Nursing & Midwifery Council

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

MOTT MACDONALD

Programme approval visit report

Section one

Programme provider name:	Teesside University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	County Durham & Darlington NHS Foundation Trust Tees Esk and Wear Valley NHS Foundation Trust Northumberland, Tyne & Wear NHS Foundation Trust South Tees Hospitals NHS Foundation Trust Newcastle Upon Tyne Hospitals NHS Foundation Trust Harrogate & District NHS Foundation Trust Gateshead Health NHS Foundation Trust York Teaching Hospital NHS Foundation 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) Nursing Studies (Adult); MSc Nursing Studies (Adult) (Pre-Registration) BSc (Hons) Nursing Studies (Mental Health); MSc Nursing Studies (Mental Health) (Pre-Registration) BSc (Hons) Nursing Studies (Learning Disabilities); MSc Nursing Studies (Learning Disabilities) (Pre-Registration) BSc (Hons) Nursing Studies (Child); MSc Nursing Studies (Child) (Pre-Registration)
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:	21 May 2019
Programme start date: RN – Adult RN – Child RN - Learning Disabilities RN - Mental Health	17 September 2019 17 September 2019 17 September 2019 17 September 2019
QA visitor(s):	Registrant Visitor: Lesley Saunders Lay Visitor: Robert Walker

Summary of review and findings
Teesside University (TU) has presented pre-registration nursing programme documentation for the approval of a full-time three-year undergraduate (BSc (Hons) nursing studies), and a full-time two-year postgraduate route (MSc Nursing). These are for fields in adult, mental health, children's and learning disabilities nursing leading to registration with the Nursing and Midwifery Council (NMC). Recognition of prior learning is compulsory for the MSc route before entry to the programme.
Programme documentation confirms evidence of effective partnership working between TU and key stakeholders. The programme is developed in consultation with practice learning partners (PLPs), students and service users and carers (SUC).
The information provided in the programme documentation is of good quality and both routes are comprehensively described. The programme demonstrates currency and innovation. It provides evidence that the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level. Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.
The practice assessment documentation has resulted from collaboration with a number of programme providers from the north east of England.
The programme is recommended to the NMC for approval subject to two specific conditions.
Updated 11 July 2019
Evidence is provided to meet the conditions. The conditions are met and 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 ☐
	Effective partnership working: collaboration, culture, communication and resources:

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.*	Condition one: TU must provide an implementation plan to address how SUC will be involved, and invited to participate, in student interviews across all fields of practice of the programme. (SFNME R2.7)
	Selection, admission and progression:
	None identified
	Practice learning:
	None identified
	Assessment, fitness for practice and award:
	None identified
	Education governance: management and quality assurance:
	Condition two: TU must provide the name of the registered nurse responsible for directing the BSc (Hons) nursing studies programme. (SFNME R2.1; Standards for pre-registration nursing programmes (SPRNP) R4.3)
Date condition(s) to be met:	18 June 2019
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	SUC involvement in student selection. SUC engagement in the programme across all fields of nursing practice.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: The programme team has provided documentary evidence of an implementation plan to address how SUC will be involved in student interviews and the name of the registered nurse responsible for directing the BSc (Hons) route. All conditions are now met.

AEI Observations	**Observations have been made by the education institution** **YES** ☐ **NO** ☒

Nursing & Midwifery Council

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

MOTT MACDONALD

Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	11 July 2019

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for pre-registration nursing programmes* (NMC, 2018) *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018), *Standards framework for nursing and midwifery education* (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018) The Code: Professional standards of practice and behaviour for nurses and midwives QA Framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC *Standards for student supervision and assessment*

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including service users contribute to student assessment

Nursing & Midwifery Council

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

MOTT MACDONALD

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.

We found strong evidence of effective partnerships at all levels between TU, PLPs, SUC and students. There is evidence of a strong collaborative process in the development of the new programme.

At the approval visit PLPs describe TU as a respectful partner as they engage with them and take action to resolve issues. PLPs describe TU as a proactive organisation that engages fully with them in the development of the new

![Nursing & Midwifery Council logo]

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

MOTT MACDONALD

programme. They tell us communication and networking between TU and PLPs is highly effective. Programme documentation and the approval process demonstrates there are effective partnership arrangements for maintaining the learning environment and for effective support of practice supervisors and practice assessors.

SUC tell us relationships and support with academic staff in the school is very positive and their activities are valued by students and the academic team. This includes equality and diversity training for those service users who are engaged in the selection and recruitment of student nurses. They tell us they have contributed to the development of the new programme and have had the opportunity to develop the 'expert by experience' module, from the beginning. Documentary evidence demonstrates SUC are involved in the development, delivery and continued review of the programme.

The programme development team tell us there is currently a pilot project to involve SUC in child field interviews, but that SUC are not involved in selection and recruitment for other fields of practice. Relevant stakeholder groups must be engaged in partnership for student recruitment and selection. (Condition one) (SFNME R2.7)

Partnership information made available through documentation and the approval process identifies specific involvement from some minority groups of stakeholders. There are well-established and productive links with local NHS partners, private, independent, social care and voluntary sectors.

Students tell they are involved in the curriculum development process for the new programme. Students are articulate and comment positively about their programme and about support from TU.

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*

<div align="right">

MET ☐   **NOT MET** ☒
</div>

SUC are not present at interviews for all fields of practice. Relevant stakeholder groups must be engaged in partnership for student recruitment and selection.

Condition one: TU must provide an implementation plan to address how SUC will be involved, and invited to participate, in student interviews across all fields of practice of the programme. (SFNME R2.7)

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*

<div align="right">

MET ☒   **NOT MET** ☐
</div>

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
SUC are not present at interviews for all fields of practice. Relevant stakeholder groups must be engaged in partnership for student recruitment and selection. Condition one: TU must provide an implementation plan to address how SUC will be involved, and invited to participate, in student interviews across all fields of practice of the programme. (SFNME R2.7)
Post Event Review
Identify how the condition is met: Condition one: The programme team have provided an implementation plan to address how SUC will be involved in student interviews. Evidence: Service user and carer involvement in student selection, 2019. Condition one is now met.
Date condition(s) met: 11 July 2019 **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

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

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:

Nursing & Midwifery Council

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

MOTT MACDONALD

- 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** ☐

- 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 met. Programme documentation and the approval process confirm up to a maximum of 50 percent of recognition of prior learning (RPL) can be accredited and complies with Article 31 (3) of Directive 2005/36/EC. For the MSc 500 practice hours are recognised as prior learning and students must evidence this in a portfolio and with references from previous employers. Guidance is provided to candidates to complete the RPL claim and all RPL claims are seen by an external examiner. The MSc RPL portfolio is mapped to the year one programme learning outcomes of the BSc.

- 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. Comprehensive programme mapping documentation confirms that RPL of more than 50 percent is capable of being mapped to the Standards of proficiency for registered nurses (NMC, 2018) and programme outcomes for registered nurses seeking registration in another field of practice.

- 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. Programme documentation and the approval process confirm the criteria for admission to the pre-registration nursing programme meet NMC numeracy and literacy requirements. The ability of candidates to speak English is assessed in group work activity and the face to face interviews which are part of the selection process. Documentary evidence confirms TU has an effective approach to assessing candidate's digital and technological capability as part of the selection process through online application. The practice assessment document (PAD) is linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Numeracy skills are developed across the programme by using an online medicines calculation package. There is a requirement to achieve 80 percent in year one, 90 percent in year two and 100 percent in year three. Students confirm they are supported by TU and PLPs to develop their numeracy, literacy, digital and technology literacy skills throughout the programme.

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 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 ☐

Programme documentation and the approval process confirms first year students on the 2010 standards programme will transfer at the start of their second year to the new pre-registration programme in September 2019. TU have mapped the current programme learning outcomes and proficiencies to meet the Standards for pre-registration nursing programmes (NMC, 2018). First year students on the current pre-registration programme tell us they are well supported and are being prepared by the programme team to transfer and looking forward to engaging with the new programme. Current year two students on the 2010 standards programme will remain on the programme until completion. These students tell us they are well supported to remain on the programme until completion. These students will not transfer to the SSSA. PLPs say they are supported by TU to manage two practice assessment documents and understand practice supervision and assessment processes.

There is evidence that for students who have interrupted their studies, RPL is capable of being mapped to the Standards for pre-registration nursing programmes (NMC, 2018) and will be undertaken on an individual basis.

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 ☐

Documentary evidence indicates RPL of more than 50 percent is permissible and capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes. This is reviewed on an individual basis.

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: 21 May 2019

Nursing & Midwifery Council

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

MOTT MACDONALD

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.

Nursing & Midwifery Council

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

MOTT MACDONALD

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. Documentation and the approval process confirm the design and delivery of the programme will support students in both theory and practice across all four fields of nursing for each route and field of practice of the programme. There's signed agreements between PLPs and TU confirming joint responsibility for students on nursing programmes. There is evidence in each of the modules that programme design illustrates specific fields of practice that allow students to enter the register in one specific field of nursing practice. There is evidence of field specific learning outcomes and field specific content in the module descriptors. Students tell us they have opportunity to experience a variety of practice learning experiences to meet programme learning outcomes and proficiencies. PLPs confirm sufficient practice learning opportunities for students to learn.

- 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. Documentation and the approval process confirm field specific learning outcomes are identified in the module descriptors, and field specific content is listed in module descriptors. The programme development team tell us field specific learning will be further applied in face to face learning. Link lecturers will support students, practice assessors and practice supervisors. Programme field leads are current NMC registered nurses in the relevant field of practice.

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

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

YES ☒   **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 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. Documentation and the approval process confirm there's extensive mapping in the programme to ensure field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation are fully included for theory and in practice. The PAD requires assessment in practice of safeguarding, consent, pharmacology and medicines administration.

- 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. We found documentary evidence and the approval process confirms programme structure is equally balanced for theory and practice learning and meets NMC requirements. A comprehensive range of learning and teaching strategies are detailed in the documentation with the theory-practice balance detailed at each part of the programme and at the end point. For example, face to face lectures and seminars, simulation laboratory experience, technology enhanced learning strategies including online learning, and scenario-based group activities. Module aims, descriptors and outcomes are appropriate for the programme. There's a practice allocation model for the delivery of the programme which demonstrates how designated practice learning hours are achieved. The model details the breadth of practice learning experiences. Students will have a practice learning placement in one other field of nursing. Experience of other fields will be through opportunistic learning and recorded through reflective account in the PAD. Students tell us they are supported in practice learning opportunities in other fields by the programme team and by practice assessors and practice supervisors. Practice hours are recorded in the PAD and verified by practice assessors and practice supervisors. This ensures practice hours are achieved and the European working time directive is not exceeded. If needed, students are given additional practice time to retrieve unmet practice hours and they complete a learning log. Students say they are supported by PLPs and TU to achieve the required theory and practice hours. Theory learning hours are monitored by the university with an attendance monitoring system.

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 is only delivered in England.

- 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** ☐

Nursing & Midwifery Council

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

MOTT MACDONALD

- 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** ☐

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: 21 May 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.

Nursing & Midwifery Council

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

M M
MOTT MACDONALD

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. Practice learning opportunities are fully outlined in the programme documentation and indicate they'll allow students to meet the Standards of proficiency for registered nurses across all the four fields of nursing. The practice allocation model provides opportunities for students across all four fields on both routes of the programme to experience delivering safe and effective care to a diverse range of people. Students confirm they have a range and variety of practice learning environments. There are alternative practice learning experiences for each field of nursing practice allowing students to develop knowledge, awareness and skills in supporting SUC from outside the student's chosen field of nursing practice. TU shares some practice learning areas with other approved education institutions (AEIs). Documentation shows signed practice learning agreements with PLPs.

- 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. Programme documentation and the approval process outlines initiatives which ensure students experience a variety of practice learning environments and these environments are of appropriate quality. Students on the MSc route will be allocated to a 'home trust' and we are assured this will allow for a variety of practice learning experiences by adopting a 'hub and spoke' approach to placement allocation. We found practice learning experiences will prepare students to meet the holistic needs of people of all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences. Students evaluate practice learning environments at the end of each experience using an online platform. PLPs are required to respond to issues raised.

Nursing & Midwifery Council

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

M MOTT MACDONALD

TU has a placement agreement with PLPs, a placement charter and a placement multi-professional educational audit system. This is completed jointly between TU and PLPs and accessed on a shared data base. In practice learning areas shared with other AEIs the educational audit is completed by one of the AEIs and shared. These systems are monitored through quarterly meetings with TU, PLPs and student representatives. Any issues raised are investigated and appropriately dealt with through a placement concern process. Anonymous feedback is given to PLPs to highlight areas of good practice and areas for future enhancement. Any areas of concern impacting on student learning are investigated. Where necessary, action plans are put in place and monitored. In the event that these are not adhered to or it is deemed the placement is not a quality learning environment, students are withdrawn from the practice learning environment until such time as the issues have been addressed. This information is reported to the NMC via the exception reporting procedure.

- 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. There's documentary evidence confirming practice learning opportunities are provided, that 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. The programme team confirm this. Students tell us they are supported in practice learning, to aid the development of communication and relationship management, skills and nursing procedures. They tell us skills are appropriate for their level of learning and there are opportunities to develop these skills as they progress through the programme. Programme documentation confirms opportunity for students to enhance these skills in the university. These skills are mapped to the Standards of proficiency for registered nurses. Students are assessed in these skills through the PAD.

- 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. Programme documentation and the approval process confirm technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. The programme uses the virtual learning environment BlackBoard, which includes e-learning packages to complement face-to-face teaching and learning. The

programme development team tell us about a 'simulation day' which occurs at the beginning of the programme for each route and allows for simulation-based learning alongside students from other health professions. Scenario based teaching and learning strategies are used involving SUC and role play. Students tell us this interprofessional learning allows them to work and learn alongside other health professionals. Documentary evidence confirms the programme complies with Article 31 (5) of Directive 2005/36/EC for students in the adult field.

- 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. 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. Students tell us these adjustments may necessitate alterations to practice placement shift patterns, placement location or the provision of specific equipment such as amplified stethoscopes. Students tell us they are fully supported with regard to reasonable adjustments for disabilities when allocated to practice learning environments. Documentary evidence shows processes are in place to take account of students' individual needs and personal circumstances when engaging with university learning. Reasonable adjustments are made as appropriate to student learning and assessment processes to support students in the university and in practice.

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)

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

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in

Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

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

Nursing & Midwifery Council

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

MOTT MACDONALD

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 met. Programme documentation and the approval process confirm TU and PLPs have developed and agreed guidelines on how the new roles of practice assessor, practice supervisor and academic assessor will be implemented. PLPs tell us they have participated in regular meetings for student supervision and assessment to ensure consistency across different practice learning settings. We found PLPs recognise the opportunities the new standards offer and view the SSSA as an opportunity to enhance practice learning experiences for students. The PAD shows evidence of accountability and partnership between PLPs and TU and evidence of increasing independence as students progress through the programme. There is evidence in the PAD of the requirement for students to gain informed consent from SUC. Students tell they are supernumerary when in practice learning areas.

- 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. The roles of practice supervisor and practice assessor are fully outlined in programme documentation. PLPs tell us they understand these roles and the requirements to meet the new NMC Standards. The programme team tell us PLPs will identify staff who have the appropriate skills to become practice supervisors and practice assessors. TU will prepare practice supervisors and practice assessors jointly with PLPs. Existing practice mentors will undertake a three-hour face to face (or equivalent) preparatory workshop to support the transition from mentors to practice supervisor and practice assessor. The workshop will include specific details of the programme along with their responsibility and accountability for supporting student learning, assessment and progression. PLPs see this as an opportunity to enhance the assessment in practice process. The role of the academic assessor is fully outlined in programme documentation. Assurance is given by the programme team that the same

Nursing & Midwifery Council

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

M M
MOTT
MACDONALD

academic assessor does not assess a student in consecutive parts of the programme.

Practice supervisor, practice assessor and academic assessor preparation will be monitored through partnership meetings and evaluated through a peer review system with feedback via link lecturers. Ongoing support will be provided to practice supervisors and practice assessors via a practice support website. Link lecturers will provide support to practice supervisors and practice assessors during meetings with students which are planned to be face-to-face or by telephone contact. Updates will be provided with programme update and information through the practice support website on an annual basis.

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** ☒

R4.3 is not met. The programme development team tell us there are four field leaders for the BSc route, representing each of the fields. There is a named principal lecturer who has overview of the whole BSc programme. However, the programme team are unable to provide the name of a registered nurse responsible for directing the programme. (Condition two) (SFNME R2.1; SPRNP R4.3)

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 PAD is developed and adopted by approved education institutions (AEIs) across the north east. The PAD records formative and summative assessment of practice learning. SUC can give feedback to students through the PAD and practice supervisors and practice assessors have a role in enabling this. Feedback to students is given by testimony from SUC. Students tell us feedback is timely and useful for their development. Students and practice learning representatives tell us they are supported in, and fully informed on, the implementation of the PAD. Documentary evidence shows there are processes in place to provide students with feedback throughout the programme to support their development. TU have a formative and summative assessment strategy. This includes a variety of approaches to assessment such as submission of up to 500 words for formative feedback on a summative assessment. External examiners sample, review and report on assessment for both theory and practice.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for

their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

MET ☒   **NOT MET** ☐

R4.5 is met. Documentary evidence and the approval process confirm comprehensive mapping documents are in place to ensure students can meet the Standards of proficiency for registered nurses and the programme outcomes for their fields of nursing. PLPs and TU work together to meet the Standards of proficiency for registered nurses. PLPs and academics are working together to address training needs in order that students can achieve proficiencies.

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** ☒

There is no named registered nurse responsible for directing the BSc (Hons) nursing studies programme.

Condition two: TU must provide the name of the registered nurse responsible for directing the BSc (Hons) nursing studies programme. (SFNME R2.1; SPRNP R4.3)

Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ are met

<div align="right">

YES ☒   NO ☐

</div>

Outcome

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

There is no named registered nurse responsible for directing the BSc (Hons) nursing studies programme.

Condition two: TU must provide the name of the registered nurse responsible for directing the BSc (Hons) nursing studies programme. (SFNME R2.1; (SPRNP R4.3)

Date: 21 May 2019

Post event review

Identify how the condition(s) is met:

Condition two:

The name of the registered nurse responsible for directing the BSc (Hons) nursing studies programme is provided.

Evidence:

Email trail confirming programme leader, 11 July 2019.

Condition two is now met.

Date condition(s) met: 11 July 2019

Revised outcome after condition(s) met: **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.

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 is no fall back exit award with registration as a nurse.

Any fall back exit or intermediate awards associated with the programme are not eligible for NMC registration.

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: 21 May 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)	☒	☐

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:

Programme team presentation to the approval panel, 21 May 2019

NMC register check for programme leaders and external examiners

Meeting notes of service partner involvement in the co-production of the curriculum by field, 2018-2019

Meeting notes of PLP involvement in programme development, 2018-2019

Attendees of selection and admissions events, 2018-2019

Examples of disclosure and barring service checks, health screening and good character checks

Applicant guidance notes for the completion of record of prior learning (RPL) portfolio: MSc nursing (adult/mental health/child/learning disability), 2019

Current course phasing arrangements, 2019

Student placement journey document, 2019

Advance standing procedure-pre-registration nursing, 2019

Approach to learning and teaching assessment document, 2018

External examiner reports, 2018

Post visit evidence:

Service user and carer Involvement in student selection, 2019

Email confirmation of BSc (Hons) programme leader, 11 July 2019

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

Information included in other documents.

Additional comments:
None

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: September 2016 cohort/ child field x one student September 2017 cohort/ adult field x one student September 2018 cohort/ adult field x two students, child field x one student January 2019 cohort/ adult field x four students, child field x one student, learning disabilities x one student, mental health field x one student		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

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	☒	☐
CQC report for Cygnet Appletree (long stay/rehabilitation mental health unit, June 2018. CQC report for Tees, Esk and Wear Valleys NHS foundation trust, June-July 2018. CQC report York teaching hospital NHS foundation trust, September-October 2017.		
If you stated no above, please provide the reason and mitigation: Not required as an existing AEI		
Additional comments:		

Issue record			
Final Report			
Author:	Lesley Saunders	Date:	5 July 2019
Checked by:	Monica Murphy	Date:	11 July 2019
Approved by:	Leeann Greer	Date:	26 July 2019
Submitted by:	Lucy Percival	Date:	29 July 2019