, year three X one BSc (Hons) learning disabilities year two X three BSc (Hons) learning disabilities nursing, year three X one BSc (Hons) mental health nursing, year two X one BSc (Hons) mental health nursing, year three X one	
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	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 reports:
Cygnet Appletree, inspection report, 30 August 2018
Newbus Grange, inspection report, 18 February 2019
South Tyneside NHS Foundation Trust, inspection report, 2 March 2018

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

The AEI is a provider of pre-registration nurse education, therefore practice learning visits are not required for this approval.

Additional comments:

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author	Ronnie Meechan Sophia Hunt	Date	21 October 2019
Checked by	Monica Murphy	Date	26 November 2019
Submitted by	Leeann Greer	Date	9 December 2019
Approved by	Andrea Bacon	Date	9 December 2019