

Programme approval visit report

Section one

<p>Programme provider name:</p>	<p>Staffordshire University</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>University Hospital of Derby and Burton NHS Foundation Trust Lighthouse Healthcare Birmingham Children's Hospital Foundation Trust Birmingham Women's Hospital Foundation Trust Severn Hospice Briarhill Nursing Home The Royal Wolverhampton NHS Trust Telford and Wrekin CCG Combat Stress Rachel Gunter Company AMG - Nursing Agency Wolverhampton NHS Trust University Hospitals North Midlands Donna Louise Children's Hospice John Munroe Group Care UK Harley Street Practice Nurse Hope House Children's Respite Hospice JCB Occupational Health John Monroe Independent Hospital Katharine House Hospice Mid Cheshire Hospitals NHS Trust Powys Local Health Board North Staffordshire Combined Healthcare NHS Trust Midlands Partnership NHS Foundation Trust Powys teaching Health Board Moorlands rehabilitation Morris Care Powys Teaching Health Board Mytton Oak Practice Cambrian Medical Centre Prescott Surgery Market Drayton Primary Care Centre Maryville Medical Practice Dawley Medical Practice Alderwood Medical Practice Stafford Health and Wellbeing Wem and Press Medical Practice SaTH NHS Trust</p>

	<p>HMP Drake Hall RJAHS NHS Trust Ramsey Health Care University Hospitals North Midlands Shropshire Community Health NHS Trust Swinfen Hall Young Offenders Centre The Uplands Woodside Medical Practice</p>
<p>Programme(s) reviewed:</p> <p>Programme: Pre-registration nursing - Adult Title of programme: Registered Nurse (Adult) Programme start date: 13 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Pre-registration nursing - Mental Health Title of programme: Registered Nurse (Mental Health) Programme start date: 13 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p> <p>Programme: Pre-registration nursing - Child Title of programme: Registered Nurse (Child) Programme start date: 13 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	
<p>Date of approval</p>	<p>15 October 2019</p>
<p>QA visitor(s):</p>	<p>Registrant Visitor: Kudzai Mafuba Lay Visitor: Philip Stephenson</p>

Section two

Summary of review and findings

Staffordshire University (SU) has presented a three-year full-time BSc (Hons) nursing practice with NMC registration programme (adult, mental health and child fields of practice).

The school of health and social care (the school), the approved education institution (AEI) with practice learning partners (PLPs) and other stakeholders has provided a strong rationale for the proposed programme which aims to 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.

Healthcare education at SU including the pre-registration nursing programme is delivered on three university sites. Practice placements are spread across a wide geographical area including Shropshire, Staffordshire and parts of Powys. There will be one intake per year from September 2020.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level. The Standards for student supervision and assessment (SSSA) (NMC, 2018) are not met at programme level.

The programme is recommended to the NMC for approval subject to four specific conditions. The university made two conditions.

Updated 18 November 2019:

The university has provided documents to meet the NMC conditions and the university conditions. The conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended for approval subject to specific conditions being met

Effective partnership working: collaboration, culture, communication and resources:

<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Condition one. Revise the service user strategy to ensure that it clearly articulates the role of the service user coordinator, and the roles of service users and carers in the design, development, delivery and evaluation of the programme. (SFNME R1.12; SPNP R2.1)</p> <p>Selection, admission and progression:</p> <p>Condition two: Provide recognition of prior learning (RPL) mapping documentation for the programme. (SFNME R2.8; SPNP R1.5, R1.6)</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>Condition three. Revise the practice documentation and course handbook and practice learning handbook to ensure that students transferring to the SSSA but remaining on the NMC (2010) pre-registration nursing Standards programme and proficiencies meet requirements for due regard; and remove references to tables b2, b3 and b4 (mapping of essential skills clusters and domains) from page 10 of the course handbook. (SFNME R2.4; SSSA R6.3; SPNP R2.2)</p> <p>Condition four: Revise documentation to ensure that there is no exit award with NMC registration of nursing associate. (SFNME R2.1, R2.2)</p> <p>Education governance: management and quality assurance:</p> <p>Condition five: Amend the programme specification in relation to award, aims, entry requirements, learning outcomes and a diagram for course structure. (University condition)</p> <p>Condition six: Provide a response to the external academic advisor comments. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>18 November 2019</p>

Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	Implementation of RPL. Implementation of SSSA. Implementation of due regard for the March 2018, September 2018, and March 2019 students.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

SU has submitted documentary evidence to meet the conditions. A revised service user strategy identifying the service user coordinator role and the roles of service users and carers in the design, development, delivery and evaluation of the programme has been proved. Condition one is now met.

RPL mapping documentation is provided for the programme covering academic levels four to academic level seven. Condition two is now met.

Practice assessment documents and ongoing achievement record (OAR), course handbook and practice learning handbook are revised and demonstrate that students transferring to the SSSA but remaining on the NMC (2010) pre-registration nursing Standards programme and proficiencies meet requirements for due regard. References to table b2, b3 and b4 (mapping of essential skills clusters and domains) are removed. Condition three is now met.

References to NMC registration of nursing associate as an exit award are removed from the documentation. Condition four is now met. The SFNME and SPNP are now met.

Confirmation is provided that university conditions are met.

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:	18 November 2019

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 SU, PLPs and service users collaborate in developing the programme. Students confirm they're informed and consulted about the proposed programme. We find a number of processes are in place indicating support, oversight, governance and quality assurance processes for the programme ensure effective learning. There are written partnership agreements in place between the AEI and PLPs 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. Practice and academic staff confirm this. Student evaluations for theory and practice learning are presented and discussed at the practice placement quality committee meetings, which include PLP representation.

We find service users and PLPs currently participate in recruitment and teaching on the current pre-registration nursing programme. PLPs say they're part of the readiness for practice group and the regional Midlands, Yorkshire and East practice learning group (MYEPLG). Service users say their involvement in curriculum development is varied and uncoordinated. A service user involvement coordinator is in post since May 2019, however the service user strategy does not reflect this role and is not updated since 2017. It does not reflect the implementation strategy for service user involvement in programme delivery, assessment and evaluation in the revised programme. It does not reflect requirements of the SFNME (Condition one).

Service users say they receive equality and diversity training.

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.

There are student feedback and reporting mechanisms including module, yearly course, and end of course evaluations. The student voice is encouraged through attendance at school academic committee meetings. This group monitors and aims to improve provision across the school and the student voice is central to this. Students are members of every course committee where their opinions help shape the development of the programme. There are mechanisms for obtaining student, practice learning colleague and service user and carer feedback. Students, PLPs and service users confirm this.

There are opportunities for students to have inter-professional learning in both theory and practice. Students say they're involved in inter-professional learning through simulation-based learning and in practice. Students say they receive support, receive timely feedback and know when their assessments are. Students say SU gives them excellent mechanisms for reflecting on their practice, which is particularly useful in identifying their strengths and weaknesses.

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

Not Met

The service user strategy does not reflect the service user coordinator role, is not updated since 2017 and does not reflect requirements of the SFNME. (Condition one) (SFNME R1.12; SPNP R2.1)

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

The service user strategy does not reflect the service user coordinator role, is not updated since 2017 and does not reflect requirements of the SFNME.

Condition one. Revise the service user strategy to ensure that it clearly articulates

the role of the service user coordinator, and the roles of service users and carers in the design, development, delivery and evaluation of the programme. (SFNME R1.12, SPNP R2.1)

Post Event Review

Identify how the condition is met:

Condition one: The revised service user strategy identifies the service user coordinator role and demonstrates the roles of service users and carers in the design, development, delivery and evaluation of the programme.

Evidence:

Service user strategy, November 2019

Condition one is met.

Date condition(s) met: 18 November 2019

Revised outcome after condition(s) met:

Met

Condition one is now met.

Student journey through the programme

Standard 1. Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

R1.8 ensure that all those enrolled on pre-registration nursing programmes are

compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Not Met

R1.5 is not met. We found documentary evidence to demonstrate policies to support the RPL process and accreditation of prior learning for a maximum of 50 percent of the programme. The RPL process complies with Article 31(3) of Directive 2005/36/EC. An external examiner who reports to the assessment board reviews RPL portfolios. An RPL mapping template detailing which NMC 2018 Standards of proficiency for registered nurses and module learning outcomes against which prior learning can be awarded is not provided or the type of evidence accepted. (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. Documentary evidence indicates the maximum limit of 50 percent RPL does not apply to students who are currently NMC registered nurses without restrictions on their practice. Registered nurses will be considered on an individual basis and have their prior learning mapped to the Standards of proficiency for registered nurses and programme outcomes and may be eligible for a greater proportion of the programme to be recognised.

The programme specification states these applicants will have their prior learning mapped to the proposed programme. However, there is no mapping detailing which NMC 2018 Standards of proficiency for registered nurses and module learning outcomes against which exemption for prior learning can be awarded. (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 (ORA) and practice assessment document (PAD)

are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

Met

R1.7 is met. We found a variety of assessments are used throughout the programme to develop numeracy, literacy, digital and technological literacy skills needed to meet programme outcomes.

The practice assessment document is mapped to the Standards of proficiency for registered nurses. The programme team tell us an electronic version of the Midlands, Yorkshire and East practice assessment document (MYEPAD) is being developed and will help students develop their competence in numeracy, literacy, digital and technological literacy and IT literacy skills. A range of opportunities for students to develop their skills are provided including submitting assessments online, undertaking presentations using electronic media, completing online examinations and accessing eLearning resources on Blackboard. Students confirm access to skills space which specifically supports them to develop these skills throughout the programme. Numeracy is developed in the MYEPAD through preparation for prescribing where medicines management, drug calculations, numeracy and measuring vital signs are taught and assessed. Progress in developing these skills is recorded in the OAR.

The programme specification outlines the assessment strategy and details progression requirements. Students will meet with their personal tutor three times each year to support them to progress.

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

Current students confirm they're informed about the proposed changes to practice

supervision and assessment. Students say they're informed about the development of the curriculum via email.

Documentary evidence and discussion with the programme team tells us students from the March 2018, September 2018, and March 2019 cohorts will transfer from the Standards for learning and assessment in practice (NMC, 2008) to the SSSA. However, the practice documentation, course handbook, and practice learning handbook fail to ensure that students transferring to the SSSA but remaining on the NMC (2010) pre-registration nursing Standards programme will meet requirements for due regard, and there are incorrect references to appendices regarding essential skills clusters and domains in the course handbook (Condition three). Interrupted students returning after the NMC (2010) Standards for pre-registration nursing has run out will be awarded RPL using the RPL process.

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

An RPL mapping template detailing which NMC 2018 Standards of proficiency for registered nurses and module learning outcomes against which prior learning can be awarded is not provided or the type of evidence accepted. This applies to undergraduate entry and registered nurses without restrictions on practice seeking registration in another field of practice. (Condition two)

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

No

An RPL mapping template detailing which NMC 2018 Standards of proficiency for registered nurses and module learning outcomes against which prior learning can be awarded is not provided or the type of evidence accepted. This applies to undergraduate entry and registered nurses without restrictions on practice seeking registration in another field of practice. (Condition two)

Programme documentation fails to ensure students transferring to the SSSA but remaining on the NMC (2010) pre-registration nursing Standards programme will meet requirements for due regard, and there are incorrect references to appendices regarding essential skills clusters and domains in the course handbook. (Condition three)

Outcome

Is the standard met?

Not Met

An RPL mapping template detailing which NMC 2018 Standards of proficiency for registered nurses and module learning outcomes against which prior learning can be awarded is not provided or the type of evidence accepted. This applies to undergraduate entry and registered nurses without restrictions on practice seeking registration in another field of practice.

Condition two: Provide RPL mapping documentation for the programme. (SFNME R2.8; SPNP R1.5, R1.6)

Programme documentation fails to ensure students transferring to the SSSA but remaining on the NMC (2010) pre-registration nursing Standards programme will meet requirements for due regard, and there are incorrect references to appendices regarding essential skills clusters and domains in the course handbook.

Condition three: Revise the practice documentation and course handbook and practice learning handbook to ensure that students transferring to the SSSA but remaining on the NMC (2010) pre-registration nursing Standards programme meet requirements for due regard; and remove references to tables b2, b3 and b4 (mapping of essential skills clusters and domains) from page 10 of the course handbook. (SFNME R2.4; SSSA R6.3; SPNP R2.2)

Date: 18 November 2019

Post Event Review

Identify how the condition is met:

Condition two: An RPL claim template detailing evidence required against NMC 2018 Standards of proficiency for registered nurses programme and module learning outcomes for prior learning can be awarded is provided. The RPL application template covers academic level four to academic level seven and applies to undergraduate entry and registered nurses without restrictions on practice seeking registration in another field of practice.

Evidence:

RPL application (for use with pre-registration nursing programmes), level four to level seven, November 2019

Condition two is now met.

Condition three: Revised practice assessment documentation, student practice learning document and course handbook for students transferring to the SSSA but remaining on the NMC (2010) pre-registration nursing Standards programme with due regard is provided. Incorrect references to appendices regarding essential skills

clusters and domains in the course handbook are removed.

Evidence:

Course handbook, November 2019

Student practice learning handbook, November 2019

Assessment of practice records (adult, children's, and mental health nursing),
November 2019

Condition three is met.

Date condition(s) met: 18 November 2019

Revised outcome after condition(s) met:

Met

Conditions two and three are now met.

Standard 2. Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.1 is not met. The service user strategy does not reflect the service user coordinator role, is not updated since 2017 and does not reflect requirements of the SFNME. (Condition one)

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

No

R2.2 is not met. The AEI and PLPs have an implementation strategy for the SSSA.

Programme documentation shows current pre-registration nursing students will transfer to the SSSA but remain on the NMC (2010) Standards for pre-registration nursing. However, practice documentation, the course handbook and practice learning handbook fail to ensure students transferring to the SSSA will meet requirements for due regard. (Condition three)

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

Yes

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

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

Met

R2.4 is met. The shared nursing across the lifespan module shows how other healthcare professionals will be involved in inter-professional learning in both theory and practice learning. Students are taught in mixed groups in shared modules. There are a number of shared modules in the programme to ensure that areas such as professionalism, accountability, ethical practice and principles of caring are covered by all students.

Documentation and discussion at the visit confirm students will experience all four fields of practice in both theory and practice learning. The programme brings together different professional groups including student paramedics, operating department practitioners, medical students, fire and rescue, armed forces, midwives

and social workers in classroom teaching, skills sessions, simulation-based learning, conferences and practice learning. Inter-professional learning opportunities take place during external events such as drama productions highlighting the impact of dementia.

Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

Met

R2.5 is met. Documentary evidence confirms the pre-registration nursing programme is designed with adult, mental health, and children's nursing routes. Students will have most of their practice experience in their chosen field for registration. The programme has shared and field specific learning outcomes and content. Students confirm they learn theory and have practice learning in their chosen 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. There is evidence of mapping to ensure field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. The human factors module has specific content relating to safeguarding and risk management. The preparation for prescribing module covers pharmacology

and medicines administration and optimisation. The MYEPAD outlines the practice competencies in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. Students say they're given opportunities to learn about the law, safeguarding, pharmacology, and medicines management relevant to their chosen field of nursing 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)

Met

R2.9 is met. The programme specification shows theory-learning hours are 2400 and 2400 for practice learning. A programme plan detailing an equal balance of theory and practice learning is provided and demonstrates sufficient programme time for students to meet NMC requirements. Programme documentation, module descriptors and student facing documentation detail designated hours and practice learning allocation. The AEI allocates practice learning placements and records are shared with PLPs. Practice placements are mapped to ensure students have a variety of experiences throughout the programme. Students confirm they have appropriate placements in a variety of settings. Students confirm their learning hours are recorded for both theory and practice. The programme plan provides opportunities for students to retrieve unmet programme hours and students confirm this.

Learning and teaching strategies are explained in the programme specification and course handbook. Learning and teaching strategies include lectures, seminars and simulation-based learning. Assessment strategies include objective structured clinical examination (OSCE), reflective accounts, essays, presentations and essays.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice

(R2.11)

Yes

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

Yes

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

No

The programme is for single award only.

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

Yes

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

No

The service user strategy does not reflect the service user coordinator role, is not updated since 2017 and does not reflect requirements of the SFNME. (Condition one)

Practice documentation, the course handbook and practice learning handbook fail to ensure students transferring to the SSSA will meet requirements for due regard. (Condition three)

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

No

Practice documentation, the course handbook and practice learning handbook fail to ensure students transferring to the SSSA will meet requirements for due regard. (Condition three)

Outcome

Is the standard met?

Not Met

The service user strategy does not reflect the service user coordinator role, is not updated since 2017 and does not reflect requirements of the SFNME.

Condition one: Revise the service user strategy to ensure that it clearly articulates the role of the service user coordinator, and the roles of service users and carers in the design, development, delivery and evaluation of the programme. (SFNME R1.12, SPNP R2.1)

Practice documentation, the course handbook and practice learning handbook fail to ensure students transferring to the SSSA will meet requirements for due regard.

Condition three. Revise the practice documentation and course handbook and practice learning handbook to ensure that students transferring to the SSSA but remaining on the NMC (2010) pre-registration nursing Standards programme meet requirements for due regard; and remove references to table b2, b3 and b4 (mapping of essential skills clusters and domains) from page 10 of the course handbook. (SFNME R2.4; SSSA R6.3; SPNP R2.2)

Date: 18 November 2019

Post Event Review

Identify how the condition is met:

Condition one: The revised service user strategy identifying the service user coordinator role and demonstrates the roles of service users and carers in the design, development, delivery and evaluation of the programme.

Evidence:

Service user strategy, November 2019

Condition one is met.

Condition three: Revised practice assessment documentation, student practice learning document and course handbook for students transferring to the SSSA but remaining on the NMC (2010) pre-registration nursing Standards programme with due regard is provided. Incorrect references to appendices regarding essential skills clusters and domains in the course handbook are removed.

Evidence:

Course handbook, November 2019
Student practice learning handbook, November 2019
Assessment of practice records (adult, children's, and mental health nursing),
November 2019

Condition three is now met.

Date condition(s) met: 18 November 2019

Revised outcome after condition(s) met:

Met

Conditions one and three are now met.

Standard 3. Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

Met

R3.1 is met. The programme team tell us Blackboard will be used as the virtual learning platform for the programme. Blackboard Collaborate is used to deliver teaching at the three campus sites simultaneously and ensures consistency of teaching across sites. The programme team and students tell us students are taught separately in field specific modules.

A number of practice placement learning profiles are provided giving an overview of the learning opportunities for students. Placement profiles confirm opportunities for students to provide safe and effective care across the four fields of nursing practice. Students confirm they have opportunities for practice learning in all four fields of practice. The MYEPAD is used to record practice placement learning opportunities.

Module specifications demonstrate students are prepared during theory sessions for practice. This ensures they have knowledge and understanding of the care requirements for diverse patient groups across a range of ages. Practice placement plans confirm students will have exposure to all the four fields.

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

Met

R3.2 is met. The MYEPAD and OAR demonstrate students will learn through a variety of experiences and gain knowledge and skills expected of registered nurses to meet the holistic needs of people of all ages. PLPs tell us practice learning leads ensure students have a breadth of experience during their practice learning experiences. Specific areas of clinical practice opportunities will be used including accident and emergency, minor injuries units, theatres, public health, prisons and general practice.

A range of practice placements are planned for all students to experience the diversity and variety of nursing within their chosen field. Practice placement learning includes acute care and community-based experiences. During the programme students will experience care across the 24-hour span of duty. Practice placement audits are undertaken collaboratively between the AEI and PLPs. Readiness for practice meetings involving PLPs and the AEI provide a platform for monitoring practice learning opportunities for students. There's a process for students to escalate concerns, which is documented in the practice learning handbook. Students and PLPs confirm they understand the process of escalating concerns. There is a fitness to practice process. Students and PLPs confirm they're familiar with the process. The AEI and PLPs have a process for sharing reports by regulatory bodies. The AEI and PLPs share and discuss student evaluations of practice learning. There is a process for developing action plans in the event of adverse outcomes of regulatory reports and student practice evaluations. The audit process outlines processes for withdrawing and re-instating practice learning placements in the event of adverse regulatory reports and negative student evaluations. Students confirm they provide practice evaluations.

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. Communication and relationship management skills and nursing procedures are mapped to theory modules and in the MYEPAD. These skills will be developed then summatively assessed in theory and practice.

Educational audits identify practice learning opportunities available in each placement. Students tell us they have access to a wide range of practice placements which are planned so they can develop communication and relationship management skills. PLPs tell us they work collaboratively to ensure students have opportunities for spoke experiences and develop all skills and nursing procedures. There's documentary evidence and an expectation students become more proficient in these skills as the programme progresses. The programme offers sufficient practice learning experiences to meet the Standards of proficiency for registered

nurses and prepares students for entry to the register. Students confirm they have opportunities to develop and practice all skills and procedures. They feel the programme prepares them for entry to the register.

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. Technology enhanced learning is embedded in the programme and this includes technology enhanced simulation facilities. Simulation-based learning opportunities are identified in module specifications. Technology enhanced and simulation-based learning is used effectively and proportionately. The programme team tell us a senior lecturer in patient safety and simulation is recently appointed to enhance the student experience of simulation-based learning. This is confirmed by students. Documentation explains the AEI has eight clinical skills laboratories across three sites, which have high fidelity clinical manikins for enhancing and rehearsing clinical skills in a safe environment. The programme provides assurance the adult field of practice complies with Article 31(5) of Directive 2005/36/EC.

The school works in collaboration with technical services in the AEI to offer dedicated technical specialists with healthcare backgrounds to support simulation-based learning and skills teaching. Students tell us they're provided opportunities to access simulation facilities to practise their skills.

We found Blackboard is used as the digital hub for student information. All students are offered drop-in sessions to develop digital literacy, study and numeracy skills by library services. Students tell us learning and support is effective for developing their skills. Students say they have opportunities to engage in technology enhanced learning, for example, electronic prescriptions, online numeracy packages, electronically recording patient observations and clinical notes. Some simulated learning involves service users and may include case studies and assessing deteriorating patients.

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. Programme documentation explains the personal tutor, occupational health and the student guidance team play leading roles in identifying students who may need reasonable adjustments. Programme documentation shows students can be referred to student guidance services for support with any additional learning

needs for both theory and practice. Student facing documentation makes reference to reasonable adjustments. Students tell us they are informed of reasonable adjustments at selection and throughout the programme. They say SU considers their needs and any issues relating to the wider geographical distribution of practice placements. They tell us they're informed of the need to travel during recruitment and selection.

PLPs confirm practice placement allocations take account of students' individual circumstances if they have specific needs, learning support agreements or personal circumstances. Occupational health needs are taken into consideration when placing students, and risk assessments are carried out with PLPs to ensure the safety of the student and the public.

The extenuating circumstances policy gives students who have difficulties the opportunity to explore mitigation, late submission or deferred submission should this be necessary. Students confirm opportunities for staggered assessments are provided if needed.

All students are assigned a personal tutor for academic and pastoral support including signposting students to appropriate services. Students tell us support offered by personal tutors is excellent and speak highly of their help and advice with any personal or educational issues.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 15 October 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4. Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

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

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

Met

R4.1 is met. Partnership agreements identify shared responsibility, provision of resources and accountability for the programme between the AEI and PLPs. The course handbook, programme learning handbook, and practice assessment documentation confirm requirements for adherence to the Code, obtaining consent for care from service users and information on escalating concerns. Programme documentation confirms students are supernumerary. The programme demonstrates

all NMC outcomes and proficiencies can be met. Student progression demonstrates increasing independence towards programme completion.

The AEI, in partnership with PLPs in MYEPLG, agree a regional approach to ensure implementation of the SSSA. SU has processes of approval and academic planning ensuring all professional and external quality benchmarks are met. Educational review meetings take place between the school and stakeholders to monitor resources, programme provision and gather feedback for learning lessons in partnership working. PLPs tell us there are monthly meetings where student experiences of practice learning are discussed.

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 programme uses the regional MYEPLG process for implementing the SSSA. MYEPLG has timelines for preparing practice supervisors and practice assessors which is mirrored by the school's strategy of transition to NMC (2018) Standards. A programme of readiness for practice meetings are ongoing and involve all PLPs. The new practice supervisor and practice assessor preparation programme is being rolled out for the programme start date in September 2020. Pre-registration nursing students on the new programme will be prepared to be practice supervisors during the programme. The MYEPAD identifies practice supervisors, practice assessors and academic assessors.

A register for practice supervisors and practice assessors is maintained by PLPs. The AEI maintain a register of practice supervisors and practice assessors for the independent and voluntary sectors.

All academic staff who are eligible to be academic assessors are being prepared in line with the SSSA through attending update sessions held in SU. There's a strategy for preparing practice supervisors, practice assessors, link lecturers, and practice education facilitators in time for the implementation of the programme. There's a regional strategy for preparing other health and social care professionals to become practice supervisors. PLPs tell us they have responsibility for allocating practice supervisors and practice assessors.

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. The AEI has an assessment and feedback strategy for both theory and practice learning. Programme and student facing documentation details formative and summative assessments for the programme. The MYEPAD identifies formative and summative assessment in each practice placement. Action planning tools are included in the MYEPAD and give students information on how to achieve proficiencies, if necessary and progress through the programme.

Service user feedback forms are part of the MYEPAD and are used to inform student practice. Students tell us they receive timely feedback for theory and practice assessments, which helps them develop.

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 Standards of proficiency are mapped to programme learning outcomes and in the MYEPAD. Documentation demonstrates students who successfully complete the programme will meet the Standards of proficiency for registered nurses and programme outcomes for the fields of adult, mental health, and children's nursing. Academic assessors will monitor student progression. There is a different academic assessor for each part of the programme. There is a progression point at the end of each year in line with AEI regulations. Failure to progress will be managed through the award board.

We found mapping documents of planned student practice experiences. Students tell us they're informed of their practice placements in a timely manner. They confirm having opportunities for spoke learning experiences where appropriate. PLPs tell us practice learning placements are planned, organised and allocated in advance by the AEI. PLPs confirm information is shared with them by the AEI in advance. PLPs confirm they keep and maintain a register of practice supervisors and practice assessors and tell us there's sufficient capacity to deliver the new Standards of proficiency. PLPs tell us policies relating to student practice learning are being revised to reflect the need for students to practice new skills. The AEI and PLPs

confirm there're sufficient staff with skills to facilitate learning for programme outcomes and the Standards of proficiency for registered nurses in the university and practice settings.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 15 October 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5. Qualification to be awarded

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

Yes

Fall Back Award

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

No

Programme documentation identifies an exit award of nursing associate. However, there is no mapping of programme outcomes and hours to the existing approved pre-registration nursing associate programme. References to nursing associate as an exit award must be removed from programme documentation. (Condition four)

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

Yes

Outcome

Is the standard met?

Not Met

There is no mapping of programme outcomes and hours to the existing approved pre-registration nursing associate programme. References to nursing associate as an exit award must be removed from programme documentation.

Condition four: Revise documentation to ensure that there is no exit award with NMC registration of nursing associate. (SFNME, R2.1, R2.2)

Date: 18 November 2019

Post Event Review

Identify how the condition is met:

Condition four: Programme documentation is revised and does not make references to NMC registration of nursing associate as an exit award. The programme specification states intermediate awards are certificate of healthcare studies, and diploma in healthcare studies.

Evidence:

Programme specification, November 2019
Course handbook, November 2019

Condition four is met.

Date condition(s) met: 18 November 2019

Revised outcome after condition(s) met:

Met

Condition four is now 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 (ORA)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	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 visit evidence: Service user strategy, November 2019 RPL application (for use with pre-registration nursing programmes, level four to level	

seven, November 2019
Course handbook, November 2019
Student practice learning handbook, November 2019
Assessment of practice records (adult, children's, and mental health nursing),
November 2019
Programme specification, November 2019

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:	
One x adult registered nurse (recently qualified)	
One x year three pre-registration student nurse (adult)	
One x year three pre-registration student nurse (child)	
Two x year two pre-registration student nurse (adult)	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List	
Birmingham Children's Hospital NHS Foundation Trust, 17-19 May 2016	
Shrewsbury and Telford Hospital NHS Trust, 28 August-21 September 2018	
Shrewsbury and Telford NHS Trust, the Princess Royal Hospital, 15 April 2019	

Shrewsbury and Telford Hospital NHS Trust, the Royal Shrewsbury Hospital, 16
April 2019

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

Not required, existing AEI.

Additional comments:

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author	Kudzai Mafuba Philip Stephenson	Date	16 October 2019
Checked by	Monica Murphy	Date	2 December 2019
Submitted by	Amy Young	Date	4 December 2019
Approved by	Leeann Greer	Date	4 December 2019