Programme approval visit report

Section one

Programme provider name:	University of Surrey
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Ashford and St. Peters Hospital NHS Foundation Trust Frimley Health NHS Foundation Trust Hampshire Hospitals NHS Foundation Trust Queen Victoria Hospital NHS Foundation Trust Royal Surrey NHS Foundation Trust Southern Health NHS Foundation Trust Surrey and Borders Partnership NHS Foundation Trust Surrey and Sussex Healthcare NHS Trust Sussex Partnership NHS Foundation Trust Private, voluntary and independent health care providers Education and social care providers
Programmes reviewed:	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☒ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
Title of programme(s):	BSc (Hons) Nursing Studies (Registered Nurse Adult Nursing)

	BSc (Hons) Nursing Studies (Registered Nurse Children and Young People Nursing)
	BSc (Hons) Nursing Studies (Registered Nurse Mental Health Nursing)
	Pgdip Nursing Studies (Registered Nurse Adult Nursing) Pgdip Nursing Studies (Registered Nurse Children and Young People Nursing) Pgdip Nursing Studies (Registered Nurse Mental Health 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 – Children's	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
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

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NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	13 January 2021
Programme start date:	

RN – Adult	21 September 2021
RN – Children's	21 September 2021
RN - Learning Disabilities	
RN - Mental Health	21 September 2021
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
QA visitor(s):	Registrant Visitor: Christine Brown Wilson
	Lay Visitor: Terence Williams

Summary of review and findings
The University of Surrey (UoS) is an approved education institution (AEI). The school of health sciences (the school) present a pre-registration nursing programme developed to meet the Standards for pre-registration nursing programmes (SPNP) (Nursing and Midwifery Council (NMC), 2018) and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). The pre-registration nursing programme comprises a three-year full-time Bachelor of Science with Honours (BSc (Hons)) and a two-year full-time postgraduate diploma (Pgdip) for graduate entry. Both routes offer the fields of adult, mental health and children's nursing. The school therefore propose the following awards: BSc (Hons) nursing studies (Registered nurse adult nursing) BSc (Hons) nursing studies (Registered nurse children and young people nursing) BSc (Hons) nursing studies (Registered nurse mental health nursing) Pgdip nursing studies (Registered nurse adult nursing) Pgdip nursing studies (Registered nurse children and young people nursing) Pgdip nursing studies (Registered nurse mental health nursing)   The university withdrew a proposed postgraduate certificate for registered nurses at the visit and doesn't seek approval for this route. Programme documentation and the approval process confirm evidence of partnership working between the UoS and key stakeholders including practice learning partners (PLPs), students and service users and carers (SUCs). There's evidence of effective and ongoing communication and partnership between PLPs and the school. The school has an established SUC group meeting three times per year, however, there's limited evidence of SUC co-production and involvement in programme management and evaluation. (Condition three) Partnership with students is well developed including diverse opportunities for involvement in curriculum development. The programme structure comprises one 120 credit module per year adopting an integrated learning and assessment strategy. Assessment is mapped to the student journey enabling formative opportunities for the student prior to each summative assessment. Summative assessments show students how they're progressing and achieving their learning outcomes with achievement of notional credits indicated. There's clear evidence of effective study support, wellbeing and additional learning support services. There are university regulations and a school process for managing fitness to practise issues. There's a process for raising concerns in practice which is clear for both staff and students. Students are supported and supervised with effective quality assurance processes in place.

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The south practice assessment document (PAD) is adopted by UoS. This is based on the pan-London PAD developed by the pan-London practice learning group which is adapted for the south region. The development of the PAD is in partnership with PLPs, academic staff from UoS and other collaborating AEIs, students and SUCs. The Standards for student supervision and assessment (SSSA) (NMC, 2018) are implemented with PLPs for students attending UoS. There's a clear system of practice assessor, practice supervisor and academic assessor preparation in place. Ongoing support from PLPs to ensure effective communication with students is being developed.

The approval visit was undertaken by remote means due to COVID-19.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level as conditions apply. The SSSA are met at programme level.

The pre-registration nursing programme is recommended for approval subject to three NMC conditions and six university conditions. The university made two recommendations.

Updated 12 March 2021:

The university have submitted revised documentation providing evidence required to meet the conditions. The three NMC conditions are now met. The university have confirmed that the six university conditions are also met. The SFNME are now met at programme level.

The programme is recommended to 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:	**Effective partnership working: collaboration, culture, communication and resources:**
	Condition three: An implementation strategy for SUC involvement must be produced that demonstrates how effective co-production in the ongoing design, development, delivery and evaluation of the programme will be achieved. (SFNME R1.12)

Selection, admission and progression:

None identified.

Practice learning:

Condition two: A completed skills passport for each field of practice must be provided to ensure practice learning opportunities for communication and relationship management skills and nursing procedures are clear in each field of practice. (SPNP R3.3)

Assessment, fitness for practice and award:

Condition one: Programme documentation, including programme mapping, must be provided to justify that the BSc nursing (ord) exit award is a route which meets programme learning outcomes and FN:SPRN within a field of practice. (SFNME R2.11; SPNP R2.5)

Education governance: management and quality assurance:

Condition four: To review all documentation to ensure their accuracy and meet the requirements of the UoS regulations. (University condition)

Condition five: To ensure that all exceptions to the university regulations have been agreed by senate and that there's a clear audit trail. (University condition)

Condition six: To ensure the academic and practice hours are correct and consistent across programme specifications, module descriptors and all other student facing documentation. (University condition)

Condition seven: To make it clear in all documentation that the third attempt rule is applicable during the current COVID-19 pandemic and relates to the current 'safety net' policy. Reference to the third attempt to be removed once the 'safety net' rules no longer apply. (University condition)

Condition eight: The electronic information provided to students via SurreyLearn is clear regarding progression points, resits, and compensation rules. Students must be clear that their modules undertaken in the nursing programmes are core and therefore not subject to compensation. (University condition)

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	Condition nine: The exit award for the postgraduate diploma is clear and meet university requirements. (University condition)
Date condition(s) to be met:	5 March 2021
Recommendations to enhance the programme delivery:	Recommendation one: As the communication through virtual media has worked well and allowed more regular meetings with stakeholders it is recommended that this practice continues. (University recommendation) Recommendation two: Improve consistency and appropriateness of feedback to students within and across modules. The university has requested this is reported via the annual programme review process. (University recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: The university took the decision to withdraw the exit award of BSc nursing (ord) with registration. There are now no exit awards with eligibility for registration. Condition one is now met. Completed skills passports for the adult, mental health and children's fields of practice are provided. These are developed in partnership with practice partners and allow students to meet the communication and relationship management skills and nursing procedures within their field of practice. Condition two is now met. The school has produced a SUC implementation plan that outlines how they intend to move to co-production with their SUC group, including an action plan with timescale. This strategy will be taken forward by the chair of the group, with the intention that this will become either co-led or fully led by the SUCs. Condition three is now met. The university have confirmed that the university conditions have been met.	
AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	The AEI notes that the number ordering of conditions one and three didn't match the approved university minutes. This is amended.

Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒
	Recommended to refuse approval of the programme ☐
Date condition(s) met:	12 March 2021

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, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2020)

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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

There's evidence of strategic partnership working between PLPs and the university with documented biannual meetings. PLPs give examples of meaningful participation both in strategic decisions and in programme delivery.

At operational level, there's close working between PLPs and the university to support students, practice supervisors and practice assessors and to mitigate risks to practice learning. There's evidence of communication and collaboration between academic assessors and practice assessors at relevant points in the programme. PLPs are actively engaged in student learning across all settings. Documentary evidence and students tell us of opportunities to engage with a range of professionals in practice learning and give examples of how SUCs are part of that learning process. The PLPs speak highly of the care and compassion demonstrated by the university in supporting students and practice partners. Students tell us there are good communications with the programme team and confirm they're able to influence course development.

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The recruitment and selection process is open, fair and transparent involving PLPs and SUCs. Multiple mini interviews are used as part of selection and involve SUCs. Scenarios developed for use during the interviews are reviewed by students and service users. The documented recruitment process shows, and students, the programme team and SUCs confirm, that SUCs participate in the student selection process.

Documentary evidence and students tell us there are diverse opportunities for the students to evaluate the programme. Minutes of meetings demonstrate that students are involved in the programme management process. Student representatives explain their involvement and the diverse opportunities to contribute to the curriculum.

There's an established SUC group within the school, however, there's insufficient evidence that the programme is co-produced with SUCs, including involvement in key strategic decision-making processes and committees. There's a proposed school strategy for SUC involvement but this isn't implemented yet. (Condition three)

SUC representatives tell us that they're consulted in curriculum development and management. There's documented evidence of SUC involvement in practice based objective structured clinical examinations (OSCEs) and SUCs give clear examples of their involvement in OSCEs and simulation.

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 ☒

We found insufficient evidence that the programme is designed, developed and co-produced with SUCs, including limited involvement of SUCs in the SUC strategy. It's not clear how ongoing SUC co-production in the design, development and evaluation of the programme will be achieved.

Condition three: An implementation strategy for SUC involvement must be produced that demonstrates how effective co-production in the ongoing design, development, delivery and evaluation of the programme will be achieved. (SFNME R1.12)

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

MET ☒   NOT MET ☐

Post Event Review
Identify how the condition is met:

Condition three: The school has produced a SUC implementation plan that outlines the development of co-production with their SUC group (SUCG). This includes an action plan with measurable changes and agreed dates. It's the intention that the SUCG will be chaired or co-chaired by SUCs. The plan will be evaluated via an annual report to the school and other stakeholders. This includes further recruitment to the SUCG via the website and other school channels. The preparation of SUCs is included and involvement in curriculum planning, module development and evaluation clearly outlined.

The implementation strategy provides a clear roadmap demonstrating how the school intends to support the move to co-production in all aspects of curriculum with their SUCs.

Condition three is now met.

Evidence:
SUC involvement implementation plan, January 2021

Date condition(s) met: 12 March 2021

Revised outcome after condition(s) met: MET ⊠   NOT 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

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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).

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC, 2018).
Demonstrate a robust process to transfer current students onto the *Standards for student supervision and assessment* (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

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standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).

YES ☒   **NO** ☐

- 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 <u>evaluative summary</u> 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 met. There's evidence of a robust system for recognition of prior learning (RPL). The UoS code of practice for RPL clearly reflects the processes undertaken at school level, which includes oversight by the admissions tutor prior to entry or the programme director on entry to the programme. RPL described in the programme documents is capable of being mapped against the programme learning outcomes up to a maximum of 50 percent complying with Article 31(3) of Directive 2005/36/EC. All RPL claims are moderated and sent to the chair of board of examiners for approval.

- 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 met. There's evidence that for NMC registered nurses, RPL is capable of being mapped to the FN:SPRN and programme outcomes. RPL may be more than 50 percent where the student is already a registered nurse in another field of

practice, and this is clearly stated in programme documents. All RPL claims are moderated and sent to the chair of board of examiners for approval.

- 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. The programme learning outcomes and assessments are mapped to the FN:SPRN for all programmes. Indicative content outlines areas such as simulation that promote digital and technological literacy. Numeracy requirements are met through the use of digital numeracy software used throughout the programme. This also promotes digital and technological literacy. Literacy outcomes are met through a range of authentic assessments.

The south regional PAD and ongoing achievement record (OAR) is adopted by UoS as south PAD Surrey. The PAD and OAR meet and are mapped to the FN:SPRN for both programme routes. The PAD records achievement of proficiency in numeracy through requirements in practice to undertake drug calculations. Literacy is developed through written reflective accounts and digital and technological literacy developed through using electronic devices in delivery and evaluation of care.

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 ☒   **NO** ☐

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> 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.

The university confirms that students on the existing programme will remain on their existing approved programme and won't be transferred to the new programme. Students returning from any leave of absence will be supported to complete the current programme on a case by case basis.

Proposed transfer of current students to the _Standards for student supervision and assessment (SSSA)_ (NMC, 2018).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.   All students have been transferred to the SSSA in line with the NMC emergency standards. Students have received support in making this transition from both the university and PLPs. PLPs have robust systems in place to embed SSSA including a communication process involving staff and students.
Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to selection, admission and progression are met   **YES** ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 13 January 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT 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 <u>evaluative summary</u> 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. BSc (Hons) nursing studies is designed to support students in theory and practice in each field of practice. There's a common, shared approach to learning in the first and third years which enable students to gain experience across all fields of nursing practice. The Pgdip nursing studies has evidence of field specific learning outcomes and content in the first year with a common, shared approach to enable experience across all fields in the final year. Practice learning is integrated across each year with check in days during blocks of practice learning enabling students to apply their theory to practice.

- 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 not met. Field specific learning outcomes and content are detailed in module descriptors in the second year of the BSc (Hons) and in the first year of the Pgdip routes. The school team give examples of how field specific content is included in the design and delivery of the pre-registration nursing programme across all routes and years. This ensures all that students have the requisite skills and knowledge to enter their chosen field of practice. The placement allocation schedule shows that practice learning opportunities are relevant to each field of practice across programmes.

The BSc nursing (ord) doesn't demonstrate how programme learning outcomes and assessments are mapped to FN:SPRN Where learning and assessment differs from the BSc nursing (Hons), justification and mapping is required to demonstrate that those proficiencies are met in other areas of the curriculum for registered nurses within the field of practice. (Condition one)

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 practice: adult, mental health, learning disabilities and children's nursing (R2.7)

  YES ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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. Field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included in the module descriptors for each field of nursing practice. The module learning outcomes are mapped to proficiencies reflecting each of these areas.

- 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. There are clear practice allocation models to ensure that all students achieve the designated hours by the end point of the programme. The programme structure details an equal balance of theory and practice reflected in the module descriptors and programme specifications. There are clear progression points at the end of each year where students' completion of the designated hours is reviewed. A range of teaching and learning strategies are detailed across documentation. These identify a planned, sequential and integrated learning experience throughout the programme to support student development in theory and practice.

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** ☒

The programme won't be delivered in Wales.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11)
  YES ☒   **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** ☐   **N/A** ☒

The pre-registration nursing programme doesn't lead to registration in two fields.

- 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** ☐   **N/A** ☒

The pre-registration nursing programme leads to nursing registration only.

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

The BSc nursing (ord) doesn't demonstrate how programme learning outcomes and assessments are mapped to FN:SPRN. (Condition one)

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 ☒

The BSc nursing (ord) doesn't demonstrate how programme learning outcomes and assessments are mapped to FN:SPRN

Condition one: Programme documentation, including programme mapping, must be provided to justify that the BSc nursing (ord) exit award is a route which meets programme learning outcomes and FN.SPRN within a field of practice. (SFNME R2.11; SPNP R2.5)

Date: 13 January 2021

Post event review

Identify how the condition(s) is met:
Condition one: The university's withdrawn the exit award with NMC registration. The programme validation document and programme specifications are amended.

Condition one is now met.

Evidence:
BSc revised programme specifications (registered nurse adult, mental health, children and young people nursing), 25 January 2021
UoS periodic enhancement/validation self-evaluation document, February 2021

Date condition(s) met: 12 March 2021

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

Findings against the standard and requirements

Provide an <u>evaluative summary</u> 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 practice learning opportunities provided enable students to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice. The PAD and OAR guides and supports students, practice assessors and practice supervisors in ensuring that the FN:SPRN are developed, documented and achieved. The allocation process assures that students receive the variety of placements required and PLPs reported during our visit that they're supportive of working with the university to achieve this.

- 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. Documentary evidence demonstrates a clear practice flow, matrix and monitoring process overseen by the AEI. This ensures that students will have a variety of practice learning experiences to meet the holistic needs of people in all ages. Practice based audits are undertaken to assess and monitor the suitability of practice learning experiences. Practice evaluations are completed by students and shared/discussed with PLPs to ensure identified issues are acted upon and learning is shared.

- 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 not met. A generic skills passport has been developed that reflects the communication and relationship management skills and nursing procedures as set out in the FN:SPRN. However, there's no evidence of how the skills passport will enable communication and relationship management skills and nursing procedures to be clear within practice learning opportunities for the fields of adult, mental health or children's nursing. Further work is required between PLPs and the university to create a skills passport relevant to each field of practice. (Condition two)

- 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 ☒   NOT MET ☐

R3.4 is met. Technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment through the interprofessional simulation centre. These opportunities are timetabled across the module to complement theory and support students in developing skills prior to moving into practice. Students are also able to make use of the simulation suite independently enabling further opportunity to practice skills.

Technology enhanced and simulation-based learning within the adult field of practice comply with Article 31(5) of Directive 2005/36/EC.

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

MET ☒   NOT MET ☐

R3.5 is met. Documented AEI processes and meetings at the approval visit confirm a robust system is in place to support students' individual needs and personal circumstances. The allocation of practice learning opportunities and reasonable adjustments for disabilities are considered. PLPs are complimentary of the university pastoral care and support of students. They tell us how they consider individual needs and adjustments for students in the practice learning environment as required.

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)

  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** ☒

We found that the skills passport isn't complete and doesn't demonstrate how communication and management skills and nursing procedures will be clear in practice learning opportunities for the fields of adult, mental health and children's nursing.

Condition two: A completed skills passport for each field of practice must be provided to ensure practice learning opportunities for communication and relationship management skills and nursing procedures are clear in each field of practice. (SPNP R3.3)

Date: 13 January 2021

Post event review
Identify how the condition(s) is met:

Condition two: Completed skills passports for each field are provided. These are developed in partnership with practice partners and reflect how skills may be met within each field. Opportunities for skills to be provided through simulated practice where needed are identified in each field of practice.

Condition two is now met.

Evidence:

BSc (Hons) nursing skills passport (adult), February 2021
BSc (Hons) nursing skills passport (mental health), February 2021
BSc (Hons) nursing skills passport (child), February 2021
Pgdip nursing skills passport (adult), February 2021
Pgdip nursing skills passport (mental health), February 2021
Pgdip nursing skills passport (child), February 2021

Date condition(s) met: 12 March 2021

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

Standard 4: Supervision and assessment

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*
R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*
R4.3 ensure they inform the NMC of the name of the registered nurse responsible 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

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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, specifically *R4.1 – R4.11*

Findings against the standards and requirements

Provide an underline 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 met. The support, supervision, learning and assessment in both theory and practice provided by the university in partnership with PLPs complies with the SFNME. Theoretical assessment is mapped to the programme learning outcomes, which are mapped to the FN:SPRN. The regional PAD and OAR are also mapped to the FN:SPRN.

- 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 met. Documentary evidence demonstrates that the SSSA are applied to the programme. There are training materials to support practice assessors, practice supervisors and academic assessors and PLPs articulate how supervisors and assessors are prepared for their roles. Practice assessors explain how the process prepares them for their role with students. Students tell us that the SSSA is implemented. We hear that they've had regular communication with the programme team at UoS and this has provided additional support during a rapid implementation period. PLPs confirm they've rolled out additional training and support for practice assessors and practice supervisors as they adapt to the new roles.

There's clear explanation as to the processes for preparation of current staff in the AEI for their role as academic assessors. PLPs were able to explain how the

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practice supervisor/practice assessor will communicate with the academic assessor to participate in student assessment in practice. PLPs also explain how they support students in practice and how the school team support students who aren't progressing or fail their practice assessment.

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)

<div align="right">YES ☒   NO ☐</div>

Provide an <u>evaluative summary</u> 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)

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

R4.4 is met. The programme adopts an integrated approach to assessment with a focus on assessment for learning. The assessment calendar mapped to the FN:SPRN demonstrates a series of formative and summative assessments aligned to the programme outcomes. The programme team explain how the assessments are mapped to the student journey, enabling formative opportunities for the student prior to summative assessment. Students receive formative feedback enabling them to make a self-evaluation of their knowledge in the subjects before moving to the summative assessment. As each year comprises one long module, the documentation shows notional credits for each summative assessment. This demonstrates how the student is achieving their learning outcomes across the year.

There's an integrated approach to practice learning placements, with students having scheduled contact with personal tutors/academic assessors when out in practice so they remain connected with the university. Reflective opportunities are provided for feedback and to support students to integrate theory and practice learning. Students tell us they're able to discuss the benefits of these reflective opportunities.

- 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)

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

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R4.5 is met. There's appropriate mapping of the curriculum and practice learning placement opportunities. The mapping shows that throughout the programme students are able to meet the FN:SPRN for their fields of nursing practice, adult, mental health and children's nursing, in theory and practice. The achievement of the FN:SPRN are met in practice through the completion of the south PAD Surrey and meeting the outcomes of the Surrey OAR.

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** ☐

- 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** ☐

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

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 13 January 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	MET ☐	NOT 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. *Standards framework for nursing and midwifery education, specifically R2.11, R2.20*
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

YES ☐   NO ☒   N/A ☐

The AEI have developed the BSc nursing (ord) as a fall back exit award leading to registration as a nurse in one of four fields. The award is not mapped to demonstrate how all NMC proficiencies and standards have been met. (Condition one)

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 ☒

The BSc nursing (ord) doesn't demonstrate how programme learning outcomes and assessments are mapped to FN:SPRN. Where learning and assessment differs from the BSc nursing (Hons), justification and mapping is required that those proficiencies are met in other areas of the curriculum for registered nurses within the field of practice.

Condition one: Programme documentation, including programme mapping, must be provided to justify that the BSc nursing (ord) exit award is a route which meets programme learning outcomes and FN:SPRN within a field of practice. (SFNME R2.11; SPNP R2.5)

Date: 13 January 2021

Post event review
Identify how the condition(s) is met:

Condition one: The university's withdrawn the exit award with NMC registration. This is amended in the submitted programme validation document and programme specifications.

Condition one is now met.

Evidence:
BSc revised programme specifications (registered nurse adult, mental health, children and young people nursing), 25 January 2021
University of Surrey periodic enhancement/validation self-evaluation document, February 2021

Date condition(s) met: 12 March 2021

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 for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) 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 placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐

If you stated no above, please provide the reason and mitigation:
List additional documentation: Post conditions review UoS periodic enhancement/validation self-evaluation document, February 2021 Approval event report with completed university conditions, undated SUC involvement implementation plan, January 2021 BSc (Hons) nursing skills passport (adult), February 2021 BSc (Hons) nursing skills passport (mental health), February 2021 BSc (Hons) nursing skills passport (child), February 2021 Pgdip nursing skills passport (adult), February 2021 Pgdip nursing skills passport (mental health), February 2021 Pgdip nursing skills passport (child), February 2021 Bsc revised module descriptors, 25 January 2021 Pgdip revised module descriptors, 25 January 2021 BSc revised programme specifications (registered nurse adult, mental health, children and young people nursing), 25 January 2021 Pgdip revised programme specifications (registered nurse adult, mental health, children and young people nursing), 25 January 2021
Additional comments: None identified.

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	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Adult - Year one x two Mental health – Year one x two		

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Children's nursing - Year one x two		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route being approved		
Additional comments: None identified.		

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		
If you stated no above, please provide the reason and mitigation: Remote visit undertaken due to COVID-19.		
Additional comments: Education audit tools/documentation were provided prior to the visit and reflect the SSSA.		

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Issue record			
Final Report			
Author(s):	Christine Brown Wilson	Date:	21 January 2021