Nursing & Midwifery Council

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

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Programme approval visit report

Section one

Programme provider name:	University of Suffolk
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Norfolk and Suffolk NHS Foundation Trust Colchester Hospital University NHS Foundation Trust James Paget University Hospitals NHS Foundation Trust Norfolk and Norwich University Hospitals NHS Foundation Trust Ipswich Hospital NHS Trust West Suffolk Hospital NHS Foundation Trust Cambridgeshire Community Services NHS Trust Private voluntary and independent healthcare providers
Programmes reviewed: (*Tick all that apply)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Child ☒ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☒
Title of programme(s):	BSc (Hons) Adult Nursing BSc (Hons) Mental Health Nursing BSc (Hons) Children's Nursing
Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse – Child	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7

	SCQF
	☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	25 March 2019
Programme start date: RN – Adult RN – Child RN - Learning Disabilities RN - Mental Health	7 September 2019 7 September 2019 N/A 7 September 2019
QA visitor(s):	Registrant Visitor: Elizabeth Gormley-Fleming Lay Visitor: Sandra Stephenson

Summary of review and findings
The University of Suffolk (UoS) (the university) is an established provider of pre-registration nursing programmes. The programme presented for approval is a three-year full-time BSc (Hons) in adult nursing, children's nursing and mental health nursing. There are three final awards BSc (Hons) adult nursing, BSc (Hons) children's nursing and BSc (Hons) mental health nursing. The programme is part of the undergraduate portfolio in the school of health sciences (the school).   The programme documentation and approval visit confirm there are effective partnership arrangements between UoS and practice learning partners (PLPs) at operational and strategic level across NHS, voluntary, private and independent sectors. There's clear evidence of collaboration with stakeholders in the development of the programme.   The programme has been mapped against the Standards for pre-registration nursing programmes (SPNP) and the Standards of proficiency for registered nurses (NMC, 2018).   The programme consists of four theory modules and one practice module each year. There's a clear and comprehensive practice assessment document (PAD) and associated guidelines developed by the Midlands, Yorkshire and East (MYE) practice learning group. The school has been fully engaged in the development of the MYEPAD and have been active partners in the steering group.   Service users and carers have been very involved in the development of the programme. Current students' opinions have been sought and reflected in the curriculum presented for approval.   We found evidence of effective partnerships between the UoS and PLPs in relation to adverse care quality commission (CQC) quality reports. We are assured that effective risk management strategies and collaborative action plans are in place and updated as required.   The programme is recommended to the NMC for approval subject to five conditions. There are three recommendations.   Updated 7 May 2019   UoS submitted revised documentation which provides evidence that meets all five conditions.   The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐
	Programme is recommended for approval subject to specific conditions being met ☒
	Recommended to refuse approval of the programme ☐
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 three: To produce two recognition of prior learning (RPL) mapping tools against the standards; one to evidence RPL for applicants up to 50 percent of the programme and one for registered nurses eligible for more than 50 percent of the programme. (SPNP R1.5 and R1.6 and Standards framework for nursing and midwifery education (SFNME) R2.8) Condition four: To provide further detail on the manner in which digital and technology literacy will be developed to meet necessary capabilities on entry to the programme. (SPNP R1.1.7 and SFNME R2.1) **Practice learning:** Condition one: To provide an operational implementation plan, including a timeline, for the identification and preparation of practice supervisors, practice assessors and academic assessors to meet the Standards for student supervision and assessment (SSSA) in practice for this programme. (SPNP R4.2; SFNME R2.4 and SSSA R1.4) Condition two: To detail the manner in which current students will be prepared for the transfer to the SSSA and to provide an updated practice assessment document (PAD) for these students. (SPNP R4.1; SFNME R2.1 and SSSA R1.4) **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:**

	Condition five: To review documentation, as necessary, to remove typographical errors and to resolve ambiguities associated with assessment. (university)
Date condition(s) to be met:	7 May 2019
Recommendations to enhance the programme delivery:	Recommendation one: To continue to develop and evaluate service user involvement in the programme. (SFNME R1.12 and R5.14)
	Recommendation two: To continue to review the formative and summative assessment strategy with a view to enhancing student learning and professional development. (university)
	Recommendation three: To continue to explore the use of learner analytics, for example from data available from Brightspace. (university)
Focused areas for future monitoring:	Supernumerary status of students on all placements.
	Evaluation of the implementation of the SSSA.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

An operational plan for the identification and preparation of practice supervisors, practice assessors and academic assessors submitted by UoS meets the requirements of condition one. Condition one is now met. SPNP R4.2, SFMNE R2.4 and SSSA R1.4 are now met.

UoS provided documentation evidencing arrangements for the transfer of students to the SSSA. Revised PADs, letters to students, posters, and dates of training events for using the PAD provide evidence that meets condition two. Condition two is now met.

SPNP R4.1, SFMNE R2.1 and SSSA R1.4 are now met.

Two mapping documents for RPL submitted by UoS; a mapping against the programme outcomes and a mapping against the NMC standards of proficiency as well as guidance on the process provide evidence that meets condition three. Condition three is now met.

SPNP R1.5 and R1.6 and SFNME R2.8 are now met.

UoS provided documentary evidence which details the manner in which digital and technology literacy will be developed to meet the necessary capabilities on entry to the programme. The evidence meets condition four.

SPNP R1.1.7 and SFNME R2.1 are now met.

Revised programme documentation provided by UoS evidences that all typographical errors and ambiguities in the programme documentation have been corrected to meet condition five. (university)

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	None identified.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	7 May 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

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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.

Documentary analysis and findings at the approval visit confirm that there's an established relationship between the university, PLPs, service users and stakeholders. The UoS has engaged with PLPs and consulted with stakeholders, service uses and students on the development of the programme. The faculty senior management team and senior managers representing PLPs confirm that there's an effective strategic working relationship and mutual regard for both parties.

Documentary evidence details how high-level data is shared and acted upon to make effective changes and enhancements to partnership working. All PLPs confirm their staff complete equality and diversity training as part of their mandatory training requirements. The service users we spoke with confirm that they've completed this training also.

We found that there are established communication processes between the university, PLPs, service users and the student body. These include for example. the role of the link lecturer, service user led conference days and recruitment and selection practices. Various forums, for example the pre-registration operational group (PROG), education partnership forum, community education group and practice education group, are established between the university and PLPs to facilitate this. Service users are represented on the school academic committee ensuring oversight and strategic input into the operational aspects of the School.

We heard that students are elected to be their course representative. The students tell us that they are listened to in theory and practice settings.

There are a range of partnership governance systems in place: for example, the 'securing education standards' process and the risk- based monitoring and enhancement process. The educational audit process is managed by the UoS and audits are completed jointly by a member of staff from UoS and PLPs. The documentary evidence identifies how issues arising from educational audits are managed collaboratively via action plans. There's an established process in place for the withdrawal and reintroduction of placements in conjunction with PLPs.

The PLPs tell us that they're members of the PROG and they attend the annual risk-based monitoring and enhancement process (RiME) stakeholder event. The education partnership forum terms of reference clearly identify the collaborative arrangement between the UoS and PLPs to monitor, review and enhance practice learning. PLP's confirmed their involvement in this forum.

Senior managers report that an investment is being made in a database that will manage placement allocation more effectively. This development has been as a result of feedback on the effectiveness of the communication with all stakeholders about placement allocation.

The programme team confirm students have exposure to a range of practice learning environments to enable them to work with and learn from a arrange of people with diverse needs. The students we met gave examples of when this has happened in their programme. The students also told us how they share knowledge with students from other nursing field pathways in the classroom.

Service users and carers tell us they're very involved in programme development and delivery of the current programme including student recruitment and selection. They also confirm they've been consulted and involved with the development of the new programme which they describe as a positive experience.

There's a mental health focused service user group supported by the mental health academic staff. This arrangement is described as effective in supporting the service users' needs, feeding into teaching and the student experience. Hard to reach people are included in the group providing valuable insights for the students learning.

The programme team provided examples of how school aged children are involved in interviewing for potential students. This includes children and young people who write their own questions and interview candidates. We are assured that this is well thought out and that the children are suitably prepared for this activity.

The team told us that they are planning to expand the service users and carers involvement in the programme to include simulation activities. A recommendation is made for the programme team to continue to evaluate the increased development of service users in the programme. (Recommendation one)

The programme team promote and value service user and carer involvement in learning, teaching and assessment. They acknowledge the positive contribution this makes to student learning and in promoting public protection.

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 ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

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 ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

Standards and requirements are met. However, a recommendation is made.

Recommendation one: To continue to develop and evaluate service user involvement in the programme. (SFNME R1.12 and SPNP R5.14)

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

R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide

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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

1.8 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 programme*s (NMC, 2018).

Findings against the standard and requirements

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 ☒   **NO** ☐

- 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 ☐   **NO** ☒

R1.1.7 is not met. Entry assessment of digital and technological literacy is determined by the applicant's ability to successfully complete the on-line application. We conclude that this is insufficient to demonstrate capability and that digital literacy is not effectively assessed on admission. The team are required to provide further detail on the manner in which digital and technology literacy will be

determined to meet necessary capabilities on entry to the programme. (Condition four)

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

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

MET ☐   **NOT MET** ☒

R1.5 is not met. The university has an RPL process in place. All claims for recognition of prior experiential learning are subject to internal moderation and external examining processes. RPL claims are then checked and ratified through a board of examiners. The programme team tell us that the RPL process is mainly used for students who wish to transfer their existing credits from a pre-registration nursing programme from another AEI. This is normally into the second year of the programme. RPL is considered on an individual basis and the applicant is supported through this process. The programme team told us that requests for RPL outside of this is not usual and this isn't accommodated for in the process. We didn't see a mapping document that would map prior theoretical and practice learning to the programme outcomes. The team are required to provide a mapping tool to support a process for applicants who wish to request RPL up to a maximum of 50 percent of the programme. (Condition three)

Documentary evidence confirms the programme complies with Article 31(3) of Directive 2005/36/EC.

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)

MET ☐   NOT MET ☒

R1.6 is not met. The current RPL process doesn't consider how previous learning for registered nurses who wish to undertake study in another field of nursing would be scrutinised. The team are required to produce mapping tools against the Standards of proficiency for registered nurses and programme outcomes to evidence RPL for registered nurses eligible for more than 50 percent of the programme. (Condition three)

- 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 ☒   NOT MET ☐

R1.7 is met. There are clear strategies to support the students to achieve numeracy, literacy and digital and technology literacy skills during the programme. There's a large amount of online and digital content in the programme and there's an online learning platform, 'Brightspace' and e-learning packages such as 'Safe-medicate'. Details of how these are used for assessment was provided by the programme team.

There is a summative numeracy assessment requiring a 100 percent pass in year two for adult and mental health students and year three for those on the children's nursing pathway.

The introduction of a mandatory 500 words essay at the start of the programme provides an early opportunity for students to receive written and verbal feedback from their personal tutor about their writing proficiency. It's also used as a diagnostic tool to highlight the need for learning support and additional study skills sessions. Documentary evidence and discussion at the approval visit provide assurance that study skills are embedded throughout the programme. Numeracy, literacy, digital and technological skills are summatively assessed in theory and practice.

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)

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YES ☒ **NO** ☐

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place

MET ☒ **NOT MET** ☐

The UoS is not transferring any current student cohorts to the proposed programme. This was confirmed by the programme team. However, all current student cohorts will transfer to the SSSA in September 2019. This transfer arrangement is clearly identified in the SSSA implementation strategy document and transition model developed through collaboration with local and regional stakeholders. This arrangement was confirmed by PLPs at the approval visit.

The students we met confirm that they've not been informed about this transfer. The students have no knowledge of the SSSA requirements or practice supervisor, practice assessor or academic assessor roles. The university told us that they are awaiting the outcome of the programme approval before informing the students about the transfer arrangements. (Condition two) (see R4.1)

Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes

MET ☐ **NOT MET** ☒

R1.6 is not met. The current RPL process doesn't consider how previous learning for registered nurses who wish to undertake study in another field of nursing would be scrutinised. The team are required to produce mapping tools against the Standards and programme outcomes to evidence RPL for registered nurses eligible for more than 50 percent of the programme. (Condition three)

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

YES ☐ **NO** ☒

SFNME R2.8 requires that a robust RPL policy is in place. UoS has an RPL policy in place, however, the application of this policy to the programme isn't robust. It's not clear how prior theoretical and experiential learning will be mapped against programme learning outcomes and the Standards of proficiency for registered nurses (NMC, 2018).

Condition three: To produce two recognition of prior learning (RPL) mapping tools against the standards; one to evidence RPL for applicants up to 50 percent of the programme and one for registered nurses eligible for more than 50 percent of the programme. (SPNP R1.5 and R1.6 and SFNME R2.8)

SFNME R2.1 requires that the university ensures the programme complies with all relevant regulatory, professional and educational requirements. The submission of an on-line application form is insufficient to demonstrate capability and digital literacy.

Condition four: To provide further detail on the manner in which digital and technology literacies will be developed to meet necessary capabilities on entry to the programme. (SPNP R1.1.7 and SFNME R2.1)

Outcome

Is the standard met?	MET ☐	NOT MET ☒

SPNP R1.5 is not met. It's not explicit in the documentation how applicants seeking to claim up to 50 percent RPL will be assessed. Details including mapping tools are required to provide assurance that this requirement is met.

Condition three: To produce two recognition of prior learning (RPL) mapping tools against the standards; one to evidence RPL for applicants up to 50 percent of the programme and one for registered nurses eligible for more than 50 percent of the programme. (SPNP R1.5 and R1.6 and SFNME R2.8)

SPNP R1.6 is not met. It's not explicit in the documentation how registered nurses eligible to claim more than 50 percent RPL will be assessed. Details including mapping tools are required to provide assurance that this requirement is met.

Condition three: To produce two recognition of prior learning (RPL) mapping tools against the standards; one to evidence RPL for applicants up to 50 percent of the programme and one for registered nurses eligible for more than 50 percent of the programme. (SPNP R1.5 and R1.6 and SFNME R2.8)

SPNP R1.1.7 is not met. Submission of an online application form is insufficient to determine digital and technological capability for entry to the programme.

Condition four: To provide further detail on the manner in which digital and technology literacies will be developed to meet necessary capabilities on entry to the programme. (SPNP R 1.1.7 and SFNME R2.1)

Date: 25 March 2019

Post event review

Identify how the condition(s) is met:

Condition three:

The UoS has provided documentary evidence that includes an RPL claim form that the applicant will complete prior to entry to the programme. Guidance is provided on how to complete the form and the type of evidence required. Two mapping tools are provided. Both demonstrate how the programme learning outcomes are mapped against the Standards of proficiency for registered nurses. One mapping evidences an RPL claim for applicants who can claim up to 50 percent of the programme. The second mapping evidences how a registered nurse eligible for more than 50 percent of the programme would make an RPL claim. The evidence provides assurance RPL processes are robust. SPNP R1.5 and R1.6 are now met.

Assurance is provided that SFNME R2.8 is met.

Evidence:

UoS response document outlining how the condition has been met, 2 May 2019

UoS RPL application form, August 2018

Example mapping tool for RPL for up to 50 percent of the BSc (Hons) adult nursing programme, undated

Example mapping tool for RPL for registered nurses for up to 240 credits of the BSc (Hons) adult nursing, undated

Condition four.

Revised programme documentation submitted by the UoS provides detail and assurance of where and how digital and technological literacies are assessed at the point of entry to the programme. SPNP R 1.1.7 is now met.

Assurance is provided that SFNME R2.1 is met.

Evidence:

Developmental commentary, 2 May 2019

UoS response document outlining how the condition has been met, 2 May 2019

Date condition(s) met: 7 May 2019

Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐

Condition three and four are now met.

SPNP R1.1.7, R1.5 and R1.6 are met.

Assurance is provided that SFNME R2.1 and R2.8 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 programme learning outcomes 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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

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

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- 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** ☒   **NO** ☐

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 ☒   **NOT MET** ☐

R2.4 is met. The programme provides opportunities for students to gain experience across three fields of nursing practice both in theory and practice. The students told us about their experiences in a range of practice learning environments outside their chosen field of nursing practice and recognise the need for this learning. For example, students undertaking the mental health pathway gain experience in adult care settings to develop their knowledge of physical assessment. The students gave examples of when this has happened in their programme. The students also told us how they share knowledge with students from other field pathways in the classroom. The PLPs inform us the hub and spoke model provides exposure to the other fields of nursing practice. The MYEPAD enables students to link their experiences to the differing fields of nursing practice.

The PLPs told us about the 'greenlight champions' employed in their areas who have a particular focus on ensuring appropriate care for people with learning disabilities. The university has an appropriately experienced and qualified academic staff member who supports the delivery of learning disabilities nursing across the programme.

- 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 ☒   **NOT MET** ☐

R2.5 is met. Mapping against the Standards of proficiency for registered nurses for the adult, mental health and children's nursing fields of nursing practice is clearly evidenced in the programme documentation. The module descriptors identify field specific aims, learning outcomes and relevant content which are mapped to the programme learning outcomes. The first module in the programme orientates students to their chosen field of nursing practice. Module learning thereafter is applied to the students chosen field of practice for example developing practical nursing skills and bio-science knowledge. There's a practice learning module in each year of the programme which is field specific and linked with the MYEPAD.

Details of the generic and field specific content is provided in the relevant handbooks. The programme team identify how common themes are delivered through shared teaching sessions and then applied to the relevant fields developing the student's sense of field identity. Well-being and mental health have been strengthened in the adult and children's nursing fields while physical health care skills have been strengthened within the mental health field.

The information contained in the field specific handbooks detail the nature of the practice learning experiences. The programme team confirmed the relevance of these experiences to the field of practice.

The university works with a number of PLPs across the region enabling access to a sufficient number of suitable placements. The university has adopted the MYEPAD and there's a mapping document which evidences where the Standards of proficiency for registered nurses will be met within the students chosen field of nursing practice.

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

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

YES ☒   **NO** ☐

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing

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practice: adult, mental health, learning disabilities and children's nursing (R2.7)   **YES** ☒   **NO** ☐

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 ☒   **NOT MET** ☐

R2.8 is met. Mapping documents and module descriptors for each field of nursing practice relating to the law, safeguarding, consent, pharmacology, medication management and optimisation is included in the content of the programme.

The programme team report how legal and ethical principles are introduced to the students in the first term and provided examples of how this is built upon through the programme. This information is detailed in the field specific handbooks. Similarly, we found pharmacology and medicines management is introduced in year one of the programme, built upon as the student progresses and then is consolidated in year three.

- 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** ☒   **NOT MET** ☐

R2.9 is met. The programme team confirm that the structure of the programme including the sequencing of theory and practice learning has been informed by feedback from stakeholders, PLPs and students. One example taken forward into the new programme is the student's first exposure to the practice learning environment which is now later than in previous programmes. The programme team and PLPs confirm that this is now at week 22 of the proposed programme. The programme team and stakeholders inform us that this later exposure to practice will better prepare and equip the students for practice learning enabling the students to develop skills for practice. This is complimented by an increase in the amount of time students spend in the skills laboratories.

The module descriptors are appropriate detailing aims and learning outcomes.

An equal balance of theory and practice learning is evident from the field specific handbooks, module descriptors, and the programme plan. The balance between theory and practice is detailed in each part of the programme and again at the end

of the programme. The theory and practice learning hours each meet the 2300-hour requirement.

There's a practice allocation model for the programme which demonstrates how the required 2300 hours of practice learning is met. The hours required for theory are demonstrated in the module descriptors. This is replicated across the three fields of nursing practice.

The programme learning and teaching strategy is guided by the university's learning, teaching and assessment framework. This includes the use of blended learning, the flipped classroom, e-learning resources and small learning groups.

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 ☐ **NO** ☐ **N/A** ☒

- 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** ☒ **NO** ☐

- 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 ☒ **NO** ☐

- 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** ☒ **NO** ☐

- 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 ☐ **NO** ☒

This programme only leads to nursing registration.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula are met **YES** ☒ **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula and assessment are met **YES** ☒ **NO** ☐

Outcome

Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 25 March 2019

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

Findings against the standard and requirements

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 ☒   **NOT MET** ☐

R3.1 is met. The learning outcomes for each field of nursing practice is mapped to the Standards of proficiency for registered nurses (NMC, 2018) illustrating where in the programme the standards are met. The range of experiences gained by the student in the different fields of nursing practice are recorded in the MYEPAD and practice assessment is mapped against the proficiencies. There are three practice learning modules in the programme which are field specific and linked with the MYEPAD. These modules must be passed in order to meet the programme learning outcomes.

The programme team confirm students have exposure to a range of practice learning environments to enable them to work with and learn from a arrange of people with diverse needs. For example, students undertaking the mental health pathway gain experience in adult care settings to develop their knowledge of physical assessment. The students we met were able to offer examples of when this has happened in their programme.

The programme team confirm they work closely with the PLPs to determine a range and variety of practice learning opportunities across the fields of nursing practice. The PLPs we met from a variety of practice learning environments provide assurance of how they identify learning needs and support opportunities for students to gain exposure to different care settings. Students confirm the availability of this range of practice learning experiences opportunities to care for a diverse range of people.

- 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 ☒   **NOT MET** ☐

R3.2 is met. The programme team confirm that a variety of learning experiences are available to meet the holistic needs of people across the lifespan. The university works with a number of PLPs across the region enabling access to a sufficient number of suitable practice learning experiences. Documentary evidence provides details of the range of practice learning experiences in the programme which are allocated by a designated placements team. The senior manager responsible confirmed a database system is being introduced which will effectively track and monitor practice learning allocations, mandatory training and programme hours. The students we met confirm that there's a range of practice learning experiences available to care for people across the lifespan. PLPs we met at the approval visit from a variety of learning environments confirm this.

The MYEPAD is a comprehensive practice assessment tool which captures student's practice learning and enables students to be assessed according to learning outcomes and proficiencies. Service users, students and practice

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educators told us that feedback gained from service users and carers about the care they received from the student is recorded in this document.

There are clear operational and governance structures in place to support placement learning and evaluation. Documentary analysis and findings at the approval visit confirm there's a well-developed process in place for collecting feedback from students about their practice learning experience. Practice learning, and any associated risks or concerns raised by a student or about a student is monitored through the school senior management team in collaboration with PLP senior managers. The programme team and PLPs provided assurance that any concerns raised are acted on quickly.

A robust fitness to practice policy and fitness to study policy and associated process manages incidents that are academic, and practice related. The students, PLPs and programme team spoke confidently about the process. This process ensures that students will be competent and fit to practice in accordance with the requirements of the NMC.

The educational audit process of the practice learning environments is completed every two years in partnership with the PLPs. The educational audit documents and process identifies capacity in the practice learning environments. This capacity is monitored by the school senior management team and they told us this monitoring will be supported and strengthened by the investment in the new database. Students are positive about the support they receive in the practice learning environment from both the PLPs and the university team.

We found evidence of effective partnerships between the UoS and PLPs at strategic and operational level in relation to adverse CQC reports. We are assured that effective risk management strategies and collaborative action plans are in place and updated as required. There were issues raised in CQC quality reviews at the Norfolk and Norwich NHS Foundation Trust and the Norfolk and Suffolk NHS Foundation Trust. The university in partnership with the relevant PLPs have implemented action plans to manage the risks that may have a potential impact on students practice learning. The action plans are reviewed and reported at senior executive level within the university faculty and are recorded through the university's 'securing educational standards' process. There has been no negative feedback received from students in relation to either of these two trusts since the action plans were implemented. The risk to student learning is being robustly managed and monitored.

- 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 ☒   NOT MET ☐

R3.3 is met. The MYEPAD has been mapped to the Standards of proficiency for registered nurses and annex A which focuses on communication and interpersonal

relationships skills. Similarly, the nursing procedures in annex B are also encompassed. The three-field specific practice learning modules linked to the MYEPAD is complemented by skills development through simulation which increases in complexity as the student progresses through the programme. The programme team told us that simulation sessions are field specific. The team and PLP's confirm there's a greater emphasis in this programme on the development of these skills.

The model of practice learning replicates this and the PLPs provided examples of how they'll identify learning opportunities of increasing complexity relevant to each year of the programme to enable students to progress and meet these requirements. All students have opportunities to gain experience in other fields of nursing and the programme team and PLPs told us that this will aid interdisciplinary communication and relationship development.

Senior managers from the University confirmed that funding for a dual academic/practice post has been identified to support the increase in the teaching of skills development in the curriculum.

- 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)

<p align="right">MET ☒   NOT MET ☐</p>

R3.4 is met. Programme documentation and findings at the approval visit confirm that technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. The programme will use Brightspace as its virtual learning environment (VLE) and this is used to support the students guided learning journey. This will include e-learning packages such as SafeMedicate to compliment face to face teaching. Access to the on-line library resources is available through this VLE. Students have access to advice on assessment via their individual portals on Brightspace. Links are provided from their programme handbooks. The approval panel advised the programme team to continue to explore the use of learner analytics to inform programme developments, for example from data available from Brightspace. (Recommendation three) (university recommendation)

Simulation-based learning is used in each year of the programme using scenarios which become more complex as the student progresses. There's one designated week allocated to simulation in year one which is then built on in each field of nursing practice.

Feedback from the PLP's identified they wanted a more confident student coming into the practice areas and this has guided the programme team in their use of simulation in the programme. For example, prior to the first practice learning experience simulated learning is used to support clinical skills development. We heard from the programme team and PLPs that this includes preparation on the

use of medical devices. The PLP's told us how they support students to use electronic patient records in the practice learning environment.

The senior managers in the school confirmed there has been additional investment in simulation facilities with the aim of embedding further simulation in the programme.

The programme documentation demonstrates mapping of the adult nursing field requirements of Article 31 (EC Directive).

- 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 ☒   **NOT MET** ☐

R3.5 is met. Documentary analysis and finding from the approval visit confirm there's a range of support services available for students to support their practice learning. This support takes into account students' individual needs and personal circumstances including making reasonable adjustments for disabilities. PLPs told us how they support students if reasonable adjustment is required. All students have a personal tutor whose role is to signpost the students to appropriate resources and work in partnership with the student to support their learning.

The school signposts students towards these services at induction and in the student facing programme documentation. There are university based well-being and learning support teams that students can access. The students told us that they are encouraged from entry to the programme to seek help.

The PLPs told us they identify how reasonable adjustments are made as required in the practice learning environment to support students.

Student told us about how their confidence has increased and about their personal and professional growth throughout their learning journey.

Note: If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.

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 ☒   **NO** ☐

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

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	YES ☒	NO ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met **YES** ☒ **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met **YES** ☒ **NO** ☐

Outcome

Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 25 March 2019

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

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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

Findings against the standards and requirements

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 ☐   NOT MET ☒

R4.1 is not met. There's a clear governance infrastructure of operational and strategic committees/fora to review and monitor the programme at regular times during each year of the programme.

The PLPs confirm the education partnership forum has a monitoring, review and enhancement of practice learning function which incorporates support, supervision and practice assessment. The PROG which includes PLPs has responsibility for the operational management of the programme and ensures the SFNME support, supervision, learning and assessment requirements are met.

The programme is supported by appropriately qualified academic staff. The university senior management team report that arrangements are in place to resource additional roles to support skills teaching.

There are a range of mechanisms and services in place to support students, these include academic, financial and well-being support. The school senior management team report that there's a newly established hardship fund in response to high levels of attrition in previous student cohorts.

Personal tutors meet with the students at points in the programme and are a point of contact for student support including sign posting to other services. The personal tutor also monitors the student's progress and achievement through the programme. Module tutors provide academic support. Programme handbooks

identify the information provided to students on the range of support available to them.

There's a clear process for the evaluation of theory and practice learning at programme and module level. The student voice is captured through a course representative system. Students gave examples of the support available to them and how this was easily accessible. Students tell us the support systems work effectively and that they feel listened to and supported in theory and practice settings.

The MYEPAD provides a structured and comprehensive approach to practice learning, supervision and assessment. Guidelines detail the roles of practice and academic staff in the support, supervision and assessment of practice learning.

We found that PLPs and practice educators clearly understand their role in providing supervision, learning and assessment of students.

Mental health students have access to a professional adviser in the practice learning environment. This is a senior nurse who supports their learning and who identifies additional learning opportunities to support achievement of the proficiencies.

We found that the students we met aren't aware of plans to transfer the practice learning, support and supervision arrangements for their programme to the SSSA. They have no knowledge of the SSSA requirements or practice supervisor, practice assessor or academic assessor roles. The university told us that they are awaiting the outcome of the programme approval before informing the students about the SSSA transfer arrangements. (Condition two).

- 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 assessor along with how they will be prepared for their roles. (R4.2).

MET ☐   NOT MET ☒

R4.2 is not met. There's a clear SSSA strategy document developed through collaboration with local and regional stakeholders detailing arrangements for implementing these standards. However, we found that the arrangements for the identification and preparation of practice supervisors; practice assessors and academic assessors are not yet well developed by the university and local PLPs.

The PLPs at the approval visit told us that they are developing their own local implementations plans but are at the early stages. We found that a number of the PLPs were vague about the arrangements for identifying and preparing the practice supervisor and practice assessor including the role requirements. One NHS trust is in the early stages of identifying who the practice supervisors and assessors will be and implementing preparation and training of staff for these roles.

The PLPs described the model of coaching that has been implemented across a number of trusts which is retained within the new supervisory and assessor framework.

The university confirm that they are aligning the role of the academic assessor to that of the existing link lecturer role. There's a staff development plan and allocation of time allocated to support this role.

The university team told us that they are awaiting the outcome of the programme approval visit before moving forward with the implementation of the SSSA.

We found inconsistent levels of university and PLP preparation and planning to implement the practice supervisor, practice assessor and academic assessor roles. The programme team and PLPs acknowledged this.

We aren't assured that the PLPs and the university have clear, coherent and timely plans about how the practice supervisors and practice and academic assessors will be identified and prepared for their roles and responsibilities. (Condition one)

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** ☒   **NO** ☐

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 ☒   **NOT MET** ☐

R4.4 is met. The university has a learning and teaching strategy which clearly identifies feedback to students as a key component to successful progression and achievement. The curriculum assessment strategy ensures there's a diverse range of authentic assessment utilised. The assessment strategy supports student development by the early implementation of formative assessment in the programme. Feedback is provided on all formative and summative assessments and is clearly stated within the module descriptors and programme handbooks. This feedback ensures students develop their knowledge and skills throughout the programme. The programme team gave an example of the use of an early diagnostic assessment in the form of 500 words which aims to identify additional academic skills support that students require. Emphasis is placed on the student identifying their own learning needs through a 'strengths, weaknesses, opportunities and threats' analysis in their first term. Students are encouraged to discuss their feedback with their personal tutors and the programme team. The students we met are satisfied with the amount and level of feedback they receive in theory and practice settings and viewed this as developmental.

The MYEPAD provides details of the practice learning assessment. There are opportunities for feedback at key points in the practice learning experience which are both formative and summative. There's a requirement within the PAD to get feedback from service users and carers. The PLPs are aware of the need to give feedback outside of these key points and the need for developmental action plans in the event of a student's lack of progression.

The approval panel identified some ambiguities in the assessment and some typographical errors across the documentation which must be addressed. (Condition five) (university condition)

- 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 ☒   **NOT MET** ☐

R4.5 is met. Mapping documents for each of the fields of nursing practice, the programme outcomes and the MYEPAD provides comprehensive evidence of where all the Standards of proficiency for registered nurses are met in the programme. The programme documentation also provides evidence of progression from year one to year three.

Consideration is given to the allocation of the practice learning environments students need to enable them to achieve the programme outcomes and proficiencies and to be fit for practice by the end of the programme. The range of practice learning environments for each field of nursing practice are appropriately detailed.

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 associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

YES ☒   **NO** ☐

- 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** ☒   **NO** ☐

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

YES ☒   **NO** ☐

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- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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** ☒   **NO** ☐

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

YES ☐   **NO** ☒

SFNME R2.1 requires that the university ensures the programme complies with all relevant regulatory, professional and educational requirements. The current students have not been consulted and are unaware of and unprepared for the planned change to their current programme involving the transfer to the SSSA.

Condition two: To detail the manner in which current students will be prepared for the transfer to the Standards for student supervision and assessment (SSSA) and to provide an updated practice assessment document (PAD) for these students.

(SPNP R4.1; SFNME R2.1 and SSSA R1.4)

SFNME R2.4 requires that the programme complies with the requirements of the SSSA. There are inconsistent levels of university and PLP preparation and planning to implement the practice supervisor, practice assessor and academic assessor roles.

Condition one: To provide an operational implementation plan, including a timeline, for the identification and preparation of practice supervisors, practice assessors and academic assessors to meet the SSSA in practice for this programme. (SPNP R4.2; SFNME R2.4 and SSSA R1.4)

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

YES ☐   **NO** ☒

SSSA R1.4 requires that there are suitable systems, processes, resources and individual in place for effective co-ordination of practice learning. There are inconsistent levels of University and PLP preparation and planning to implement

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the practice supervisor, practice assessor and academic assessor roles in readiness for the programme commencing.

Condition one: To provide an operational implementation plan, including a timeline, for the identification and preparation of practice supervisors, practice assessors and academic assessors to meet the SSSA in practice for this programme. (SPNP R4.2; SFNME R2.4 and SSSA R1.4)

Outcome

Is the standard met? MET ☐ NOT MET ☒

R4.1 is not met. The current students have not been consulted and are unaware of and unprepared for the planned change to their current programme involving the transfer to the SSSA.

Condition two: To detail the manner in which current students will be prepared for the transfer to the SSSA and to provide an updated practice assessment document (PAD) for these students. (SPNP R4.1; SFNME R2.1 and SSSA R1.4)

R4.2 is not met. There are inconsistent levels of university and PLP preparation and planning to implement the practice supervisor, practice assessor and academic assessor roles in readiness for the programme commencing.

Condition one: To provide an operational implementation plan, including a timeline, for the identification and preparation of practice supervisors, practice assessors and academic assessors to meet the SSSA in practice for this programme. (SPNP R4.2; SFNME R2.4 and SSSA R1.4)

Condition five: To review documentation, as necessary, to remove typographical errors and to resolve ambiguities associated with assessment. (university)

Recommendation two: To continue to review the formative and summative assessment strategy with a view to enhancing student learning and professional development. (university recommendation)

Date: 25 March 2019

Post event review

Identify how the condition(s) is met:

Condition two:

UoS provided documentary evidence of how they'll prepare current students for the transfer to the SSSA. This includes a letter to students and posters and details of drop-in sessions for students to attend. The year two and year three PADs have been updated to reflect the SSSA for all students on the current pre-registration nursing programme. In addition, both the final placement grading document and orientation to practice documents have been adapted to reflect the SSSA. The

evidence provides assurance that arrangements are in place for students to transfer to the SSSA. SPNP R4.1 is now met.

Assurance is provided that SFNME R2.1 and SSSA R1.4 are met.

Evidence:

Student letter, 1 May 2019

SSSA PAD insert year one, 3 May 2019

SSSA PAD insert year two, 3 May 2019

Mental health nursing pathway PAD year three, 3 May 2019

Children's nursing pathway PAD year three, 2 May 2019

Children's nursing pathway PAD year two, 2 May 2019

Adult nursing pathway PAD year two, 2 May 2019

Adult nursing pathway PAD year three 2 May 2019

SSSA student poster, April 2019

Final placement grading PAD, 2 May 2019

Final placement insert for record of ongoing achievement, 2 May 2019

Condition one:

UoS provided a time bound operational plan for the identification and preparation of practice supervisors and assessors and academic assessors. The plan is detailed and links with PLP local implementation plans for the SSSA and a range of governance committees and fora which encompass practice learning. Responsibility for actions is specified and a detailed timeline is included. The operational plan includes evidence of progression and achievement of key actions. The evidence provides assurance that there's a clear and timely partnership plan in place to prepare practice supervisors and practice and academic assessors in readiness for the start of the programme. SPNP R4.2 is now met.

Assurance is provided that SFNME R2.4 and SSSA R1.4 are met.

Evidence

SSSA operational plan, 2 April 2019.

Condition five

The programme team provided revised programme documents which evidences that all typographical errors have been corrected and ambiguities associated with assessment removed. This university condition is met.

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Date condition(s) met: 7 May 2019

Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Conditions one, two and five are now met. SPNP R4.1 and R4.2 are met.

Assurance is provided that SFNME R2.1, R2.4 and SSSA R1.4 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.

Findings against the standards and requirements

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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award

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

  YES ☐   **NO** ☒ **N/A** ☐

There are no fall back awards with registration as a nurse specified in the programme.

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

YES ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☒   **NOT MET** ☐

Date: 25 March 2019

Sources 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	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☐	☒
Practice learning handbook for practice supervisors and assessors specific to the programme	☐	☒
Academic assessor focused information specific to the programme	☐	☒
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018)	☒	☐

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	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s)	☒	☐
Curricula vitae for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐

List additional documentation:

Annual self-assessment report 2017-18

CQC quality report Norfolk and Norwich NHS Foundation Trust, 14 January 2019

CQC quality report Norfolk and Suffolk NHS Foundation Trust, 28 November 2018

Updated 7 May 2019

Student letter, 1 May 2018

Standards for student supervision and assessment practice assessment document insert year one, 3 May 2019

Standards for student supervision and assessment practice assessment document insert year two, 3 May 2019

Mental health nursing Standards for student supervision and assessment practice assessment document insert year three, 3 May 2019

Children's nursing practice assessment document year three, 2 May 2019

Child health nursing practice assessment document year two, 2 May 2019

Adult nursing practice assessment document year two, 2 May 2019

Adult nursing practice assessment document year three, 2 May 2019

Standards for student supervision and assessment student poster, 3 April 2019

Final placement grading practice assessment document, 2 May 2019

Final placement insert for record of achievement, 2 May 2019

Standards for student supervision and assessment operational plan, 2 April 2019

UoS Recognition of prior learning application form, August 2018

UoS RPL policy, August 2018

Example mapping tool for RPL for up to 50 percent of BSc (Hons) nursing, undated

Example mapping tool for RPL for up to 240 credits BSc (Hons) nursing, undated

Revised developmental commentary, 2 May 2019

Adult nursing course handbook, 3 May 2019

Child health nursing course handbook, 3 May 2019

Mental health nursing course handbook, 3 May 2019

Conditions, validation sign-off sheet, 23 May 2019

If you stated no above, please provide the reason and mitigation: The information not included in the above key documentation list is incorporated into the programme handbooks.	

Additional comments:

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Pre-registration nursing programme; years one, two and three.		

3 x adult field of practice, one first year, one second year and one third year.

1 x mental health year two

1 x from children's nursing year two

Service users and carers	☒	☐

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

Additional comments:

One service user was unable to attend.

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐

If yes, system regulator reports list

CQC quality report Norfolk and Norwich NHS Foundation Trust, 14 January 2019

CQC quality report Norfolk and Suffolk NHS Foundation Trust, 28 November 2018

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

The university is an existing AEI. Visits to facilities and practice areas were not required for this approval.

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Additional comments:

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Issue record			
Final Report			
Author:	Elizabeth Gormley-Fleming	Date:	14 May 2019
Checked by:	Bernie Wallis	Date:	25 June 2019
Approved by:	Andrea Bacon	Date:	8 July 2019
Submitted by:	Leeann Greer	Date:	8 July 2019