Nursing & Midwifery Council

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

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Programme approval visit report

Section one

Programme provider name:	Nottingham Trent University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	SEA Participation Making Waves Optimum Workforce Leadership Nottingham CityCare Partnership Landermeads Nursing Home East Midlands Ambulance service Rampton Hospital Framework Housing Association Sherwood Forest Hospitals NHS Foundation Trust Nottinghamshire Healthcare NHS Foundation Trust Nottingham University Hospitals trust Wren Hall Nursing Home University Hospitals of Derby and Burton NHS Foundation Trust Nottinghamshire Alliance Training Hub Priory Hospital East Midlands The Priory Hospital Nottingham Calverton Hill Hospital

Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: BSc (Hons) Nursing Adult
Programme start date: 28 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: 28 September 2020

Academic level(s):

England, Wales, Northern Ireland:
Level 6

Programme: Nursing Degree Apprenticeship route - Adult
Title of programme: BSc (Hons) Nursing Degree Apprenticeship Adult
Programme start date: 2 March 2020

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

Programme: Nursing Degree Apprenticeship route - Mental Health
Title of programme: BSc (Hons) Nursing Degree Apprenticeship Mental Health
Programme start date: 2 March 2020

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

Date of approval	11 February 2020
QA visitor(s):	Registrant Visitor: Kudzai Mafuba
	Lay Visitor: Ruth Jones

Summary of review and findings
The institute for health and allied professions (the institute) at Nottingham Trent University (NTU) has presented programme documentation for the approval of undergraduate pre-registration nursing programmes in adult and mental health fields of nursing practice against the Nursing and Midwifery Council Standards for pre-registration nursing programmes (SPNP) (NMC, 2018), and Future nurse: Standards of proficiency for registered nurses (NMC, 2018). The following awards are presented for approval: a three-year full-time BSc (Hons) nursing in adult and mental health fields of nursing practice; plus, a three-year full-time BSc (Hons) nursing (degree apprenticeship route) in adult and mental health fields of nursing practice. The nurse degree apprenticeship route (NDA) students will be taught together with direct entry students for the duration of the programme for September cohorts. NTU intends to run separate NDA cohorts subject to sufficient numbers. The university is seeking approval to deliver the pre-registration nursing programme for the first time. At the approval visit we were told that there is interest for trainee nurse associates (TNA) who successfully complete their programme to apply for recognition of prior learning (RPL) onto the NDA route. The proposed programme reflects a desire by the university and their practice-learning partners (PLPs) to increase opportunities for progression for the TNAs. Employers present cited NDAs as high on their organisation's agenda and there were senior representatives from employers of potential apprentices who confirmed their commitment to the apprenticeship route. The institute, and their PLPs, employers and other stakeholders have provided a strong rationale that the proposed programme will develop nurses who will be able to take leadership roles in developing and delivering high quality nursing care and meet the NMC 2018 Future nurse: Standards of proficiency for registered nurses. Senior practice staff tell us that they recruit externally onto the NDA route. They tell us that students on the NDA route are not counted as part of the workforce. They also conform that students will be studying fulltime. The NDA route is supported by the following employers; Nottinghamshire Healthcare NHS Foundation Trust, Wren Hall Nursing Home, Priory Group, Landermeads Nursing Home, Nottingham CityCare Partnership, Sherwood Forest Hospitals NHS Foundation Trust, University Hospitals of Derby and Derby NHS Foundation Trust, Nottinghamshire Alliance Training Hub (incorporating 134 general practices (GP)), Nottingham University Hospitals NHS Trust. Senior academic staff tell us that they recruiting one learning disabilities, one child, and one mental health NMC registrant academics with the intention that they will

be in post when the programme commences in September 2020. We are also told that a subject librarian for the programme is being recruited. Senior academic staff tell us that there is an agreed budget for a post for student support staff for the programme. We are also told that a placements manager for the programme is being recruited. Students undergo occupational health clearance at the beginning of the programme and self-declare in subsequent years. We are told that there are three full-time occupational health advisors who monitor and ensure that all students have occupational health clearance before attending practice. Senior academic staff tells us that NTU has a contract with occupational health physicians. Senior academic staff tells us that the quality manager in the institute has responsibility for practice learning. We are told that the approved education institution (AEI) has a programme of investing in physical infrastructure, information technology as well as human resources. There are library facilities and the programme team tell us that the process of acquiring learning resources is ongoing.

Senior academic staff tell us that there are plans to recruit 70 adult field and 40 mental health field students in September 2020 on the direct entry route. Senior academic staff tell us that they are working to a staff student ratio (SSR) of one staff for every 19 students. Senior academic staff tell us that there are monthly operational meetings between senior academic staff and PLPs.

Senior academic staff tell us that there is a programme of developing additional service level agreements (SLAs) with PLPs. There are signed commitment statements from employers for the NDA route. Employers tell us that they are committed to supernumerary status for of NDAs.

The programme team members who participated in the event confirmed the rationale and impetus for the proposed programme with the two fields of nursing practice. There are strong links with local NHS trusts and other PLPs. Senior university staff and the quality office staff confirm that the programme is consistent with university regulations. The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) the Standards for pre-registration nursing programmes (SPNP) are mapped to the programme but are not met at programme level. The Standards for student supervision and assessment (SSSA) (NMC, 2018) are mapped to the programme and are met at programme level.

Update 16 April 2020:

Evidence was provided to meet the five conditions. The conditions and related standards are now met.

The SFNME is now met at programme level. The SPNP are now 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:** None identified **Selection, admission and progression:** Condition two: Revise student facing information to make explicit requirements for students to have capability for digital and technological literacy on entry to the programme. (SPNP R1.1.7) **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition three: Revise essential learning content, and the strategy to expose students to all fields and ensure that there is consistency across all fields and routes. (SPNP R2.4, R3.2) Condition four: Revise programme hours and ensure consistency between the direct entry and NDA routes. (SPNP R2.9) Condition five: Revise programme documentation and make explicit that students on the NDA route have supernumerary status. (SPNP R3.7) **Education governance: management and quality assurance:** Condition one: Remove tracked comments from programme documents and provide final programme and practice handbooks. (SFNME R2.1)
Date condition(s) to be met:	1 April 2020

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Recommendations to enhance the programme delivery:	Recommendation one: Consider revising interview documentation to ensure that details of academic staff, practice staff and service users and carers participating in selection are captured. (SFNME R1.12)
Focused areas for future monitoring:	One: Service user and carer involvement in selection and programme delivery. Two: Exposure to all four fields of nursing in both theory and practice learning. Three: Implementation of supernumerary status during placements with employers. Four: Preparation of service users and carers for their roles.

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Edited programme and practice handbooks were provided. Condition one is now met.

Student facing documents and the online marketing pages for both programme routes incorporate a statement specific to the requirements for students to have capability for digital and technological literacy on entry to the programme. Condition two is now met.

Module specifications demonstrate essential learning content, and the strategy to expose students to all fields and ensure that there is consistency across all fields and routes. Condition three is now met.

Programme hours have been revised and there is consistency between the direct entry and NDA routes. Condition four is now met.

Revise programme documentation, including the programme and practice handbooks have been revised and make it explicit that students on the NDA route have supernumerary status. Condition five is now met.

Evidence is provided confirming all conditions are met. The programme is recommended to the NMC for approval.

AEI Observations	**Observations have been made by the education institution**
	No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	1 April 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for pre-registration nursing programmes (NMC, 2018)

Future nurse: Standards of proficiency for registered nurses (NMC, 2018)

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

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook

Partnerships

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

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

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

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC Standards for student supervision and assessment
R2.5 adopt a partnership approach with shared responsibility for theory and

practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standard 1: Organisation of practice learning:

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

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

R1.8 students have opportunities to learn from a range of relevant people in

practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

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

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

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

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

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

Findings against the standard and requirements

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

There's documentary evidence demonstrating NTU, employers, PLPs and service users collaborate in developing the programme. We find a number of processes are in place indicating that support, oversight, governance and quality assurance processes for the programme are in place to ensure effective learning. There are written partnership agreements in place between the AEI and PLPs, and commitment statements for the NDA route that meet requirements of the SFNME. Documentation demonstrates the AEI and PLPs provide adequate support to practice supervisors, practice assessors, and academic assessors by facilitating preparation for their roles and providing sufficient time for them to support and give feedback to students constructively.

We find robust plans for service users and PLPs to participate in recruitment and teaching on the proposed pre-registration nursing programme. Nursing associate (NA) students we met were aware of the development of the proposed programme

and confirmed that they were sent programme documents for comment.

Documentation demonstrates the AEI has processes in place to facilitate student empowerment. There are feedback reporting processes in place at all levels of the AEI. There are processes to ensure timely feedback is given to students in both university and practice settings. The NA students tell us that the student voice is encouraged at regular monthly meetings with the AEI, and PLPs. Students, PLPs and service users confirm this.

Students say they receive support, receive timely feedback and know when their assessments are due for submission. Students say NTU gives them excellent mechanisms for reflecting on their practice, which is particularly useful in identifying their strengths and weaknesses.

Student feedback and reporting mechanisms include module, placement, yearly programme, and end of programme evaluations. There are mechanisms for obtaining student, practice learning colleague and service user and carer feedback. The programme team tell us that students complete paper-based evaluation of their practice learning. Students confirm this. The Evasis system is used to analyse student evaluations of practice learning. Senior academic staff tell us that there are plans to develop an electronic platform to manage student evaluations of both theory and practice learning. Student evaluations of both theory and practice learning are discussed at regular course committee meetings, and at annual reviews. We are told that students, service users, programme leaders, and the head of the institute are involved in the annual programme reviews. Student evaluations of practice learning will also be discussed at bi-annual strategic meetings, which involve PLPs.

There are opportunities for students to have inter-professional learning in both theory and practice. There are plans for students to be involved in inter-professional learning through simulation-based learning, and in practice. The programme team tell us that inter-professional learning (IPL) will take place throughout the programme and will involve paramedic and other allied health professions students in university settings. In practice settings there are opportunities for IPL with paramedic, medical, and pre-registration nursing students from other AEIs.

Senior academic staff tell us that there is an infrastructure development group leading the development of additional teaching space, which include a new simulation suite. Senior academic staff tells us that there is dedicated teaching space at the Clifton campus of the university. In addition, we are told there is existing placements allocation management IT infrastructure (InPlace), which is currently used for managing student placements on other health and social care programmes. We are told that internet-based placements system provide advance information of students attending their placements. PLPs tell us that they maintain registers for practice supervisors and practice assessors. Details of practice

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supervisors are captured through the all-regional placement audit process, and the NMC revalidation process. Senior academic staff tell us that the information on InPlace can clearly show the intake, stage, disclosure and barring service (DBS) status, occupational health status, mandatory training requirement status, and practice supervision and assessment requirements of each student.

Senior academic staff tell us that academic assessor roles will be managed and monitored through the staff appraisal process. The AEI and PLPs tell us that they have adopted a regional 'train the trainer' model for training practice supervisors and practice assessors . Each practice-learning environment has a nominated person for allocation of the practice supervisors and practice assessors. The AEI organise placements and allocates academic assessors.

NTU is part of the Midlands, York and East of England (MYE) working group, students will be expected to complete the regional practice assessment document (MYEPAD) and ongoing achievement record (OAR) as evidence of education and training.

There is a strategy for co-production with service users. The programme tell us that a senior lecturer has responsibility for service user involvement in the programme. The programme team tell us that there is a service user induction and training programme which include unconscious bias, equality and diversity training, as well as mandatory training. The programme team tell us there are plans for service users to have access to training online.

Service users and carers confirmed that they were involved in the development of the programme, and that they have contributed to module content on professionalism, as well as reviewing documents. They also confirmed that training for their roles, including equality and diversity has been made available. Service users also confirmed that they were involved in selection. However, documentation of outcomes of selection interviews could be enhanced by the recording of the involvement of service users. (Recommendation one) (SFNME R1.12)

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

Met

If not met, state reason	
Post Event Review	
Identify how the condition is met:	

Date condition(s) met: 1 April 2020

Revised outcome after condition(s) met:

Met

Student journey through the programme
Standard 1. Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 Confirm on entry to the programme that students: R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing R1.1.2 demonstrate values in accordance with the Code R1.1.3 have capability to learn behaviours in accordance with the Code R1.1.4 have capability to develop numeracy skills required to meet programme

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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.

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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)

No

R1.1.7 is not met. During the selection process students are expected to demonstrate suitability for the chosen field. During the selection process students are required to demonstrate professional values and behaviours, which are consistent with the NMC Code. NA students tell us that the selection process involved academic and practice staff. The presenting team tell us that applicants complete a self-assessment form for information technology literacy skills following successful selection at interview. However, there is no student information, to make explicit requirements for students to have capability for digital and information technology (IT) skills requirements on entry to the programme. (Condition two)

Students needing to develop their digital and IT skills are offered additional support prior to commencing the programme. The library provides additional support for students to develop digital and IT skills during the programme.

There is evidence of occupational health entry criteria, inoculation and

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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. Documentation shows that the maximum allowance for consideration of recognition of prior learning (RPL) is 50 percent. There are detailed RPL mapping tools for both theory and practice learning.

The programme is designed in three distinct parts for both routes. RPL is accepted for whole modules for theory learning. Applicants for all routes are required to provide evidence in a portfolio and mapping documentation to demonstrate that they met NMC proficiencies, communication and relationship skills, and nursing procedures against which RPL is claimed. Students applying for RPL for practice learning need to demonstrate practice experience relevant to their intended field of practice. The programme team tell us that applicants are required to identify how their previous experience can be mapped to practice assessment document (PAD). The programme team tell us the academic staff support applicants in the development of the portfolio of evidence.

The academic assessor undertakes assessment of the evidence of theory

learning, and a nominated practice assessor in collaboration with an allocated academic assessor undertakes assessment of evidence of practice learning.

Applicants for RPL for the adult field are required to demonstrate that their prior practice experience for which they seek RPL meet the requirements of MYEPAD, which complies with Article 31(3) of Directive 2005/36/EC. The external examiner reviews portfolios.

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. Documentation is explicit that NMC registered nurses can be granted more than 50 percent RPL. There are detailed RPL mapping tools for both theory and practice learning.

For registered nurses applying to study the adult field of practice, the assessment of RPL includes the requirements of Directive 2005/36/EC. Documentation shows that RPL of theoretical modules requires the applicant to demonstrate and provide evidence of how they meet the learning outcomes of the modules and how they can apply these to their intended field of practice. Claims for practice learning is assessed against the MYEPAD. Documentation explains that assessment of evidence of RPL for both practice and theoretical learning is collaborative between a nominated practice assessor, academic assessor and the programme leader. The external examiner reviews applications for RPL.

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. The assessment strategy demonstrates that students have a number of formative and summative assessments, which facilitate their development in numeracy, literacy, digital and technological literacy. Students are required to pass

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'SafeMedicate' at 100 percent at the point of registration. Numeracy calculations relating to medicines management are part of practice learning. NTU has a study skills department, which provides numeracy support to students. Written assignments, presentations and the development of resources and posters, require students to demonstrate continuous development of literacy and digital and technological literacy skills. The MYEPAD requires students to demonstrate numeracy, literacy, digital and technological skills required to meet the needs of people in their care to ensure safe and effective nursing practice. The MYEPAD also require students to demonstrate proficiency and accuracy when calculating dosages of prescribed medicines, use and manage a range of digital technologies to access, input, share and apply information and data within teams and between agencies, and keep complete, clear, accurate and timely electronic records.

An assessment strategy confirms all assessments are completed at the end of each module. A variety of assessments are used and these include examinations, essays, reflective commentaries and presentations. Students are assessed for their knowledge and skills in medicines management formatively throughout the programme, and summatively at the end of the programme using SafeMedicate.

Students are required to achieve 100 percent pass in the summative assessment. Documentation clearly shows when summative assessments are required. Documentation also show when students can retrieve failed assessments. There are consolidation weeks on the programme plan for students to make up outstanding theory and practice learning time.

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

N/A

There are currently no students undertaking NMC approved pre-registration nursing programme.

Evidence that for NMC registered nurses recognition of prior learning is

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capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes

Met

Documentation is explicit that NMC registered nurses can be granted more than 50 percent RPL. There are detailed RPL mapping tools for both theory and practice learning.

For registered nurses applying to study the adult field of practice, the assessment of RPL includes the requirements of Directive 2005/36/EC. Documentation shows that RPL of theoretical modules requires the applicant to demonstrate and provide evidence of how they meet the learning outcomes of the modules and how they can apply these to their intended field of practice. Claims for practice learning is assessed against the MYEPAD. Documentation explains that assessment of evidence of RPL for both practice and theoretical learning is collaborative between a nominated practice assessor, academic assessor and the programme leader. The external examiner reviews applications for RPL.

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? *Not Met*   A number of key documents provided are 'draft' watermarked. Condition one: Remove tracked comments from programme documents and provide final programme and practice handbooks. (SFNME R2.1) There is no student information making explicit the requirements for students to have capability for digital and information technology (IT) skills requirements on entry to the programme. Condition two: Revise student facing information to make explicit requirements for students to have capability for digital and technological literacy on entry to the

programme. (SPNP R1.1.7)

Date: *12 February 2020*

Post Event Review

Identify how the condition is met:

Edited programme and practice handbooks were provided. Condition one is now met.

Evidence:
BSc nursing degree, adult and mental health practice handbook, NTU, undated
BSc nursing degree - adult and mental health course handbook, NTU, undated

Student facing documents and the online marketing pages for both programme routes incorporate a statement specific to the requirements for students to have capability for digital and technological literacy on entry to the programme. Condition two is now met.

Evidence:
NMC/Development and Approval Group (DAG) validation for BSc nursing – adult and mental health websites (screenshot), NTU, undated
BSc nursing degree, adult and mental health practice handbook, NTU, undated
BSc nursing degree - adult and mental health course handbook, NTU, undated

Date condition(s) met: 1 April 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.
SFNME R2.1 is met.

Condition two is now met.
SPNP R1.1.7 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 Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

R2.13 ensure programmes leading to registration in two fields of nursing practice

are of suitable length to ensure proficiency in both fields of nursing, and

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

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

children's nursing (R2.4)

Not Met

R2.4 is not met. We found that all modules are mapped to NMC proficiencies. Relationship and communication skills and nursing procedures are mapped to the MYEPAD. The programme team tell us that during theory learning students will have shared learning two days per week and field specific learning one day per week. We found that module teams have representatives from the two fields of practice. However, the learning content needs to be revised to enhance students' learning relating to caring for people in all the four fields of nursing practice and across the lifespan. (Condition three)

Documentation shows that practitioner and service users and carers will be involved in the delivery of the modules to facilitate students' learning and understanding of the needs of patient groups across the four fields of practice. Documentation illustrates that the practice learning experiences provide students with the opportunity to participate in the delivery of person-centred care to clients from all fields of practice. Blended learning will be used to deliver the programme. The LEARN virtual learning platform (VLE) is used to manage and support programme theory 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. The validation documents, programme specifications and programme handbooks identify routes for all the four fields, content and the assessment strategy to enable students on successful completion of the programme to apply for entry onto the NMC register as an adult, or mental health nurse. Theory and practice modules learning outcomes address core and field specific content which students are required to apply to their intended 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. Documentary evidence clearly shows mapping of law, safeguarding, consent, pharmacology and medicines administration and optimisation in modules.

The field specific content relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for each field of practice is delivered and assessed throughout the programme in a number of modules throughout the programme. Students are assessed on safeguarding, law and consent in practice.

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. During the programme students are required to complete a minimum of 2300 hours of theoretical learning and 2300 hours practice learning. However, there are differences in programme hours on the programme plan between the direct entry students and NDA students, with NDA students being

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required to complete considerably more programme hours. (Condition four)

A blended learning approach using a range of learning and teaching strategies is used. Group discussions, debates, role-play, seminars, online activities, discussion forums, enquiry-based learning, and simulation will be used to facilitate learning. Members of the service user group, support students' development using simulated scenarios. The time spent in simulated learning to facilitate practice learning is in addition to the time spent in practice learning environments, the student still completes a minimum of 2300 hours in practice learning environments.

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 AEI does not deliver the programme in Wales.

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

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

Yes

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

Yes

Outcome

Is the standard met?

Not Met

The learning content needs to be revised to enhance students' learning relating to caring for people in all the four fields of nursing practice and across the lifespan.

Condition three: Revise essential learning content, and the strategy to expose students to all fields and ensure that there is consistency across all fields and routes. (SPNP R2.4, R3.2)

There are differences in programme hours on the programme plan between the direct entry students and NDA students, with NDA students being required to complete considerably more hours.

Condition four: Revise programme hours and ensure consistency between the direct entry and NDA routes. (SPNP R2.9)

Date: *12 February 2020*

Post Event Review

Identify how the condition is met:

Module specifications demonstrate essential learning content, and the strategy to expose students to all fields and ensure that there is consistency across all fields and routes.

Condition three is now met.

Evidence:
Module specification: BSc nursing degree adult, Introduction to nursing practice, NTU, undated
Module specification: BSc nursing degree mental health, Introduction to nursing practice, NTU, undated
Module specification: BSc nursing degree mental health, Integrative nursing practice, NTU, undated
Module specification: BSc nursing degree adult, Foundations applied nursing practice, NTU, undated
Module specification: BSc nursing degree adult, Evidence in nursing practice, NTU, undated
Module specification: BSc nursing degree mental health, Evidence in nursing practice, NTU, undated
Module specification: BSc nursing degree adult, Biopsychosocial approaches in nursing practice, NTU, undated
Module specification: BSc nursing degree mental health, Biopsychosocial approaches to nursing practice, NTU, undated
Module specification: BSc nursing degree adult, Applied nursing practice in complex care, NTU, undated
Module specification: BSc nursing degree mental health, Applied nursing practice in complex care, NTU, undated
Module specification: BSc nursing degree adult, Innovating and improving in healthcare, NTU, undated
Module specification: BSc nursing degree mental health, Innovating and improving in healthcare, NTU, undated
Module specification: BSc nursing degree adult, Leadership in nursing, NTU, undated
Module specification: BSc nursing degree adult, Leading and managing applied nursing practice, NTU, undated
Module specification: BSc nursing degree mental health, Leading and managing applied nursing practice, NTU, undated
Module specification: BSc nursing degree mental health, Leadership in nursing, NTU, undated
Module specification: Registered NDA mental health, Introduction to nursing practice, NTU, undated
Module specification: Registered NDA adult, Integrative-nursing practice , NTU, undated
Module specification: Registered NDA mental health, Integrative nursing practice, NTU, undated
Module specification: Registered NDA mental health, Foundations applied to nursing practice, NTU, undated
Module specification: Registered NDA adult, Foundations applied to nursing practice, NTU, undated
Module specification: Registered NDA adult, Evidence in nursing practice, NTU,

undated

Module specification: Registered NDA mental health, Evidence in nursing practice, NTU, undated

Module specification: Registered NDA adult, Biopsychosocial approaches in nursing practice, NTU undated

Module specification: Registered NDA mental health, Biopsychosocial approaches to nursing practice, NTU, undated

Module specification: Registered NDA adult, Applied nursing practice in complex care, NTU, undated

Module specification: Registered NDA mental health, Applied nursing practice in complex care, NTU, undated

Module specification: Registered NDA adult, Innovating and improving in healthcare, NTU, undated

Module specification: Registered NDA mental health, Innovating and improving in healthcare, NTU, undated

Module specification: Registered NDA adult, Leadership in nursing, NTU, undated

Module specification: Registered NDA mental health, Leadership in nursing, NTU, undated

Module specification: Registered NDA adult, Leading and managing applied nursing practice, NTU, undated

Module specification: Registered NDA mental health, Leading and managing applied nursing practice, NTU, undated

Module specification: BSc nursing degree mental health, Foundations applied to nursing practice, NTU, undated

Programme hours have been revised and there is consistency between the direct entry and NDA routes. Condition four is now met.

Evidence:
Full-time and NDA routes programme hours, NTU, undated

Date condition(s) met: 1 April 2020

Revised outcome after condition(s) met:

Met

Condition three is now met.
SPNP R2.4 and R3.2 are now met.

Condition four is now met.
SPNP R2.9 is now met.

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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. NTU will share placements with other AEIs who have been providing NMC pre-registration nursing programmes in the region. Employer partners have NDA students at other AEIs in the region. NTU and their PLPs have a wide range of audited practice learning environments which provide students with opportunities to experience person centred care to a diverse range of people of all ages across all fields of practice. Students will have opportunities to work with other service users from all fields of practice for each part of the programme.

The regional MYE audit of the practice learning environment document identifies the learning opportunities within each environment and indicates where students may be able to have the opportunity to develop some of the more specific skills within annexes A and B. Allocation of practice learning experiences is undertaken by the practice learning placement allocation team. The InPlace placement management system is used to allocate, record and monitor student placement allocations throughout the programme. All placement allocations are planned to ensure students have a variety of different learning experiences during the programme.

NTU will use a regional electronic practice assessment document (PAD). The PAD will be hosted on PebblePad, which is an electronic portfolio platform. Students will complete electronic timesheets during practice learning.

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)

Not Met

R3.2 is not met. All students have three practice learning experiences for each part of the programme. Documentation shows that the variety of practice learning experiences ensure that students are able to participate in person centred care to meet the holistic needs of people of all ages and of all conditions. Adult field students have practice learning experiences in community nursing teams, specialist community services, primary care services and public health, community hospitals, acute in-patient hospital experiences including medical, surgical wards/day surgery, minor injuries, out-patient services and specialist services for example accident and emergency, intensive care, cardiac care units, medical admissions units, theatres, and palliative care environments. Mental health field

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students will have experiences in residential and hospital units, community mental health teams, primary care teams, adolescence mental health services, forensic services, prison health care services, intensive care services, community drug and alcohol services, and mental health crisis teams. Documentation demonstrates that students have cross-field experiences during the programme. However, the practice learning experiences with people with learning disabilities, and children and young people need to be more clearly articulated. (Condition three)

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. All communication and relationship management skills and nursing procedures are mapped to the MYEPAD. These are summatively assessed at each progression point. The MYE audit of the practice learning environment document identifies the learning opportunities within each environment and indicates where students may be able to have the opportunity to develop some of the more specific skills within annexe A and B. The variety of practice learning experiences that students will have, as detailed within the practice learning plans in the validation documents, will facilitate students developing these skills within the context of their field of practice. The MYEPAD identifies a small number of nursing procedural skills, which may not be able to be assessed within the practice setting due to practice partner policies. These specific skills may be developed and assessed by a practice assessor via simulation.

Documentation and the programme team confirm that students will have practice learning experiences in all four fields of nursing practice. Students will also have opportunities for elective placements.

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. The programme team tells us that the simulation suite is equipped with I-simulate manikins, webcast system and multi-sensory room. There are cannulation facilities, clinical preparation room, medicines room, consultation room, catheterisation simulator, and intravenous simulator. We are told that the simulation suite can accommodate 25-30 students per session. Simulated learning

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time does not count as practice learning time.

There is robust documentary and oral evidence of technology enhanced and simulation-based learning opportunities to support learning and assessment. Theory is taught on a single site with students going into placements for practice. Simulation is currently taught on the same site as theory in a well-equipped simulation suite but, NTU is building a new clinical skills/simulation building that should be completed by July 2021.

A range of VLEs and electronic and digital tools are used for teaching and learning including PebblePad, LEARN and online input for blended learning. The MYEPAD used for practice assessment is electronic. NTU is investing in 'SafeMedicate' to assess numeracy.

Academic staff, practitioners, and service users will contribute to student learning through simulation. There is documentary evidence, and the programme team tell us that simulation-based learning opportunities support learning and assessment for the adult field of practice, which 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. Documentary evidence and programme staff tell us that information on individual needs is requested on application forms. Where needs are identified at this point or later, access statements are drawn up between students and staff and a learning agreement put in place. Academic staff are advised that students have learning agreements or statements to enable the implementation of reasonable adjustments in theory and practice. Students tell us that they are made aware of the need for them ask for reasonable adjustments if they have additional health needs during the selection process.

There is a learner support team who are responsible for developing individual learning support plans for students with additional needs, as well as making reasonable adjustments in both university and practice learning environments. The learner support team tell us that there is a self-referral system for students to the service. The learner support team also provide academic study skills support. We are also told that students have access to online, as well Skype support for study skills. We are told that there is a wellbeing service, which provides mental health support, counselling and dyslexia support staff. We are told that wellbeing services actively seek to identify students with additional support needs from the point of application through the universities and colleges admissions services (UCAS), and throughout the programme. We are told that personal tutors can refer students to

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the learning support team and wellbeing team. We are told that there is a system of disseminating access statements in university and practice learning environments with student consent. We are told that the university central registry department is responsible for ensuring reasonable adjustments are made for examinations for students with additional needs. With student consent we are told that academic assessors are responsible for inform informing PLPs about students who require reasonable adjustments.

The programme team tell us that student engagement and attendance is monitored through the student dashboard. Dashboard information is available to students and personal tutors.

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)

No

R3.7 is not met. The programme team tell us that there is a regional agreement with PLPs for NDAs to have external placements. PLPs confirm this. Documentation and the programme team tell us that students will have three practice learning placements per year. The programme team also tell us that NDA students first placement of each year will be external and supernumerary, PLPs and employers confirm this. Students tell us they are aware of supernumerary status during practice learning. However, programme documentation needs to be revised to make explicit that students on the NDA route have supernumerary status in all placements. (Condition five)

NTU will coordinate allocation of placements for all students.

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

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Yes

Outcome

Is the standard met?

Not Met

The practice learning experiences with people with learning disabilities, and children and young people need to be more clearly articulated.

Condition three: Revise essential learning content, and the strategy to expose students to all fields and ensure that there is consistency across all fields and routes. (SPNP R2.4, R3.2)

Programme documentation need to be revised to make explicit that students on the NDA route have supernumerary status during all placements.

Condition five: Revise programme documentation and make explicit that students on the NDA route have supernumerary status. (SPNP R3.7)

Date: *12 February 2020*

Post Event Review

Identify how the condition is met:

Module specifications demonstrate essential learning content, and the strategy to expose students to all fields and ensure that there is consistency across all fields and routes. Condition three is now met.

Evidence:
Module specification: BSc nursing degree adult, Introduction to nursing practice, NTU, undated
Module specification: BSc nursing degree mental health, Introduction to nursing practice, NTU, undated
Module specification: BSc nursing degree mental health, Integrative nursing practice, NTU, undated
Module specification: BSc nursing degree adult, Foundations applied nursing practice, NTU, undated
Module specification: BSc nursing degree adult, Evidence in nursing practice, NTU, undated
Module specification: BSc nursing degree mental health, Evidence in nursing practice, NTU, undated

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Module specification: BSc nursing degree adult, Biopsychosocial approaches in nursing practice, NTU, undated

Module specification: BSc nursing degree mental health, Biopsychosocial approaches to nursing practice, NTU, undated

Module specification: BSc nursing degree adult, Applied nursing practice in complex care, NTU, undated

Module specification: BSc nursing degree mental health, Applied nursing practice in complex care, NTU, undated

Module specification: BSc nursing degree adult, Innovating and improving in healthcare, NTU, undated

Module specification: BSc nursing degree mental health, Innovating and improving in healthcare, NTU, undated

Module specification: BSc nursing degree adult, Leadership in nursing, NTU, undated

Module specification: BSc nursing degree adult, Leading and managing applied nursing practice, NTU, undated

Module specification: BSc nursing degree mental health, Leading and managing applied nursing practice, NTU, undated

Module specification: BSc nursing degree mental health, Leadership in nursing, NTU, undated

Module specification: Registered NDA mental health, Introduction to nursing practice, NTU, undated

Module specification: Registered NDA adult, Integrative-nursing practice, NTU, undated

Module specification: Registered NDA mental health, Integrative nursing practice, NTU, undated

Module specification: Registered NDA mental health, Foundations applied to nursing practice, NTU, undated

Module specification: Registered NDA adult, Foundations applied to nursing practice, NTU, undated

Module specification: Registered NDA adult, Evidence in nursing practice, NTU, undated

Module specification: Registered NDA mental health, Evidence in nursing practice, NTU, undated

Module specification: Registered NDA adult, Biopsychosocial approaches in nursing practice, NTU, undated

Module specification: Registered NDA mental health, Biopsychosocial approaches to nursing practice, NTU, undated

Module specification: Registered NDA adult, Applied nursing practice in complex care, NTU, undated

Module specification: Registered NDA mental health, Applied nursing practice in complex care, NTU, undated

Module specification: Registered NDA adult, Innovating and improving in healthcare, NTU, undated

Module specification: Registered NDA mental health, Innovating and improving in healthcare, NTU, undated

Module specification: Registered NDA adult, Leadership in nursing, NTU, undated
Module specification: Registered NDA mental health, Leadership in nursing, NTU, undated
Module specification: Registered NDA adult, Leading and managing applied nursing practice, NTU, undated
Module specification: Registered NDA mental health, Leading and managing applied nursing practice, NTU, undated
Module specification: BSc nursing degree mental health, Foundations applied to nursing practice, NTU, undated

Revise programme documentation, including the programme and practice handbooks have been revised and make it explicit that students on the NDA route have supernumerary status. Condition five is now met.

Evidence:
BSc nursing degree, adult and mental health practice handbook, NTU, undated
BSc nursing degree - adult and mental health course handbook, NTU, undated

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Date condition(s) met: 1 April 2020

Revised outcome after condition(s) met:

Met

Condition three is now met.
SPNP R2.4 and R3.2 are met.

Condition five is now met.
SPNP R3.7 is met.

Standard 4. Supervision and assessment

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

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

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

R4.3 ensure they inform the NMC of the name of the registered nurse responsible

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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

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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. The programme team tell us that there is a regional agreement with PLPs for NDAs to have external placements. PLPs confirm this. Documentation and the programme team tell us that students will have three practice learning placements per year. The programme team also tell us that NDA students first placement of each year will be external and supernumerary. PLPs and employers confirm this. NTU will coordinate allocation of placements for all students.

The student handbook, the MYEPAD, and the programme documents articulate the roles and responsibilities of the personal tutor, academic assessor, practice supervisor, and practice assessor in providing support, supervision, learning and assessment and comply with the NMC SFNME. Students tell us that personal tutors, academic assessors, practice supervisors and practice assessors support them. There is a regional strategy for preparing and support practice supervisors, practice assessors and academic assessors. The institute has quality assurance processes in place, which govern the effectiveness and provision of practice learning experiences.

PLPs tell us that student allocations are communicated directly to placement areas by NTU. NHS trust PLPs tell us that they maintain registers of practice supervisors and practice assessors. NTU maintain registers of practice assessors for private, voluntary and independent sector PLPs. PLPs tell us that they were involved in developing the programme.

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. The student handbook, the MYEPAD, and the programme documents articulate the roles and responsibilities of the personal tutor, academic assessor, practice supervisor, and practice assessor in providing support, supervision, learning and assessment and comply with the NMC SSSA. There is a strategy for preparing and supporting practice supervisors, practice assessors and academic assessors. MYE documentation and placement agreement documentation articulate the partnership arrangements relating to the supporting, supervision, learning and assessment of students during practice learning, and provides

structure and processes for managing practice learning support, supervision and assessment of students. In addition, the partnership local level agreement outlines the processes of monitoring and quality assurance processes for practice learning. The regional MYE practice audit and learning environment tool is used to ensure that learning opportunities and placement capacity is consistent with NMC (2018) SSSA. Each practice-learning environment has a nominated person for allocation of the practice supervisors and practice assessors. PLPs maintain registers of practice supervisors and practice assessors. NTU maintain a register of academic assessors who are allocated for each part of the programme.

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. Documentation shows that students are provided with feedback to support their development in both the theory and practice learning. The practice supervisor, practice assessor and academic assessor preparation programmes and role requirements ensure that staff a prepared in giving effective feedback and feed-forward to enable students to reflect on and improve their practice. Processes in place demonstrate that students will receive timely feedback for all assessments. The MYEPAD outlines how feedback is provided. The MYEPAD provide space for service users and carers to provide feedback to students. NA students tell us that they receive written feedback and feed forward from module tutors and academic assessors for all module assessments as the student works towards the submission of each assessment. Students receive verbal feedback/feed forward on professionalism. Workbooks on PebblePad are a component of formative assessment. An assessment strategy has been developed that identifies the weighting and credit bearing for each assessment to ensure equal weighting across theory and practice.

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. The MYEPAD is used to assess students. The MYEPAD is mapped to the NMC Standards of proficiency for registered nurses and demonstrates that students will meet programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing. The MYEPAD details the proficiencies, skills, professional attitudes, values and behaviours, relationship and management skills and nursing procedural skills to be learnt and assessed as part of the programme requirements. There is a continuous assessment strategy of the development towards and achievement of proficiencies, which is focused on the student's intended field of practice. The programme learning outcomes and module learning outcomes require students to demonstrate field specific application of knowledge and skills.

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: *12 February 2020***
Post Event Review
Identify how the condition is met:
Date condition(s) met:

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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

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for nursing and midwifery education specifically R2.11, R2.20

N/A

There is no fallback award with NMC registration.

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:** *12 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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Section four

Source of evidence

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

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

School of social sciences RPL policy, NTU, undated

Higher education apprenticeships, Course operational document, BSc (Hons) NDA – adult, NTU, undated

Course specification: Higher education apprenticeships, BSc (Hons) nursing degree - adult, NTU, undated

Course specification - BSc (Hons) nursing degree – mental health, NTU, undated

Course operational document - BSc (Hons) nursing degree - adult, NTU, undated

Course operational document - BSc (Hons) nursing degree – mental health, NTU, undated

NMC/DAG validation for BSc nursing – adult and mental health websites (screenshot), NTU, undated

BSc nursing degree - adult and mental health course handbook, NTU, undated

Course specification: Higher education apprenticeships registered NDA (NMC, 2018) – mental health, NTU, undated

Module specification: BSc nursing degree adult, Introduction to nursing practice, NTU, undated

Module specification: BSc nursing degree mental health, Introduction to nursing practice, NTU, undated

Module specification: BSc nursing degree mental health, Integrative nursing practice, NTU, undated

Module specification: BSc nursing degree adult, Foundations applied nursing practice, NTU, undated

Module specification: BSc nursing degree adult, Evidence in nursing practice, NTU, undated

Module specification: BSc nursing degree mental health, Evidence in nursing practice, NTU, undated

Module specification: BSc nursing degree adult, Biopsychosocial approaches in nursing practice, NTU, undated

Module specification: BSc nursing degree mental health, Biopsychosocial approaches to nursing practice, NTU, undated

Module specification: BSc nursing degree adult, Applied nursing practice in complex care, NTU, undated

Module specification: BSc nursing degree mental health, Applied nursing practice in complex care, NTU, undated

Module specification: BSc nursing degree adult, Innovating and improving in healthcare, NTU, undated

Module specification: BSc nursing degree mental health, Innovating and improving in healthcare, NTU, undated

Module specification: BSc nursing degree adult, Leadership in nursing, NTU, undated

Module specification: BSc nursing degree adult, Leading and managing applied nursing practice, NTU, undated

Module specification: BSc nursing degree mental health, Leading and managing applied nursing practice, NTU, undated

Module specification: BSc nursing degree mental health, Leadership in nursing, NTU, undated

Module specification: Registered NDA mental health, Introduction to nursing practice, NTU, undated

Module specification: Registered NDA adult, Integrative-nursing practice, NTU, undated

Module specification: Registered NDA mental health, Integrative nursing practice, NTU, undated

Module specification: Registered NDA mental health, Foundations applied to nursing practice, NTU, undated

Module specification: Registered NDA adult, Foundations applied to nursing practice, NTU, undated

Module specification: Registered NDA adult, Evidence in nursing practice, NTU, undated

Module specification: Registered NDA mental health, Evidence in nursing practice, NTU, undated

Module specification: Registered NDA adult, Biopsychosocial approaches in

nursing practice, NTU, undated

Module specification: Registered NDA mental health, Biopsychosocial approaches to nursing practice, NTU, undated

Module specification: Registered NDA adult, Applied nursing practice in complex care, NTU, undated

Module specification: Registered NDA mental health, Applied nursing practice in complex care, NTU, undated

Module specification: Registered NDA adult, Innovating and improving in healthcare, NTU, undated

Module specification: Registered NDA mental health, Innovating and improving in healthcare, NTU, undated

Module specification: Registered NDA adult, Leadership in nursing, NTU, undated

Module specification: Registered NDA mental health, Leadership in nursing, NTU, undated

Module specification: Registered NDA adult, Leading and managing applied nursing practice, NTU, undated

Module specification: Registered NDA mental health, Leading and managing applied nursing practice, NTU, undated

Module specification: BSc nursing degree mental health, Foundations applied to nursing practice, NTU, undated

BSc nursing degree, adult and mental health practice handbook, NTU, undated

Course assessment and feedback plan (AFP), NTU, undated

Nursing interview-marking grid, NTU, undated

Full-time and NDA routes programme hours, NTU, undated

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes

Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Five first year trainee NAs.	
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)	Yes
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	Yes
If yes, state where visited/findings: We visited three wards (F18, trauma orthopaedic ward; B48, elderly care ward; Queens Medical Centre day case unit) at the Queens Medical Centre (Nottingham University Hospital NHS Trust). We met the deputy chief nurses, senior nurses, ward matrons, ward sisters, practice supervisors and practice assessors. Trust staff confirmed involved with programme development. We were told that the practice areas already supported students on the NMC (2018) pre-registration nursing programme from other AEIs in the region. We also visited Cherry ward at Highbury Hospital (Nottinghamshire Healthcare NHS Foundation Trust). Cherry ward is a mental health assessment and treatment unit. The meeting with the ward staff didn't take place and the reasons weren't communicated to us. We gave feedback to senior staff from the staff who confirmed their involvement and commitment to the proposed programme.	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Care Quality Commission reports for: Chesterfield Royal Hospital NHS Foundation Trust inspection report, 25 January 2019 Nottingham University Hospitals NHS Trust inspection report, 14 March 2019	
If you stated no above, please provide the reason and mitigation	

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NTU is an approved AEI and provider of NMC programmes.
Additional comments:

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Issue record			
Final Report			
Author	Kudzai Mafuba Ruth Jones	Date	25 February 2020
Checked by	Pamela Page	Date	17 April 2020
Submitted by	Leeann Greer	Date	21 April 2020
Approved by	Helen Shapcott	Date	22 April 2020