Programme approval visit report

Section one

Programme provider name:	Robert Gordon University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	NHS Highland NHS Grampian NHS Orkney NHS Shetland Private, voluntary and independent health care providers
	Education and social care providers

Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: BSc Nursing (Adult); BSc (Hons) Nursing (Adult)
Programme start date: 7 September 2020

Academic level(s):
SCQF:
Level 9
Level 10

Programme: Pre-registration nursing - Mental Health
Title of programme: BSc Nursing (Mental Health), BSc (Hons) Nursing (Mental Health)
Programme start date: 7 September 2020

Academic level(s):
SCQF:
Level 9
Level 10

Programme: Pre-registration nursing - Child
Title of programme: BSc Nursing (Children and Young People), BSc (Hons) Nursing (Children and Young People)
Programme start date: 7 September 2020

Academic level(s):
SCQF:
Level 9
Level 10

Programme: Dual award- pre-registration nursing – adult/mental health

Title of programme: BSc (Hons) Nursing (Adult and Mental Health)
Programme start date: 7 September 2020

Academic level(s):
SCQF:
Level 10

Programme: Dual award- pre-registration nursing – adult/child
Title of programme: BSc (Hons) Nursing (Adult and Children and Young People)
Programme start date: 7 September 2020

Academic level(s):
SCQF:
Level 10

Programme: Dual award- pre-registration nursing – mental health/child
Title of programme: BSc (Hons) Nursing (Children and Young People and Mental Health)
Programme start date: 7 September 2020

Academic level(s):
SCQF:
Level 10

Date of approval	24 April 2020
QA visitor(s):	Registrant Visitor: Nuala Devlin
	Lay Visitor: Sophia Hunt

Summary of review and findings
The programme presented for approval is the undergraduate pre-registration nursing programme at Robert Gordon University (RGU) (the school). The programme specification document identifies that the programme includes a full-time three-year BSc and a full-time four-year BSc (Hons) nursing route. These are in the fields of adult, children and young people and mental health nursing. There is also a full-time four-year BSc (Hons) nursing route dual award in the fields of adult and children and young people or adult and mental health or children and young people and mental health nursing practice. The BSc (Hons) nursing routes are identified as four-year programmes with the single award route completed over two semesters and the dual award over three semesters in the fourth year/stage. The programme team plan to transfer current students to the new programme except those moving into stage four in September 2020. The latter will move to the Standards for student supervision and assessment (SSSA) only. The programme aims to prepare graduates for entry to the Nursing and Midwifery Council (NMC) register as a registered nurse. Programme documentation and the approval process confirms evidence of effective partnership working between the school, service users, students and practice learning partners (PLPs). The dual award routes are designed in response to service provider requirements in order to meet the needs of service users and their families and carers in remote geographical areas. The Scottish approach to meeting the SSSA is guided by the quality management of the practice learning environment (QMPLE) system which includes practice placement audit and evaluation tools and an assessor and supervisor database for practice learning environments (PLEs). RGU is an approved education institution (AEI) and part of the pan-Scotland practice learning group. The practice assessment documentation (PAD) is agreed across Scotland. This initiative provides a consistent approach to the assessment of practice which is understood and welcomed by PLPs. Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME). Arrangements at programme level do not meet the SSSA. This visit is undertaken by remote means due to Covid-19 restrictions. The programme is recommended to the NMC for approval subject to five NMC conditions and three university conditions. Visitors made one recommendation. Updated 12 June 2020:

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Evidence is provided to meet the five NMC conditions. The conditions and related standards are now met. There's confirmation from the university that the three university conditions are met. The programme is recommended 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 one: The AEI must provide accurate mapping documents for the programme outcomes, content and all future nurse requirements including for the European Union (EU) Directive. (SFNME R2.2, R2.3; Standards for pre-registration nursing programmes (SPRNP) R2.3, R2.6, R2.11, R4.5) Condition two: The AEI must provide details and guidance on recognition of prior learning (RPL) mapping and on using the mapping tool. (SFNME R2.8; SPRNP R1.5, R1.6) **Practice learning:** Condition four: The AEI must provide specific details and guidance in relation to how practice supervisor preparation will be extended to overseas practice partners. (SFNME R2.3, R2.4; SSSA R2.1, R2.2, R2.7, R5.1; SPRNP R4.2) **Assessment, fitness for practice and award:** Condition three: The AEI must provide details of process and mapping for the exit award with eligibility for NMC registration for BSc (Hons) single and dual award. (SFNME R2.1, R2.2, R2.11) **Education governance: management and quality assurance:**

	Condition five: The AEI must provide details and guidance on the mapping of current students who are transferring to the new programme. (SFNME R2.1, R2.2, R2.3) Condition six: Revisit the learning outcomes in the Scottish credit and qualifications framework (SCQF) level 10 practice modules to ensure they appropriately reflect SCQF level 10 and are clearly distinguishable from the SCQF level nine practice modules, as articulated during the discussions with the course development team. (University condition) Condition seven: In relation to the students choosing their assessment task, the team should incorporate mechanisms into the programme to monitor the ongoing parity of assessment tasks and ensure that students undertake a range of tasks across the programme. (University condition) Condition eight: Provide further clarity in the course specification around the overseas observational placement and how it contributes to the student's learning and practice learning hours. (University condition)
Date condition(s) to be met:	5 June 2020
Recommendations to enhance the programme delivery:	Recommendation one: The AEI are advised to strengthen the governance around four field exposure. (SFNME R2.2, R3.3; SPRNP R2.4)
Focused areas for future monitoring:	Recording, tracking and monitoring practice learning experiences and how this data is used to shape students' future practice placement allocations.

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised copies of the programme documentation provide evidence that all five NMC conditions are met. Detailed mapping documents are provided which provide assurance that the programme outcomes, content and all future nurse requirements including for the EU Directive will be met. The AEI has provided detailed documentation which provides clarity on the RPL mapping process.

The AEI has provided detail mapping documentation which provides clarity and assurance in relation to the exit award and eligibility for NMC registration for BSc (Hons) single and dual award. The AEI has provided detailed guidance in relation to how practice supervisor preparation will be extended to overseas practice partners. The AEI has provided detailed guidance and documentation on how current students who will be transferring to the new programme will be transitioned.

The university has confirmed that all university conditions are met. The programme is recommended for approval.

AEI Observations	**Observations have been made by the education institution** Yes
Summary of observations made, if applicable	In response to AEI observations, narrative in R2.4, R2.5 and R3.2 is amended to reflect that practice allocation is a variation on a hub and spoke model and the date the final report is written is confirmed in the report. Under sources of information visitors identify no practice learning handbook for practice supervisors and assessors specific to the programme and the AEI comment that they do have a practice supervisor/practice assessor handbook. This remains unchanged as visitors report that handbooks are generic and specific detail is provided by the NHS education for Scotland (NES) handbook and national framework document.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	12 June 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

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Findings against the standard and requirements

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

There's evidence to support commitment to partnership working across the programme with all stakeholders. The university has comprehensive systems, processes and supporting infrastructures for programme development, delivery and governance. There are effective partnerships at both a strategic and operational level. There is commitment from the university and its stakeholders to work together to support the implementation and delivery of the programme. The SSSA is being rolled out ready for implementation in September 2020. PLPs are consulted and participate in programme governance and development.

PLPs are enthusiastic about the implementation of the new programme. They report plans to up-skill their own practice staff and amend internal policies to facilitate student learning across the range of skills and procedures in annexes A and B of the Future nurse: Standards of proficiency for registered nurses. The university engages service users and carers, known as experts by experience

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(EBE), to enhance learning and teaching. EBEs state they feel valued and respected as experts by RGU. EBEs say their involvement with the programme enhances and enriches the student learning experience. EBEs are prepared for their roles in the school including equality diversity and inclusion training. There's plans for them to be involved in programme delivery students assessment and evaluation.

EBEs can give feedback to students in the PAD.

Students are consulted and provide feedback on the new programme. They can see where and what they say influences the new programme. They are consulted on transferring to the new programme and understand the new SSSA roles. Students receive feedback from EBEs and in the school. Students understand fitness to practise and how to escalate concerns. Students say they are supported in theory and practice learning.

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

Met

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

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1. Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

R1.3 ensure students are fully informed of the requirement to declare immediately any cautions or convictions, pending charges or adverse determinations made by

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards For pre-registration nursing programmes (NMC, 2018).

Evidence provides assurance that the following QA approval criteria are met

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

Yes

Evidence of selection processes, including statements on digital literacy,

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Not Met

R1.5 is not met. Documentation provided identifies policy permitting up to a
maximum of 50 percent RPL can be mapped against programme outcomes.
Evidence is required to support how the Standards of proficiencies and skills
annexes are assessed for RPL claims and by whom. The programme team can't
explain if practice learning hours are eligible for RPL or not.

During the visit, the programme team can't explain how the mapping document will
be used, or what's required for an applicant to RPL practice learning hours and
compliance with EU Directive 2005/36/EC. The mapping document itself is
inaccurate, stating incorrect skills annexes within the mapping. This must be
addressed. (Condition two)

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)

Not Met

R1.6 is not met. Mapping provided is not sufficient to demonstrate capability of mapping to the Standards of proficiency for registered nurses and programme outcome. The programme team state they don't get many registered nurses applying for a programme leading to second registration. Further evidence is required to demonstrate how the programme will include which skills in the Standards of proficiency for registered nurses are being met through RPL and how these are assessed. During the visit, the programme team are unable to explain how the mapping document will be used. There is insufficient evidence to clarify what is the process for registered nurses who wish to have RPL for entry to the programme. The form states RPL must be considered by two people, but it is unclear what they do in the RPL process or when and how the external examiner considers RPL claims prior to candidates commencing the programme. This must be addressed. (Condition two)

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. Documentary evidence is provided within module specifications that students will be supported to develop their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes.

The pan-Scotland PAD is linked to competence outcomes in numeracy, literacy, digital and technological literacy and is adopted by the university. Students confirm they are supported, learn and are assessed throughout their programme to develop competence in numeracy, literacy, digital and technological literacy from admission to programme completion.

Documentary evidence and discussion during the visit confirms there are opportunities for students to develop numeracy through a numeracy examination

which culminates in a requirement for 100 percent pass mark. Documentary analysis evidences numeracy, literacy, digital and technological literacy are appropriately mapped to the PAD. Programme learning outcomes are appropriately mapped to the Standards of proficiency for registered nurses and confirm the programme meets NMC requirements. Recruitment and selection to the programme includes an assessment of skills through review of entry qualifications and interviews. Applicants are required to demonstrate evidence of literacy and numeracy skills through Scottish national five or general certificate of secondary education (GCSE) English and maths or equivalent. The capacity for digital and technological literacy is taken into account through the requirement to submit the application online. This includes submission of a personal statement which is assessed during the shortlisting phase.

Discussions with the programme team and students confirm there are opportunities for further developing students' abilities with a range of resources such web-based virtual learning environment (VLE) and e-learning platforms, an academic guidance tutor and central student services. These enable students to enhance their literacy, numeracy and digital literacy skills to meet programme outcomes.

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

Not Met

Students are consulted and agree to transferring to the new programme. Students understand the SSSA roles and how this will affect them in practice. It is the intention that all students will move onto the new programme except the cohort September 2018 who will remain on their existing programme. Students are made aware of these options through a series of workshops and consultation events. Students who return to the programme after a period of interrupted studies will be recommended onto the new programme.

Consideration is given to the requirement for exposure to all fields of practice and the promotion of holistic lifespan care in the planning of practice placements at stage three and stage four of the programme. Mapping provided is limited to

module codes linked to documents with insufficient detail in relation to programme content to meet programme standards and the Standards of proficiency for registered nurses. There's no documentation, planners or timetabling indicating how current student learning in theory and practice is mapped to the programme standards and Standards for proficiency for registered nurses. (Condition five)

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

Not Met

There's no documentation indicating that for NMC registered nurses RPL is capable of being mapped to the programme outcome and Standards of proficiency for registered nurses. (Condition two)

There's no documentation, planners or timetable indicating how current student learning in theory and practice is mapped to the programme standards and Standards for proficiency for nurses. (Condition five)

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

No

There's no documentation indicating that for NMC registered nurses RPL is capable of being mapped to the programme outcomes and Standards for proficiency for nurses. (Condition two)

There's no documentation, planners or timetabling indicating how current student learning in theory and practice is mapped to the programme standards and Standards for proficiency for nurses. (Condition five)

Outcome

Is the standard met?

Not Met

There's no documentation indicating that for NMC registered nurses RPL is capable of being mapped to the programme outcomes and Standards for proficiency for nurses. (Condition two)

Condition two: The AEI must provide details and guidance on RPL mapping and

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on using the mapping tool. (SFNME R2.8; SPRNP R1.5, R1.6)

There's no documentation, planners or timetabling indicating how current student learning in theory and practice is mapped to the programme standards and Standards for proficiency for nurses. (Condition five)

Condition five: The AEI must provide details and guidance on the mapping of current students who are transferring to the new programme. (SFNME R2.1, R2.2, R2.3)

Date: *24 April 2020*

Post Event Review

Identify how the condition is met:

Condition two: The AEI has provided detailed documentation which provides clarity on the RPL mapping process.

Evidence:
RPL guidelines BSc Nursing – BSc (Hons) nursing, 3 June 2020

Condition two is now met.

Condition five: The AEI has provided detailed guidance and documentation on how current students who will be transferring to the new programme will be transitioned.

Evidence:
RGU nursing student transition document to new curriculum, 4 June 2020

Condition five is now met.

Date condition(s) met: 12 June 2020

Revised outcome after condition(s) met:

Met

The conditions are 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 outin Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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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)

No

R2.3 is not met. Programme mapping documentation does not show where all the Standards of proficiency for registered nurses and each of the four fields of nursing practice are taught and assessed within the curriculum. This extends to the annexes A and B of the Standards of proficiency for registered nurses.

For the dual award routes additional mapping is required to identify and differentiate which proficiencies in the Standards of proficiency for registered nurses will be met in a field specific context. This must be addressed. (Condition one)

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

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

Met

R2.4 is met. Documentary analysis and the approval process demonstrate programme design and delivery will support students in both theory and practice to experience all four fields of nursing practice. Students say there are there're opportunities to care for people in practice across all fields of practice through exposure to a wide range of placements. On discussion with their tutors, they say they can ensure students have exposure to patients across all fields of practice. This is monitored by both the personal tutor and allocation officer to ensure equity for all students.

Students complete field specific modules within the programme with the stage one and two programme modules being generic and core to each route of the programme. Modules are mapped against the adult, mental health and child fields of nursing practice and health conditions.

During the approval visit the programme team discuss how learning activities in core and field modules are being developed to ensure students explore the different fields of nursing practice.

A variation on a hub and spoke practice allocation model will be used in the programme. All students are supported to gain experience across the range of nursing practice through their hub and spoke experiences which are recorded in the PAD.

The programme team don't fully explain when and how the PAD is monitored or how this influences practice placement allocations. (Recommendation one)

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. Programme documentation illustrates that the structure, design and delivery of the programme allows students to enter the register in one or more specific fields of nursing practice. Students complete field specific modules within

the theoretical taught components of the programme. There is documentary evidence that field specific learning outcomes and content are relevant. Students are allocated to hub practice learning experiences according to their field of practice. A variation on spoke practice learning experiences enable students to develop and consolidate their learning and practise skills. Programme documentation and narrative evidence provided by the programme team, PLPs and service users at the approval visit assures us that the programme will prepare students to enter the register in one or two named field(s) 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)

No

R2.6 is not met. Documentary evidence does not demonstrate how the programme learning outcomes and indicative content map to the Standards of proficiency for registered nurses. There's no specific reference to the Standards of proficiency for registered nurses in module specifications or the dynamic syllabus.

The Standards of proficiency are mapped to practice modules and codes but there is insufficient detail as to what the learning outcome and theoretical content of these modules are. (Condition one)

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 and discussion at the visit with key stakeholders demonstrates law, safeguarding, consent, pharmacology, medicines administration and optimisation is mapped in the programme. This includes inter-

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professional learning and teaching with guest lecturers who are expert in their fields.

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

Met

R2.9 is met. Documentary evidence of the programme structure demonstrates an equal balance of theory and practice learning.

Total programme hours are as follows:
BSc practice hours 2325, theory hours 2325, total 4650.
BSc (Hons) single award practice hours 3112.5, theory hours 3112.5, total 6225.
BSc (Hons) dual award practice hours 3112.5, theory hours 3112.5, total 6225.

Programme specifications and delivery planners provide sufficient detail to evidence designated programme hours identified in the module descriptors and practice learning allocations.

A range of learning and teaching strategies are evidenced throughout the programme and these are detailed in the programme specifications, programme handbook and module dynamic syllabus. This includes a range of learning and teaching strategies to engage students. These are flipped classroom, lectures and e-learning platforms. Assessment methods are diverse with safeMedicate, objective structured clinical examinations (OSCEs) and the use of EBEs for formative assessment. Student facing information provides guidance regarding what to expect within the programme.

The number of theory and practice hours are specified for each part of the programme providing assurance that the NMC and EU requirements will be achieved by the end point of the programme. At the approval visit the programme team and PLPs describe mechanisms in place ensuring how students can achieve the required programme hours for each programme route.

Module documentation identifies appropriate module aims and outcomes. Proficiencies, skills and procedures are assessed in practice using the PAD. The practice allocation model varies between the single and dual award routes through the programme. The practice allocation model provides assurance that, through

the delivery of the programme, each student will demonstrate achievement of the designated hours. Students are advised regarding insight visits and opportunities for achieving a greater understanding of and exposure to fields of practice other than their own.

Students state they have opportunities to care for people in practice across all fields of practice through exposure to a wide range of practice placements. Students are involved in this process and discussion with the programme team provides assurance that students have exposure to patients across all fields of practice. This is monitored by both the personal tutor and allocation officer to ensure equity for all students.

Students complete field specific modules within the programme with the stage one and two programme modules being generic and core to each route of the programme. Modules are mapped against the adult, mental health and child fields of nursing practice and health conditions.

Evidence provides assurance that the following QA approval criteria are met

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

N/A

The programme is only delivered in Scotland.

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)

No

R2.11 is not met. Mapping documentation to illustrate how the content and programme outcomes for nurses responsible for general care is included in the programme, including the dynamic syllabus. No reference is made to maternity care, general and specialist medicine or general and specialist surgery.

Documentation does not demonstrate how students meet the registration requirement for entry to the register in adult field of practice. (Condition one)

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

Yes

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

Yes

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

Yes

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

No

There's insufficient mapping to show where all the Standards of proficiency for registered nurses and each of the four fields of nursing practice are taught and assessed within the curriculum, or to identify and differentiate which proficiencies in the Standards of proficiency for registered nurses will be met in a field-specific context for the dual award route. Documentation does not demonstrate how students meet the registration requirement for entry to the register in the adult field of practice. (Condition one)

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

There's insufficient mapping to show where all the Standards of proficiency for registered nurses and each of the four fields of nursing practice are taught and assessed within the curriculum, or to identify and differentiate which proficiencies in the Standards of proficiency for registered nurses will be met in a field-specific context for the dual award route. Documentation does not demonstrate how students meet the registration requirement for entry to the register in the adult field of practice.

Condition one: The AEI must provide accurate mapping documents for the

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programme outcomes, content and all future nurse requirements including for the EU Directive. (SFNME R2.2, R2.3; SPRNP R2.3, R2.6, R2.11, R4.5)

Date: *24 April 2020*

Post Event Review

Identify how the condition is met:

Condition one: Detailed mapping documents are provided giving assurance that the programme outcomes, content and all future nurse requirements, including for the EU Directive, are met.

Evidence:
Standard operating procedure (SoP) mapping BSc nursing (adult), June 2020
SoP mapping BSc nursing (children and young people), June 2020
SoP mapping BSc nursing (mental health), June 2020
SoP mapping BSc (Hons) nursing (adult), June 2020
SoP mapping BSc (Hons) nursing (children and young people), June 2020
SoP mapping BSc (Hons) nursing (mental health), June 2020
SoP mapping BSc (dual Hons) nursing (adult and children and young people), June 2020
SoP mapping BSc (dual Hons) nursing (adult and mental health), June 2020
SoP mapping BSc (dual Hons) nursing (children and young people and mental health), June 2020
Mapping of EU Directive 2005, 4 June 2020
Dynamic syllabus BSc nursing BSc (Hons) nursing 2020-2021, 4 June 2020
Module descriptors BSc nursing - BSc (Hons) nursing, June 2020

Condition one is now met.

Date condition(s) met: 12 June 2020

Revised outcome after condition(s) met:

Met

The condition is met.

Standard 3. Practice learning

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

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

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

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

Met

R3.1 is met. Documentary evidence provided demonstrates that students are able to experience a range of practice learning opportunities, enabling them 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.

At the approval visit the programme team assure us students will be allocated to practice placement experiences taking into account length, breadth and their field of practice. There's a variation on a hub and spoke model which facilitates a wide range of learning opportunities enabling students to follow the service user journey and reflect integrated care models. This is confirmed with students.

The programme team and PLPs tell us they will work with individual students through elective practice placement options to help them shape their own practice experiences, and enable them to meet the Standards of proficiency for registered nurses.

PLPs in attendance at the visit represent a range of service areas. An expansive geographical area and remote rural areas provides opportunities for students to have exposure to varied practice learning experiences and adds value to the student experience. Students confirm this. PLPs tell us how they work collaboratively with the programme team to ensure students' practice learning experiences will be safe and effective. Individual practice placement profiles and educational audits detail the learning opportunities in each practice learning environment.

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

Met

R3.2 is met. There's a variation on the hub and spoke practice placement allocation model which is designed to ensure students are able to access a variety of practice learning experiences to meet the holistic needs of people of all ages. Students are allocated practice placements according to the experiences required to meet the Standards of proficiency for registered nurses. Achieving proficiencies is monitored through the PAD. These processes are confirmed by the programme team, students, current mentors and the strategic level representatives from PLPs.

There are consistent and appropriate procedures for assessing, monitoring and evaluating the quality and standard of practice placements used in the programme. These include practice placement audit and structured student evaluation following practice learning experiences.

The university works in partnership with PLPs to ensure capacity and student

numbers allocated to an area corresponds with audited numbers. The programme team and PLPs tell us they consider the appropriateness of students being allocated to an area when external evaluations raise concerns about aspects of a service. There's processes and policies in place between the school and PLPs to formally consider student practice evaluations and take action if required. This includes a process to suspend or remove practice placements in the event of adverse regulatory body reports. This is recorded and monitored by the university placement officer.

Students tell us that they receive feedback about their evaluation of practice placement areas through their personal tutor. Documentary evidence shows there's a new raising and escalating concerns process which is identified in student facing documentation.

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

Met

R3.3 is met. Documentary evidence and the approval process demonstrate that practice learning opportunities allow students to achieve the communication and relationship management skills and nursing procedures. These are evidenced through the PAD. The intention is these will be met within the student's own field of practice. This is identified and described in the programme specification. Students tell us PLPs support and help them develop these skills throughout the programme.

PLPs tell us they're currently identifying organisational policies to include the student's role. This is to support student learning and development in relation to skills and procedures included in the Standards of proficiency for registered nurses.

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

Met

R3.4 is met. There is documentary evidence ensuring technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC.

The programme team say there's detailed plans to develop and enhance the use of simulation-based learning in the programme. This will include EBEs who'll be used in simulation-based learning and formative assessment.

A new simulation centre has expanded over the past two years which offers students low to high fidelity simulation-based learning. The centre is operated by a dedicated team, including a clinical skills manager who facilitates the volunteer patient programme. Examples of simulation-based learning include low fidelity paper-based scenarios, using student peers to practice on or part-task trainers. Medium fidelity simulation uses single bed spaces and mannequins. High fidelity simulation uses complete clinical environments and high fidelity simulators with managed physiological responses. Volunteer patients or actors can be involved in complex scenario learning which is student led.

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

Met

R3.5 is met. There's documentary evidence and confirmation by the programme team and students at the visit for processes which take into account students' individual needs and personal circumstances. The programme is student-centred and processes are in place to ensure student wellbeing and reasonable adjustments can be accounted for in practice.

Students tell us they're supported both in the university and when on practice placement. They say they're able to discuss with personal tutors any requirements in relation to reasonable adjustments, support services and referral to occupational health if appropriate. Students tell us the personal tutor system is supportive.

Students say that when on placement they know how to contact the university and feel supported as accommodation is organised if needed when allocated to remote areas. Pastoral support of the students is evident and students feel supported for individual personal circumstances.

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)

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 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

Yes

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

Yes

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

Yes

Outcome
Is the standard met? *Met* **Date:** *24 April 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 4. Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

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

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

Met

R4.1 is met. There's documentary evidence demonstrating partnership and infrastructure to provide support, supervision, learning and assessment in the university and practice learning environments. Governance and quality structures and processes at a range of levels support programme intentions for learning and student achievement. Managing risks and concern processes are detailed. There is a service user action plan and intention to engage with service user and carer representatives throughout the programme implementation, assessment and evaluation. We find evidence of service user and carer engagement in learning and teaching, particularly simulation-based learning sessions.

Documentary analysis and discussion at the approval visit provides assurance that the programme team, in collaboration with PLPs, will ensure student support, supervision, learning and assessment complies with the SFNME. We see and hear evidence of how university and practice learning staff are being prepared for their new roles.

Practice learning agreements are in place and students confirm they're supernumerary, they understand consent, the Code and how to escalate concerns.

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)

Not Met

R4.2 is not met. From documentary analysis and following discussion at the approval visit it's evident there's ongoing work to ensure practice supervisors and practice assessors will be prepared for their role. The all-Scotland approach for

implementing the SSSA and preparing practice supervisors and practice assessors is used and PLPs keep a record of practice supervisors and practice assessors. Practice supervisors and a practice assessor are allocated by a nominated link individual in practice. Students tell us they know that if there's any issues with their practice supervisors or practice assessor they can contact the link lecturer or the practice education facilitator for help. The academic assessor will be identified and prepared for their role by the university. Students and practice learning staff tell us they understand SSSA roles.

Communication between all key stakeholders and PLPs demonstrates how current mentors will undertake practice assessor preparation with the support of the university. Whilst it's acknowledged most practice supervisors will initially be NMC registered nurses, PLPs are proactively working to expand the number of practice supervisors who are registered healthcare professionals from other disciplines. PLPs tell us there are systems in place to monitor and assure capacity for practice supervision and assessment.

Students have opportunity to study abroad. It is not clear from the programme documentation or discussion with the programme team how students will be supervised when undertaking the practice placement abroad. During the approval visit the programme team say this practice placement is observational and does not require a practice supervisor. There are no plans to identify and prepare registered healthcare professionals abroad to be practice supervisors. This must be addressed. (Condition four)

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. There's a policy and process in place to provide students with feedback throughout the programme to support their development. Feed forward and feedback are structured into the programme. Mapping of formative and

summative assessments is in programme documents. Students have opportunities to receive feedback on their performance within both practice and theory settings.

Students tell us they receive timely, developmental and meaningful feedback through a variety of ways. These include verbal feedback on a one to one basis from personal tutors, practice supervisors and practice assessors. There's written feedback in their assignments and in the PAD. EBEs give feedback through formative assessment in simulation-based learning.

Tripartite meetings between student, practice assessor and academic assessor are scheduled and documented in the PAD, with additional meetings organised according to individual student need.

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

Not Met

R4.5 is not met. Mapping documentation does not provide assurance that all Standards of proficiency for registered nurses and programme outcomes are met for the fields of practice for each single and dual awards. It is not clear which module learning outcomes assess which Standards of proficiency for registered nurses. With regard to the PAD, further clarity is needed as to how the dual award proficiencies and platforms are achieved in both fields. (Condition one)

Evidence provides assurance that the following QA approval criteria are met

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

 Yes

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

 Yes

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

 Yes

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

Yes

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

Yes

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

Yes

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

No

There are no plans to identify and prepare registered healthcare professionals abroad to be practice supervisors. (Condition four)

It's unclear which module learning outcomes assess which Standards of proficiency for registered nurses. With regard to the PAD, further clarity is needed as to how the dual award proficiencies and platforms are achieved in both fields. (Condition one)

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

No

There are no plans to identify and prepare registered healthcare professionals abroad to be practice supervisors. (Condition four)

Outcome
Is the standard met?

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Not Met

It's unclear which module learning outcomes assess which Standards of proficiency for registered nurses. With regard to the PAD, further clarity is needed as to how the dual award proficiencies and platforms are achieved in both fields.

Condition one: The AEI must provide accurate mapping documents for the programme outcomes, content and all future nurse requirements including for the EU Directive. (SFNME R2.2, R2.3; SPRNP R2.3, R2.6, R2.11, R4.5)

There's no plans to identify and prepare registered healthcare professionals abroad to be practice supervisors.

Condition four: The AEI must provide specific details and guidance in relation to how practice supervisor preparation will be extended to overseas practice partners. (SFNME R2.3, R2.4; SSSA R2.1, R2.2, R2.7, R5.1; SPRNP R4.2)

Date: *24 April 2020*

Post Event Review

Identify how the condition is met:

Condition one: Detailed mapping documents are provided giving assurance that the programme outcomes, content and all future nurse requirements including for the EU Directive will be met.

Evidence:
SoP mapping BSc nursing (adult), June 2020
SoP mapping BSc nursing (children and young people), June 2020
SoP mapping BSc nursing (mental health), June 2020
SoP mapping BSc (Hons) nursing (adult), June 2020
SoP mapping BSc (Hons) nursing (children and young people), June 2020
SoP mapping BSc (Hons) nursing (mental health), June 2020
SoP mapping BSc (dual Hons) nursing (adult and children and young people), June 2020
SoP mapping BSc (dual Hons) nursing (adult and mental health), June 2020
SoP mapping BSc (dual Hons) nursing (children and young people and mental health), June 2020
Mapping of EU Directive 2005, 4 June 2020
Dynamic syllabus BSc nursing BSc (Hons) nursing 2020-2021, 4 June 2020
Module descriptors BSc nursing - BSc (Hons) nursing, June 2020

Condition one is now met.

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Condition four: The AEI has provided detailed guidance in relation to how practice supervisor preparation will be extended to overseas practice partners.

Evidence:
International learning experiences SoP, 4 June 2020

Condition four is now met.

Date condition(s) met: 12 June 2020

Revised outcome after condition(s) met:

Met

The conditions are met.

Standard 5. Qualification to be awarded

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

R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and

R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to

register their qualification within five years of the award. (R5.2)

Yes

Fall Back Award

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

No

R2.11 is not met at programme level. Documentary evidence is unclear whether unsuccessful students in the final assessed elements on the BSc (Hons) nursing programme for single and dual awards are able to exit with eligibility to register with the NMC (and with a BSc nursing ordinary degree) or not. The programme team are unable to clarify this at the approval visit. (Condition three)

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

No

Documentary evidence is unclear whether unsuccessful students in the final assessed elements on the BSc (Hons) nursing programme for single and dual awards are able to exit with eligibility to register with the NMC (and with a BSc nursing ordinary degree) or not. The programme team are unable to clarify this at the approval visit. (Condition three)

Outcome

Is the standard met?

Not Met

Documentary evidence is unclear whether unsuccessful students in the final assessed elements on the BSc (Hons) nursing programme for single and dual awards are able to exit with eligibility to register with the NMC (and with a BSc nursing ordinary degree) or not. The programme team are unable to clarify this at the approval visit.

Condition three: The AEI must provide details of process and mapping for the exit award with eligibility for NMC registration for BSc (Hons) single and dual award. (SFNME R2.1, R2.2, R2.11)

Date: *24 April 2020*

Identify how the condition is met:

Condition three: The AEI has provided detailed mapping documentation which provides clarity and assurance in relation to the exit award and eligibility for NMC registration for BSc (Hons) single and dual award.

Evidence
BSc nursing route and exit award structure, 3 June 2020
BSc nursing core award data, 4 June 2020
SoP mapping BSc nursing (adult), June 2020
SoP mapping BSc nursing (children and young people), June 2020
SoP mapping BSc nursing (mental health), June 2020
SoP mapping BSc (Hons) nursing (adult), June 2020
SoP mapping BSc (Hons) nursing (children and young people), June 2020
SoP mapping BSc (Hons) nursing (mental health), June 2020
SoP mapping BSc (dual Hons) nursing (adult and children and young people), June 2020
SoP mapping BSc (dual Hons) nursing (adult and mental health), June 2020
SoP mapping BSc (dual Hons) nursing (children and young people and mental health), June 2020

Condition three is now met.

Date condition(s) met: 12 June 2020

Revised outcome after condition(s) met:

Met

The condition is met.

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	No
Academic assessor focused information specific to the programme	No
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)	No
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	No
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 Practice learning handbook for practice supervisors and assessors is provided centrally through national documentation. Mapping documentation for how the education institution meet the Standards for	

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pre-registration nursing programmes and requirements for the SSSA for practice supervisor preparation abroad are subject to conditions.

List additional documentation:
Post visit evidence:
RPL guidelines BSc Nursing – BSc (Hons) nursing, 3 June 2020
RGU nursing student transition document to new curriculum, 4 June 2020
SoP mapping BSc nursing (adult), June 2020
SoP mapping BSc nursing (children and young people), June 2020
SoP mapping BSc nursing (mental health), June 2020
SoP mapping BSc (Hons) nursing (adult), June 2020
SoP mapping BSc (Hons) nursing (children and young people), June 2020
SoP mapping BSc (Hons) nursing (mental health), June 2020
SoP mapping BSc (dual Hons) nursing (adult and children and young people), June 2020
SoP mapping BSc (dual Hons) nursing (adult and mental health), June 2020
SoP mapping BSc (dual Hons) nursing (children and young people and mental health), June 2020
Mapping of EU Directive 2005, 4 June 2020
Dynamic syllabus BSc nursing BSc (Hons) nursing 2020-2021, 4 June 2020
Module descriptors BSc nursing - BSc (Hons) nursing, June 2020
BSc nursing route and exit award structure, 3 June 2020
BSc nursing core award data, 4 June 2020
International learning experiences SoP, 4 June 2020
University conditions email confirmation, 12 June 2020

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: September 2019 cohort - Bachelor of nursing (BN) adult field x two September 2018 cohort - BN (Hons) adult field x one September 2018 cohort - BN adult field x three September 2017 cohort - BN adult field x two September 2017 cohort - BN children and young people field x one	
Service users and carers	Yes

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

Additional comments:
No mental health students are available for the visit.

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Healthcare Improvement Scotland unannounced inspection report: Care of older people in acute hospitals, 6-8 November 2018 Healthcare Improvement Scotland unannounced inspection report: Independent healthcare, 1-2 May 2019 Healthcare environment inspectorate unannounced inspection report: Invasive devices - urinary catheter care, 1-3 November 2017 Inspection and reviews unannounced inspection report: Care of older people in acute hospitals, 17-19 April 2018	
If you stated no above, please provide the reason and mitigation Not required for this visit.	
Additional comments:	

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Issue record			
Final Report			
Author	Nuala Devlin Sophia Hunt	Date	6 May 2020
Checked by	Monica Murphy	Date	16 June 2020

| Submitted by | Amy Young | Date | 24 June 2020 |
| Approved by | Leeann Greer | Date | 26 June 2020 |