Nursing & Midwifery Council

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

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Introduction

We refused approval of the programme(s) listed in this report as 12 conditions were set during the approval process and we allow up to five conditions for a programme to be approved.

The conditions are outlined in the report. These were in relation to our new standards and future programme design, rather than highlighting any concerns about the pre-registration nursing programme currently running against our pre-2018 standards.

A programme can't run until it has successfully passed our programme approval process and we've confirmed in writing that it has been approved.

As such, the programme(s) contained within this report can't run until we have granted approval.

Programme approval visit report

<u>**Section one**</u>

Programme provider name:	University of Bedfordshire
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Pebble Brook School Stocklake Park Community School Spire Healthcare Sue Ryder Care Buckinghamshire Healthcare Trust Thrift Farm The Chiltern Hospital West Hertfordshire Hospitals NHS Trust Willen Hospice Buckinghamshire Healthcare Trust Pennefather Court Bedford Hospitals NHS Trust BMI Healthcare Moorlands Gardens Care Home Avondale Care Home Brendon Care Chiltern View Priory Group Buckingham Community Hospital Thame Community Hospital Hertfordshire Community NHS Trust Bedfordshire Clinical Commissioning Group Herts Valleys Clinical Commissioning Group Central and North West London NHS Foundation Trust Cygnet Healthcare Seeleys House Moorfields Eye Hospital Frimley Park NHS Trust Central Beds Council

	Swan Practice
	Buckinghamshire Healthcare Trust
	Keech Hospice
	Sue Ryder Hospice
	Rennie Grove Hospice
	The Royal Buckinghamshire Hospital
	Walnut School
	Headway
	Beechlands Court
	St Andrews Communication and Interaction Resource Base
	East & North Hertfordshire NHS Trust
	Luton And Dunstable Hospital NHS Foundation Trust
	Cambridge Community Services
	Essex Partnership University NHS Foundation Trust
	East London Foundation Trust
	St Andrews Healthcare
	Milton Keynes Hospital NHS Trust
	Marbrook Centre
	Lakeside Nursing Home
	Bluebirds Nursing Home - P J Care
	Mallard House - P J Care
	Oxford Health
	Oxford University Hospitals NHS Foundation Trust
	Aylesbury Young Offenders Institutions
	HMP Bullingdon Prison In Reach
	HMP Springhill and Grendon Prison
	MacIntyre School
	Broadmoor Hospital
	BMI Healthcare

	SENSS Communication and interaction resource base

Programmes reviewed: Registered Nurse - Adult
Title of programme: BSc (Hons) Adult Nursing & MSc Adult Nursing
Date of approval visit: 2 July 2019
Programme start date: 30 September 2019

Academic level:
England, Wales, Northern Ireland:
Level 6: Yes
Level 7: Yes

Programmes reviewed: Registered Nurse - Mental Health
Title of programme: BSc (Hons) Mental Health Nursing & MSc Mental Health Nursing
Date of approval visit: 2 July 2019
Programme start date: 30 September 2019

Academic level:
England, Wales, Northern Ireland:
Level 6: Yes
Level 7: Yes

Programmes reviewed: Registered Nurse - Child
Title of programme: BSc (Hons) Children and Young People's Nursing & MSc Children and Young People's Nursing
Date of approval visit: 2 July 2019
Programme start date: 30 September 2019

Academic level:
England, Wales, Northern Ireland:
Level 6: Yes
Level 7: Yes

Programmes reviewed: Nursing Degree Apprenticeship route - Adult
Title of programme: BSc (Hons) Nursing: Adult & MSc Nursing: Adult
Date of approval visit: 2 July 2019
Programme start date: 30 September 2019

Academic level:
England, Wales, Northern Ireland:
Level 6: Yes
Level 7: Yes

Programmes reviewed: Nursing Degree Apprenticeship route - Mental Health
Title of programme: BSc (Hons) Nursing: Mental Health & MSc Nursing: Mental

Health
Date of approval visit: 2 July 2019
Programme start date: 30 September 2019

Academic level:
England, Wales, Northern Ireland:
Level 6: Yes
Level 7: Yes

Programmes reviewed: Nursing Degree Apprenticeship route - Learning Disabilities
Title of programme: BSc (Hons) Nursing: Learning Disabilities
Date of approval visit: 2 July 2019
Programme start date: 30 September 2019

Academic level:
England, Wales, Northern Ireland:
Level 6: Yes

Programmes reviewed: Nursing Degree Apprenticeship route - Child
Title of programme: BSc (Hons) Nursing: Children and Young People & MSc Nursing: Children and Young People
Date of approval visit: 2 July 2019
Programme start date: 30 September 2019

Academic level:
England, Wales, Northern Ireland:
Level 6: Yes
Level 7: Yes

QA visitor(s):	Registrant Visitor: Kudzai Mafuba
	Lay Visitor: Terence Williams

Summary of review and findings
The University of Bedfordshire (UoB), an established approved education institution (AEI), presented a pre-registration nursing programme for approval against the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (SPNP) (NMC, 2018), and Future nurse: Standards of proficiency for registered nurses (NMC, 2018). The UoB presented four routes: a three-year full-time BSc (Hons) (adult, mental health, children and young people's) nursing; a two-year full-time MSc (adult, mental health, children and young people's) nursing. In addition, nurse degree apprenticeship (NDA) routes at both academic level six and seven are proposed; three-year full-time BSc (Hons) (adult, mental health, learning disabilities, children and young people's) NDA route, and a two-year full-time MSc (adult, mental health, children and young people's) NDA route. The request for approval of the learning disabilities NDA route did not include approval of a direct entry, full-time learning disabilities field in the pre-registration nursing programme. The approval visit was a two-day event and incorporated a visit to practice learning areas for the proposed learning disabilities nursing field. We met university staff but there were no senior practice staff to confirm their support for the proposed learning disabilities NDA route. We are unable to confirm that placement agreements are in place between the AEI, and proposed practice learning partners (PLPs) and employers for the learning disabilities field. During the practice visit mentors told us that they are not involved in the development of the proposed programme at the UoB. They also told us that they have not supported students from the AEI previously and that they are not aware that any discussions have taken place with senior practice staff regarding placement agreements. They told us that they are not familiar with supporting students on apprenticeship programmes. The AEI is a member of the Midlands, Yorkshire and East practice learning group (MYEPLG) working with other AEIs and PLPs across the region who have contributed to the development of the new regional Midlands, Yorkshire and East practice assessment document (MYEPAD) and ongoing achievement record (OAR) to meet the Future nurse: Standards of proficiency for registered nurses (NMC, 2018). However, with the exception of the MYEPAD and OAR, the programme documentation and approval process failed to confirm evidence of effective partnership working between the AEI, employers and PLPs. We found no evidence of programme co-production with PLPs and employers. We are unable to confirm

evidence of support for apprenticeship routes by employers. We are unable to confirm that service users and carers and students have been involved in the co-production of the proposed programme. Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (NMC, 2018). Arrangements at programme level do not meet the Standards for student supervision and assessment (NMC, 2018).

The recommendation to the NMC is to refuse approval of the programme. There are 12 NMC conditions, and 10 AEI conditions. One NMC and one university recommendation are made.

NMC conditions are as follows:

Condition one: Ensure that the programme is designed, developed, delivered, evaluated and co-produced with service users and other stakeholders. (SFNME R1.12; SPNP R2.1)

Condition two: Ensure that suitable systems and processes are in place to demonstrate that the UoB works in partnership with PLPs to ensure safe and effective coordination of learning in practice learning environments for pre-registration nursing programmes. (SFNME R1.12; SSSA R1.4 SPNP 4.2)

Condition three: Provide a mapping tool to ensure that students who claim recognition of prior learning (RPL) up to 50 percent of the programme meet the programme outcomes, Standards of proficiency for registered nurses (NMC, 2018) and comply with Article 31(3) of Directive 2005/36/EC. (SPNP R1.5)

Condition four: Ensure that the Standards of proficiency for registered nurses (NMC, 2018) are mapped to programme outcomes consistently across the four fields to demonstrate that there is one programme. (SPNP R2.3, R2.5, R4.5)

Condition five: Provide a mapping document which demonstrates that all NMC proficiencies are addressed at the same point of the programme for all fields, and that shared and field specific units are clearly identified, with learning opportunities for student exposure to each of the four fields clearly articulated. (SPNP R2.4)

Condition six: Ensure that the Standards of proficiency for registered nurses (NMC, 2018) are mapped to content in the unit information documentation consistently across the four fields of nursing. (SPNP R2.6)

Condition seven: Ensure that students have been consulted and formerly consent to the transfer to the proposed programme (NMC, 2018). (SFNME 2.1)

Condition eight: Ensure that students transferring from the existing pre-registration nursing programme (NMC, 2010) to the proposed programme (NMC, 2018) have year one of their programme mapped to the SPNP (NMC, 2018) and Standards of proficiency for registered nurses (NMC, 2018) to ensure that any deficit knowledge, skills and proficiencies are identified, taught and assessed. (SFNME R2.1; R3.2)

Condition nine: Provide evidence that the relevant units in the adult nursing field of practice are mapped to the content for nurses responsible for general care as set out in Article 31(7) of Directive 2005/36/EC. (SPNP R2.11)

Condition 10: The practice learning handbook must clearly distinguish the role of the mentor for students on the current pre-registration nursing programme (NMC, 2010) under SLAiP (NMC,2008) from the role of practice supervisor and practice assessor under the SSSA, (NMC, 2018) for students on the proposed programme (NMC, 2018). (SSSA R2.2; SPNP R2.2, R4.1)

Condition 11: Clearly articulate in the practice learning handbook the process of ensuring that practice learning opportunities allow students to develop skills to deliver safe and effective care to people with learning disabilities. (SPNP R3.1)

Condition 12: Detail the process of monitoring the supernumerary status of nurse degree apprentices in collaboration with PLPs and employers. (SPNP R3.7)

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Recommended to refuse approval of the programme
Recommendations to enhance the programme delivery:	Recommendation one: Consider seeking variation from the university regulations to permit RPL for NMC registered nurses that may be more than 50 percent of the programme. (SPNP R1.6) Recommendation two: To more fully/more explicitly include references to learning disabilities through the course documentation for the other learning fields. (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: Not applicable.	
AEI Observations	**Observations have been made by the education institution** Yes
Summary of observations made, if applicable	AEI observations are provided as a separate Word document.

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:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

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nursing associate education.

Documentary evidence and the approval process fail to demonstrate effective partnership working between UoB, service users and carers, students, employers and PLPs. One stakeholder event at the beginning of the programme development process is the only evidence provided for partnership working. There is no evidence that the learning culture and structures within the AEI work in partnership with PLPs to ensure the programme is designed and co-produced. PLPs told us their involvement in programme development was ad hoc and mainly at field specific, unit level. (Condition one) (SFNME R1.12; SPNP R2.1)

We found evidence of educational governance and resources to support the delivery, assessment and evaluation of the programme. However, we are unable to confirm that there are practice learning agreements with employers to support nurse degree apprenticeships. (Condition two) (SFNME, R1.12, SSSA, R1.4, SPNP R4.2). Further, the AEI and PLPs need to agree a system of monitoring the supernumerary status of nurse degree apprentices. (Condition 12) (SPNP R3.7)

The AEI has not presented a learning disabilities field of nursing for approval; the field is proposed only as an apprenticeship route. We were provided with a scoping document, which has been produced for learning disabilities placements. There were no senior managers from employers who could confirm their support for this route. We were told that the AEI will broker placements for apprentices in other organisations where needed, such as in schools. We were unable to confirm how practice assessment will be facilitated for students on the apprenticeship routes who might have placements outside the employer's organisation. We are therefore unable to confirm that suitable systems and processes are in place to demonstrate that the UoB works in partnership with employers and PLPs to ensure safe and effective coordination of learning in all practice learning environments for the NDA routes. (Condition two) (SFNME, R1.12, SSSA R1.4, SPNP R4.2)

There are established processes and quarterly practice learning meetings with PLPs for ongoing monitoring and reporting of practice learning activities, However, the transfer to the SSSA lacks strategic oversight from the AEI. We were told that individual PLP organisations will prepare staff for the roles of practice supervisor and practice assessor in liaison with the AEI. However, we are unable to confirm there is effective collaboration between the AEI and PLPs to ensure a consistency of approach. Suitable systems and processes need to be in place to demonstrate that the AEI works in partnership with PLPs to ensure safe and effective coordination of learning in all practice learning environments. (Condition two) (SFNME R1.12; SSSA R1.4, SPNP R4.2)

Documentary evidence confirms a service user and carer (SUC) strategy is in place. At the approval visit SUCs told us that they are aware of the proposed programme, but they have not been formerly consulted on the proposed programme. They are currently involved in student selection and programme delivery for the current pre-registration nursing programme. There are plans for

SUCs to continue to be involved in student selection, programme delivery and student assessment in the proposed programme. (Condition one) (SFNME R1.12; SPNP R2.1)

The AEI works in collaboration with students. There are established processes for recording student evaluations of their learning experience in both theory and practice. Students provided us with some examples of how their feedback has led to changes in their learning experience. We found that students have been informed about the proposed programme. However, they have not been consulted on its development. (Condition one) (SFNME R1.12; SPNP R2.1)

Students have not formally consented to the transfer from their current pre-registration nursing programme (NMC, 2010) to the proposed programme (NMC, 2018). (Condition seven) (SFNME R2.1)

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

Not Met

SUCs, PLPs and students are not clearly and consistently involved in programme development. (Condition one) (SFNME R1.12; SPNP R2.1)

Students have not formerly consented to the transfer to the proposed programme (NMC, 2018). (Condition seven) (SFNME R2.1)

We are unable to confirm that there are practice learning agreements with employers to support nurse degree apprenticeships.

Condition two: Ensure that suitable systems and processes are in place to demonstrate that the UoB works in partnership with PLPs to ensure safe and effective coordination of learning in practice learning environments for pre-registration nursing programmes. (SFNME R1.12; SSSA R1.4 SPNP 4.2)

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

Not Met

Suitable systems and processes are not in place to demonstrate that the UoB works in partnership with PLPs to ensure safe and effective coordination of learning in all practice learning environments for NDA routes. (Condition two) (SFNME R1.12, SSSA R1.4, SPNP R4.2)

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If not met, state reason

Documentary evidence and the approval process fail to demonstrate effective partnership working between UoB, SUCs, students, employers and PLPs. PLPs told us their involvement in programme development was ad hoc and mainly at field specific, unit level.

Condition one: Ensure that the programme is designed, developed, delivered, evaluated and co-produced with service users and other stakeholders. (SFNME R1.12, SPNP R2.1)

There are established processes and quarterly practice learning meetings with PLPs for ongoing monitoring and reporting of practice learning activities. However, the transfer to the SSSA (NMC, 2018) lacks a strategic approach to implementation to ensure a consistent approach across PLPs.

Condition two: Ensure that suitable systems and processes are in place to demonstrate that the UoB works in partnership with PLPs to ensure safe and effective coordination of learning in all practice learning environments for the pre-registration nursing programmes. (SFNME, R1.12, SSSA R1.4, SPNP R4.2)

The AEI and PLPs need a system of monitoring the supernumerary status of nurse degree apprentices.

Condition 12: Detail the process of monitoring the supernumerary status of nurse degree apprentices in collaboration with PLPs and employers. (SPNP R3.7)

Student journey through the programme
Standard 1. Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education

length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Not Met

R1.5 is not met. The AEI has an established process for the RPL for entry into the existing pre-registration nursing programme for the BSc and MSc routes. Applicants for the BSc (Hons) nursing programme can claim RPL for 120 academic credits (12 months), or 180 academic credits (18 months) for applicants with a foundation degree. MSc students can claim RPL for 580 hours of theory learning and 570 hours of practice learning. All applications for RPL require the submission of a portfolio. We viewed portfolio templates. However, there is no mapping tool for applicants to demonstrate their prior learning meets the relevant proficiencies, skills and procedures for entry to one of the proposed fields of nursing (NMC, 2018). At the approval visit we were unable to confirm that the requirements of Article 31(3) of Directive 2005/36/EC will be adequately assessed in the portfolio. We were also unable to confirm how any deficiencies would be addressed prior to commencing the programme or during the programme. (Condition three)

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

Not Met

R1.6 is not met. All applications for RPL from registered nurses require the submission of a portfolio. We viewed portfolio templates, however we were told that RPL for registered nurses will only be available on the MSc route. We are unable to confirm how NMC registrants can receive RPL for more than 50 percent of the undergraduate programme.

Recommendation one: Consider seeking variation from the university regulations to permit recognition of prior learning (RPL) for NMC registered nurses that may be more than 50 percent of the programme. (SPNP R1.6)

Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

Ongoing achievement record (ORA) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes Detail support

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

Met

R1.7 is met. The course information forms demonstrate that students will be able to continuously develop their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes. These skills will be assessed and re-assessed at each progression point throughout the programme. This ensures that students are able to progressively develop these skills. In addition, the NMC proficiencies have been mapped to the OAR and PAD and include development of digital and technological skills and numeracy. Students at the approval event told us they are given opportunities to develop these skills in both theory and practice learning. Students who are identified as requiring further support are referred to the study hub for additional support. We were told that the school has an academic skills development unit that focuses on numeracy, literacy and digital technology skills and competency development. Students will participate in the 'learning gain' project during induction to assess numeracy literacy, digital and technological literacy.

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

Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

Yes

Proposed transfer of current students to the programme under review

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

Not Met

The transfer arrangements for students on the existing pre-registration nursing programme to the proposed programme are not articulated in the documentation. We heard from the programme team that they propose to transfer current first year students on the existing BSc (Hons) pre-registration nursing programme (NMC, 2010) to the proposed programme (NMC, 2018).

All remaining students will complete their programme on the Standards for pre-registration nursing education (NMC, 2010) and the Standards to support learning and assessment in practice (SLAiP), (NMC, 2008).

Documentation includes mapping some of the current year one unit learning outcomes to some of the proposed year one unit learning outcomes. The documentation states 'NMC Annexe B proficiencies mapped to new year one elements' and identify nursing procedures 1.16, 1.18, and 3.6 which do not exist in Annexe B of the Standards of proficiency for registered nurses NMC (2018). There is no clear mapping of the Standards for pre-registration nursing education (NMC, 2010) to year one of the Standards for pre-registration nursing programmes and the Future nurse: Standards of proficiency for registered nurses (NMC, (2018). The proficiencies, communication and relationship management skills, and nursing procedures that will need to be made up by the transferring students have not been identified. There is no clear plan of how proficiencies, communication and relationship management skills, and nursing procedures, which need to be completed, will be taught and assessed.

Students told us that they are aware of the proposals to transfer year one students to the proposed programme. However, they are not aware of how the transfer arrangements will be implemented. They also told us that they have not been formerly consulted, or asked to give their consent to, the transfer to the proposed programme. (Condition seven)

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

Not Met

All applications for RPL from registered nurses require the submission of a portfolio. We viewed portfolio templates, however we were told that RPL for registered nurses will only be available on the MSc route. We are unable to confirm how NMC registrants can receive RPL for more than 50 percent of the undergraduate programme. (Recommendation one)

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

Yes

Outcome

Is the standard met?   **Not Met**

There is no mapping tool to demonstrate that RPL is capable of being mapped to

the Standards of proficiency for registered nurses (NMC, 2018) and programme outcomes, up to a maximum of 50 percent of the programme and complies with Article 31(3) of Directive 2005/36/EC.

Condition three: Provide a mapping tool to ensure that students who claim RPL up to 50 percent of the programme meet the programme outcomes, Standards of proficiency for registered nurses (NMC, 2018) and comply with Article 31(3) of Directive 2005/36/EC. (SPNP R1.5)

Students have not been formerly consulted or provided consented to the transfer to the proposed programme.

Condition seven: Ensure that students have been consulted and formerly consent to the transfer to the proposed programme. (SFNME R2.1)

Year one of the Standards for pre-registration nursing programme (NMC, 2010) needs to be clearly mapped to year one of the Standards for pre-registration nursing programmes (NMC, 2018) and identify the proficiencies, communication and relationship management skills, and nursing procedures that will need to be made up by the transferring students. There is no clear plan of how identified proficiencies, communication and relationship management skills, and nursing procedures which need to be completed, will be taught and assessed.

Condition eight: Ensure that students transferring from the existing pre-registration nursing programme (NMC, 2010) to the proposed programme (NMC, 2018) have year one of their programme mapped to the SPNP (NMC, 2018) and Standards of proficiency for registered nurses (NMC, 2018) to ensure that any deficit knowledge, skills and proficiencies are identified, taught and assessed. (SFNME R2.1; R3.2)

Date: 3 July 2019

Standard 2. Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.1 is not met. Documentation identifies one stakeholder event that took place at the beginning of the curriculum development process. The programme team confirmed this at the approval visit. The programme team told us that they relied on ad hoc consultations rather than structured consultations. PLPs, students and service users confirmed this. There were no senior managers and PLPs present at the approval visit, so we were unable to confirm their involvement in the development of the programme. Some employer representatives confirmed that they participated in the stakeholder event. Some employer representatives confirmed that AEI academic staff involved them in field specific units.

Service users told us that they are aware of the proposed programme, but they told us that they were not formally involved in the programme development. Students and student representatives told us that they are aware of the proposed programme. They told us that they were not asked to contribute to the development of the proposed programme. We are unable to confirm that the programme is designed, developed, delivered, evaluated and co-produced with service users and other stakeholders. (Condition one) (SFNME R1.12; SPNP R2.1)

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

No

R2.2 is not met. There are references to the roles of practice supervisors, practice assessors, academic assessors, mentors and practice teachers in the practice learning handbook, but there is no description of the roles. (Condition nine)

References to mentors and practice teachers in the same context as the SSSA is confusing for both students and PLPs. The transfer arrangements from mentors and practice teachers to the SSSA are given in the documentation, and these include an e-workbook.

We were provided with the draft MYEPLG guide to the implementation of the SSSA. However, at the approval event the AEI and PLPs told us that each PLP has their own transfer arrangements. At the approval visit we were unable to confirm a clear strategy of how the MYEPLG guide to the implementation of the

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SSSA is operationalised by PLPs. We are therefore unable to confirm that the AEI has a strategic overview of the SSSA transfer arrangements with their PLPs.

The practice learning handbook provides flowcharts of how the practice learning assessment process works for the NMC (2010) standards programme. There are no equivalent and corresponding flowcharts of how the practice learning assessment process works for the proposed programme (NMC, 2018). (Condition 10) (SSSA R2.2; SPNP R2.2)

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

No

R2.3 is not met. The programme learning outcomes are mapped to unit (module) learning outcomes in the course information forms (CIF) and unit information forms (UIF) booklets. The NMC proficiencies are mapped to the PAD. However, there is no mapping of programme learning outcomes to the Standards of proficiency for registered nurses (NMC, 2018). We are unable to confirm that the programme documentation presented represents a single pre-registration nursing programme. (Condition four) (SPNP R2.3, R4.5)

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)

Not Met

R2.4 is not met. NMC proficiencies are attached to each module. However, there is no mapping document to demonstrate that all NMC proficiencies have been mapped to the modules. There are discrepancies in NMC proficiencies mapped to similar modules across fields. (Condition five) (SPNP R2.4)

The programme team told us that the field specific units are independent of other field specific units. We were told that individual field teams listed proficiencies in the units where there is best fit, in their opinion. The consequence is that students in each field will achieve different proficiencies at each stage on the programme, including at progression points.

The BSc (Hons) pre-registration nursing documentation has five field specific units

and 14 shared units. Documentary evidence and discussions at the approval event were confusing and contradictory.

At the approval event the programme team told us that there are four field specific units and 15 shared units. We were told that field specific units address field specific issues and only include references to caring for people with learning disabilities, people with mental health problems, adults and children and young people within the field context. The programme team also told us that field specific units are not field exclusive. Lecturers from all fields will teach shared units in mixed field groups. The programme team also told us that some teaching for specific field application will be undertaken within some shared units, but this is not explicit in the documentation. The programme team confirmed that the MYEPAD will be used for supporting and assessing practice learning. Documentation is unclear on the learning opportunities available for student exposure to each of the four fields, and we were unable to confirm this at the approval visit. (Condition six)

There are optional units in year two of the programme. Some NMC proficiencies are exclusively mapped to some of the optional modules. It is not clear how students who choose optional modules, which do not include these proficiencies, will be able to achieve them. We are not assured that the current design of the programme will support students to experience all four fields on nursing. (Condition five) (SPNP R2.4)

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)

Not Met

Documentation refers to the proposed programmes offering distinct routes into one of the four fields of nursing. There is variation in one programme learning outcome for each of the fields, which is inappropriate and implies that the programme is structured as four separate programmes. We are not assured that the routes within the proposed pre-registration programme will allow students to enter the NMC register in the specific field of nursing practice. (Condition four)

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.6 is not met. The Standards of proficiency for registered nurses (NMC, 2018) have been mapped to unit content with the mapping included within the course

information forms. However, mapping is inconsistent in field specific modules. Some Standards of proficiency for nursing associates (NMC, 2018) are inappropriately identified in the UIFs. (Condition six)

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

Yes

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

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

Met

R2.8 is met. Field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration is identified in the relevant shared and field specific UIFs and PADs. The assessment strategy in the UIFs demonstrates that students will be assessed on the field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration in both theory and practice. Students confirmed that they learn and are assessed on their field specific knowledge of the law, safeguarding, consent, and 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

R2.9 is met. Course plans, CIFs, and programme handbooks demonstrate that students will achieve a minimum of 2300 hours of practice and 2300 hours of theory. The UIFs clearly articulate unit aims, descriptors and learning outcomes.

Students will learn from staff and service users through role modelling in the classroom and in the practice setting. Teaching and learning will also include the use of case studies and exemplars in teaching sessions. Students will be

encouraged to identify and share their practice learning experiences. Enquiry based learning, simulated learning and peer-learning strategies are used to facilitate student learning.

Evidence provides assurance that the following QA approval criteria are met

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

N/A

The programme is taught 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)

No

R2.11 is not met. We found that there is inadequate evidence of mapping of the knowledge and skills set out in Article 31(6) and competencies set out in Article 31(7) of Directive 2005/36/EC to theoretical content in the relevant units for all the adult nursing field routes. (Condition 10)

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

Yes

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

No

The programme leads to single field registration.

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)

No

The programme leads to registration solely with the NMC.

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

No

SUCs, PLPs and students are not clearly and consistently involved in programme

development throughout the student journey. (Condition one) (SFNME R1.12; SPNP R2.1)

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

No

The practice learning handbook does not clearly articulate the differences in how the students on the Standards for pre-registration nursing programme NMC (2010) and students on the Standards for pre-registration nursing programmes NMC (2018) will be supported, supervised and assessed in practice. (Condition 10) (SSSA R2.2; SPNP R2.2)

Outcome

Is the standard met?	**Not Met**

We are unable to confirm that the programme is designed, developed, delivered, evaluated and co-produced with service users and other stakeholders.

Condition one: Ensure that the programme is designed, developed, delivered, evaluated and co-produced with service users and other stakeholders. (SFNME R1.12, SPNP R2.1, R4.2)

The practice learning handbook does not clearly articulate the differences in how the students on the Standards for pre-registration nursing programme NMC (2010) and students on the Standards for pre-registration nursing programmes NMC (2018) will be supported, supervised and assessed in practice.

Condition 10: The practice learning handbook must clearly distinguish the role of the mentor for students on the current pre-registration nursing programme (NMC, 2010) under SLAiP (NMC,2008) from the role of practice supervisor and practice assessor under the SSSA, (NMC, 2018) for students on the proposed programme (NMC, 2018). (SSSA R2.2; SPNP R2.2)

We are unable to confirm that the programme documentation presented represents one pre-registration nursing programme with four fields of nursing and four routes.

Condition four. Ensure that the Standards of proficiency (NMC, 2018) are mapped to programme outcomes consistently across the four fields to demonstrate that there is one programme. (SPNP R2.3, R2.5, SPNP R4.5)

There is variation in one programme learning outcome for each of the fields which is inappropriate and implies that the programme is structured as four separate programmes.

Condition six: Ensure that the Standards of proficiency for registered nurses (NMC, 2018) are mapped to content in the unit information documentation consistently across the four fields of nursing. (SPNP, R2.6)

There is inadequate evidence of mapping of the knowledge and skills set out in Article 31(6) and competencies set out in Article 31(7) of Directive 2005/36/EC to theoretical content in the relevant units for the adult nursing field routes.

Condition nine: Provide evidence that the relevant units in the adult nursing field of practice are mapped to the content for nurses responsible for general care as set out in Article 31(7) of Directive 2005/36/EC. (SPNP, R2.11)

Documentation is unclear on the learning opportunities available for student exposure to each of the four fields.

Condition five: Provide a mapping document which demonstrates that all NMC proficiencies are addressed at the same point of the programme for all fields, and that shared and field specific units are clearly identified, with learning opportunities for student exposure to each of the four fields clearly articulated. (SPNP, R2.4)

Date: 3 July 2019

Standard 3. Practice learning

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

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

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

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

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

programme standards document)

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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)

Not Met

R3.1 is not met. The breadth of experience that will support the pre-registration nursing programme for students is demonstrated in the practice allocation overview in the CIF and UIF booklets. The proficiencies are incorporated into the MYEPAD. There are integrated theory and practice units.

There is a process of auditing and adding new practice learning placements and a placement agreement template was made available. At the approval event we were told that the head of school managed placement agreements. Representatives from PLPs told us that they not involved in signing placement agreements. Practice representatives and students confirm that they are familiar with the process of identifying placement capacity. The AEI and PLPs also told us that placement agreements for the learning disabilities field would be negotiated and signed subject to NMC approval of the learning disabilities field.

Four placement areas for learning disabilities nursing are listed on the NMC QA hub. During the approval event we visited Hertfordshire Partnership NHS Foundation Trust community learning disabilities team in High Wycombe but the trust was not on the list of PLPs on the NMC QA hub. At the approval event there

were no senior practice managers, partners or practice learning leads present. We are unable to confirm that students on the learning disabilities nurse degree apprenticeship will have practice learning opportunities to allow them to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice. We are also unable to confirm that students on the adult, mental health and child fields will have adequate practice learning opportunities to deliver safe and effective care to people with learning disabilities. (Condition 11)

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

Met

R3.2 is met. The list of practice learning opportunities, the proposed practice allocations and PAD documentation demonstrate that students will meet NMC requirements to be able to meet the holistic needs of people of all ages. Assessment of proficiencies will be facilitated by the use of the PAD and OAR. Students have opportunities to provide written anonymous placement evaluations. We were told that student evaluations are discussed in quarterly meetings between the AEI and PLPs. Practice staff confirmed that student evaluation of practice experiences is shared with the AEI. Students confirmed that they are given opportunities to evaluate each of their practice experiences.

Students will have a range of practice learning placements where they can experience care of people across the lifespan, and with a range of cognitive, mental health and physical care needs. We were told that simulation is used for learning, teaching and assessment. It was confirmed that simulation weeks are not counted as practice hours.

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

Met

R3.3 is met. The communication and relationship management skills and nursing procedures have been mapped to the PAD. Leadership units in year three of the undergraduate routes focus on communication and leadership management skills. Students will have opportunities for simulated learning opportunities to develop communication and relationship management skills and nursing procedures. Students at the approval event told us that they are currently provided with these learning opportunities. Students on the current programme confirmed that they have appropriate practice learning opportunities.

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

Met

R3.4 is met. Simulated learning opportunities are clearly identified in the relevant programme units and are used effectively and proportionately to support learning and assessment. Technology enhanced learning and simulation opportunities are embedded within the programme and students are required to use digital and technological skills when creating a poster for assessment in the understanding health unit in year one of the undergraduate routes. Simulated learning will be used to teach skills to enable students to link theory and practice learning. Students will be expected to engage with the AEI's virtual learning environment throughout the programme. Students will use Elsevier e-learning platform where they will complete online activities relating to skills development, followed by practice of the skills simulated learning activities. Students confirmed that they engage in simulated learning.

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

Met

R3.5 is met. The equality impact statement illustrates that processes are in place to take account of students' individual needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for disabilities. The individual needs of the student and personal circumstances are considered at all stages of the programme. Students confirm that they are informed about reasonable adjustments during induction week and regularly throughout the programme. Students requiring reasonable adjustments are reviewed by the occupational health provider and recommendations sent to the portfolio lead and head of school for review. A learning agreement will be developed to support the student's learning needs, when required. Students are allocated a personal tutor who provides pastoral support. Students report that they receive support from the occupational health and academic staff in accessing learning opportunities in practice learning environments.

Evidence provides assurance that the following QA approval criteria are met
Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)

Yes

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

No

31

R3.7 is not met. The documentation explains that when students are in practice placements they are supernumerary. Documentation is also explicit that NDAs are supernumerary when not in their home-base placement. This was confirmed by the programme team. The programme team also told us that NDAs will have protected learning time when in home placements. The programme team, PLPs and students confirmed this. Documentation explains that NDAs will have protected learning time during practice learning with their employers. There is inconsistent understanding of the status of NDAs when in their home-base placement and undertaking practice learning that contributes to the required 2300 practice hours. No senior managers were present at the approval visit so we are unable to confirm that NDAs will have 2300 hours of supernumerary practice. (Condition 12)

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

Yes

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

No

No senior managers were present at the approval event so we were unable to confirm that nurse degree apprentices will have supernumerary status for 2300 hours of practice learning. (Condition 12) (SPNP R3.7)

Outcome

Is the standard met?   **Not Met**

We are unable to confirm that students on the learning disabilities NDA route will have practice learning opportunities to allow them to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice.

Condition 11: Clearly articulate in the practice learning handbook the process of ensuring that practice learning opportunities allow students to develop skills to deliver safe and effective care to people with learning disabilities. (SPNP R3.1)

No senior managers were present at the approval visit so we are unable to confirm that NDAs will have 2300 hours of supernumerary practice learning.

Condition 12: Detail the process of monitoring the supernumerary status of NDAs in collaboration with PLPs and employers. (SPNP R3.7)

Date: 3 July 2019

Standard 4. Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

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

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

Not Met

R4.1 is not met. Documentary analysis confirms there's a strategy for completing educational audits of practice learning environments in partnership with PLPs. Educational audit documentation uses objective criteria for the approval of practice learning environments. There is a process for practice placement evaluation and a process to audit new practice placement areas.

There are AEI processes in place for supporting, supervising, teaching and assessing students which are outlined in the documentation. However, we found references in the apprenticeship student handbooks and practice learning handbook that indicate the practice supervisor is the same as a mentor. The use of the term mentor confuses the fact that the SLAiP standards (NMC, 2008) have been superseded by the SSSA (NMC, 2018). The practice learning handbook does not clearly state how those supervising and assessing students in practice will distinguish students on the Standards for pre-registration nursing programme NMC (2010) and students on the Standards for pre-registration nursing standards programme NMC (2018). (Condition 10)

There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared for their roles. (R4.2)

Not Met

R4.2 is not met. Documentary review of the draft MYEPAD confirms a record of student learning, assessment and progress throughout the programme is in place. The MYEPAD provides practice learning guidance and assessment requirements

which map to the Standards of proficiency for pre-registration nursing programmes. The MYEPAD documents detail the roles and responsibilities in relation to the SSSA. The document has yet to be customised to the AEI. AEI specific guidance is not included.

At the approval visit PLPs told us they are implementing their own arrangements for preparing staff who will support, supervise and assess students. The AEI does not have strategic oversight of the implementation of the SSSA. (Condition two)

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. Students are provided with feedback throughout the programme to support their development. Feedback on theoretical assessments is provided through the online student portal. Students confirmed that they receive timely feedback on their assessments. They confirmed that they receive feedback on theory assessments within 20 days following assessment submission. Feedback on practice learning is given formerly at the initial, midpoint and final interviews and is documented in the MYEPAD and the OAR during each practice placement. From September 2019 the MYEPAD will be provided online for students so that practice supervisors and practice assessors can provide real time feedback to students on their practice learning.

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

Not Met

R4.5 is not met. The NMC proficiencies are mapped to the MYEPAD and theory units. There are discrepancies in NMC proficiencies mapped to similar integrated theory and practice units across fields. We were told that the field specific units are independent of other field specific units. The programme team told us that individual field teams listed proficiencies in the units where there is best fit, in their opinion. The consequence is that students on each route will achieve different outcomes at each stage on the programme, including at progression points. (Condition four)

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

No

R4.11 is not met. There is inadequate evidence of mapping of the knowledge and skills set out in Article 31(6) and competencies set out in Article 31(7) of Directive 2005/36/EC to theoretical content in the relevant units for all the adult nursing fields of practice. (Condition nine)

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

Yes

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

No

At the approval visit PLPs told us they are implementing their own arrangements for preparing staff who will support, supervise and assess students. The AEI does not have strategic oversight of the implementation of the SSSA. (Condition two)

Outcome

Is the standard met?   **Not Met**

The practice learning handbook does not clearly state how those supervising and assessing students in practice will distinguish students on the Standards for pre-registration nursing programme NMC (2010) and students on the Standards for pre-registration nursing standards programme NMC (2018).

Condition 10: The practice learning handbook must clearly distinguish the role of the mentor for students on the current pre-registration nursing programme (NMC, 2010) under SLAiP (NMC, 2008) from the role of practice supervisor and practice assessor under the SSSA, (NMC, 2018) for students on the proposed programme. (NMC, 2018) (SSSA R2.2; SPNP R2.2, R4.1)

We are not assured the AEI has strategic oversight of the implementation of the SSSA with their PLPs.

Condition two: Ensure that suitable systems and processes are in place to demonstrate that the UoB works in partnership with PLPs to ensure safe and effective coordination of learning in practice learning environments for pre-registration nursing programmes. (SFNME R1.12; SSSA R1.4, SPNP R4.2)

Students on each field will achieve different outcomes at each stage on the programme, including at progression points.

Condition four: Ensure that the Standards of proficiency for registered nurses (NMC, 2018) are mapped to programme outcomes consistently across the four fields to demonstrate that there is one programme. (SPNP R2.3, R2.5, R4.5)

There is inadequate evidence of mapping of the knowledge and skills set out in Article 31(6) and competencies set out in Article 31(7) of Directive 2005/36/EC to theoretical content in the relevant units for all the adult nursing fields of practice.

Condition nine: Provide evidence that the relevant units in the adult nursing field of practice are mapped to the content for nurses responsible for general care as set out in Article 31(7) of Directive 2005/36/EC. (SPNP R2.11)

Date: 3 July 2019

Standard 5. Qualification to be awarded

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Nursing & Midwifery Council

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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

N/A

There is no exit award with NMC registration.

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

Yes

Outcome

Is the standard met?   **Met**

Date: 3 July 2019

Source of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (ORA)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	No
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	No
If you stated no above, please provide the reason and mitigation	
Written confirmation from the AEI and PLPs of signed agreements was requested but not provided.	
Curriculum vitae were requested but not provided by the AEI.	

List additional documentation:
Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	No
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: MSc Adult, year one, one student Adult, year two, two students Mental health, year two, two students BSc (Hons) Adult, year one, two students Adult, year three, three students Children's, year two, one student Children's, year three, one student Mental health, year two, one student Mental health, year three, three students BSc (Hons) apprenticeship Adult, year three, two students	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
No senior managers from associated practice learning partners with responsibility for resources for the programme attended the meetings during our visit to practice or on the day of the approval event.	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	Yes
Educational audit tools/documentation	Yes
Practice learning environments	Yes

If yes, state where visited/findings:

The approval visit was a two-day event and incorporated a visit to practice for the learning disabilities nursing field, which is new. The proposal is for the BSc (Hons) Nursing: Learning Disabilities (apprenticeship route). We visited the Hertfordshire Partnership NHS Foundation Trust community learning disabilities team at Unit 7, Anglo Office Park, Lincoln Road, High Wycombe. Before visiting the placement we observed that the organisation was not listed on the NMC QA hub for the AEI. We raised this with the senior managers in the AEI but we were not provided with an explanation as to why that was the case.

We met the director of practice learning for the AEI and a visiting lecturer for the learning disabilities field. There were no senior practice managers/partners or practice learning leads present at the meeting and we were told by the AEI staff that they were not aware that senior managers were required to attend the meeting. We pointed out to the director of practice learning the fact that the trust was not on the list of the AEIs list of practice partners on the NMC QA hub, and he was not aware of the reasons why. The director of practice learning was also not aware if the AEI had a written placement agreement with the trust.

We met with three current mentors who were supporting students from another AEI. However, they had not supported any students from the UoB. They could not confirm if there was a placement agreement between Hertfordshire Partnership NHS Foundation Trust and the UoB. They told us that they were not involved in the development of the proposed programme at the UoB. They also told us that they were not familiar with supporting students on apprenticeship programmes. We did not meet any students from the UoB.

System regulator reports reviewed for practice learning partners	Yes

System Regulator Reports List

Care Quality Commission inspection report for Essex Partnership University NHS Foundation Trust, 26 July 2018

Care Quality Commission inspection report for Oxford University Hospitals NHS Foundation Trust, 27 March 2018

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

We were unable to visit the library and simulation facilities due to lack of time.

Additional comments:

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Issue record				
Final Report				
Author	Kudzai Mafuba Terence Williams	Date	5 July 2019	
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