Programme approval visit report

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

Programme provider name:	University of Brighton
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Surrey and Sussex Healthcare NHS Trust Queen Victoria Hospital NHS Foundation Trust South West Kent Primary Care Trust Sussex Partnership NHS Foundation Trust Brighton & Sussex University Hospitals NHS Trust Sussex Community NHS Foundation Trust Western Sussex Hospitals NHS Foundation Trust Private voluntary and independent health care providers
Programmes reviewed:	Pre-registration nursing (adult, child and mental health)
Title of programme(s):	BSc (Hons) Nursing Adult BSc (Hons) Nursing Mental Health BSc (Hons) Nursing child
Date of approval visit:	10 April 2019
Programme start date:	23 September 2019
Academic level:	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
QA visitor(s):	Registrant Visitor: Angela Hudson Lay Visitor: Kanta Sandhu

Summary of review and findings
The University of Brighton presented a three year full time undergraduate pre-registration nursing programme for approval against the Nursing and Midwifery Council Standards for pre-registration nursing programmes (SPNP) (NMC 2018), and Future nurse: Standards of proficiency for registered nurses (FNSPRN) (NMC 2018). The proposed BSc (Hons) nursing programme has fields in adult, child and mental health nursing.

Programme documentation outlines a spiral curriculum, which aims to develop and reinforce core knowledge, skills, and values for nursing practice with increasing levels of autonomy.

The model for practice learning experiences is a hub and spoke approach. Through this approach student feedback is collected from inter-professional team members. The hub and spoke approach provides diverse learning opportunities for students.

There is evidence of effective partnership working between the approved education institution (AEI) and practice learning partners (PLPs). The partnership with PLPs led to the agreement to have an adapted version of the Pan London practice assessment document (PLPAD); the South PAD. To support the implementation of the South PAD, there is a shared AEIs and PLPs approach to the preparation of practice supervisors, practice assessors and academic assessors. With multiple AEIs using the same practice learning environments, this initiative helps to reduce inconsistency in the assessment process.

Programme documentation and the approval process confirm evidence of effective partnership working between the AEI and PLPs. Service users and carers and student partnerships require strengthening.

The programme is recommended to the NMC for approval with three conditions. There are six recommendations.

20 May 2019

Evidence was provided that the changes required to meet the three conditions have been made. The three conditions are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Produce an operational plan, that ensures sustainable service user and carer involvement in the delivery of the Future Nurse programme. (Standards framework for nursing and midwifery education (SFNME) R1.12, R2.7, R5.5; SPNP R2.1) Condition three: Develop student facing documentation to ensure clarity of academic roles including, cohort tutor, personal tutor, academic assessor, year lead. (Standards for student supervision and assessment (SSSA) R2.5, SFNME R3.2) **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: Confirm the process of verifying external examiners' NMC PIN status and ongoing revalidation and renewal compliance (SFNME R2.20).
Date conditions to be met:	15 May 2019
Recommendations to enhance the programme delivery:	Recommendation one: Consider how group assessment might be best managed to ensure parity amongst students (SFNME R5.8).

Nursing & Midwifery Council

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

MOTT MACDONALD

	Recommendation two: Consider developing a module specification for transition weeks (SFNME R5.7).
	Recommendation three: Consider when retrieval of practice can be undertaken in the new programme (SFNME R5.6 and R5.7, SPNP R2.9).
	Recommendation four: Update the learning and teaching strategy to include detail about the spiral curriculum which underpins the pre-registration nursing programme (SFNME R5.6; SPNP, R2.9).
	Recommendation five: to speed up the use of learner analytics to support attendance and engagement with theoretical learning (SFNME R 2.3, R2.16).
	Recommendation six: the AEI is advised to monitor the PLPs capacity for practice learning and supervision with the overlap of five cohorts of students in practice learning environments. (SFNME R2.14)
Focused areas for future monitoring:	Evaluation of the South PAD.
	The processes to monitor theoretical attendance and engagement to capture student data.
	Monitor the support of the students transferring to the Standards for student supervision and assessment (NMC, 2018).
	Report on the impact of enhancements to the programme for students on the 2010 pre-registration nursing programme.
	Review the impact of the enhanced communication strategy on the students transferring to the pre-registration nursing 2018 programme.
	Monitor the preparation for practice supervisors, practice assessors and academic assessors.
	Review the operational plan developed to support sustainability and involvement of service users.
	Review the implementation of the service user and carer involvement strategy 2019/2022.
	Monitor the PLPs capacity for practice learning and supervision with the overlap of five cohorts of students in practice learning environments.

Nursing & Midwifery Council

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

MOTT MACDONALD

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The AEI provided a revised service user and carer strategy that ensures sustainable service user and carer involvement in the delivery of the Future Nurse and other NMC approved programmes. Condition one is now met.

A process of verifying external examiners' NMC PIN status and ongoing revalidation and renewal compliance is now provided. Condition two is now met.

The AEI provided amended student facing documentation including programme handbooks and practice guidance that clarifies the roles of cohort tutor, personal tutor, academic assessor, and year lead.

Condition three is now met.

The Standards framework for nursing and midwifery education is now met.

The Standards for student supervision and assessment are now met.

The Standards for pre-registration nursing programmes are now met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	Accuracy of the report has been confirmed by the AEI.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date conditions met:	20 May 2019

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for pre-registration nursing programmes* (NMC, 2018) *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018), *Standards framework for nursing and midwifery education* (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018)

Nursing & Midwifery Council

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

MOTT MACDONALD

NMC Programme standards

The Code: Professional standards of practice and behaviour for nurses and midwives

QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment **(NMC, 2018)**

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

We found evidence of effective partnerships between the AEI and PLPs. We confirmed evidence of collaboration in the development of the new programme with a clear understanding of the Future Nurse requirements.

A national partnership agreement demonstrates commitment by each PLP to facilitate and support student learning and assessment in practice learning environments, and to provide facilities and resources to support student's practice learning. A collaborative practice partnership strategy (2019) confirms ongoing partnership working. Supporting students in practice guidance explains how practice liaison lecturers (PLL), practice learning teams (PLT) and practice education teams (PET) work together to support practice supervisors and create effective practice learning environments.

PLPs present at the approval visit told us they have been involved in the development of the new programme and some of their feedback has been included in the programme. One PLP told us that the number of students out in practice learning environments at the same time would increase with the proposed programme due to the overlap of cohorts. The AEI is advised to monitor the PLPs capacity for practice learning and supervision when there is an overlap of five cohorts of students in practice learning environments. (Recommendation six, SFNME R2.14)

PLPs told us they are aware that year three students studying the pre-registration nursing programme (NMC 2010) would continue to be supervised through the Standards for learning and assessment in practice (SLAiP) (NMC 2008). Year one and two students would be supervised through the SSSA. PLPs will undertake targeted support for areas that have students under the SLAiP. PLPs told us that the agreed preparation programme for practice supervisors and practice assessors has been developed in partnership with the AEI and follows PAN London guidance.

PLPs told us about the shared responsibility for quality assurance of practice learning. Biennial educational audits are undertaken, and action plans developed in partnership with PLPs.

The education and the student experience strategic plan 2017-2021, outlines processes in place to put the student at the heart of the programme. The student engagement in quality policy sets out how the university works in partnership with students to enhance the student learning experience and value their contributions. The learning, teaching and assessment strategy has opportunity for student involvement and feedback through programme boards, module evaluations, and

student and staff experience forums. The academic health process provides an annual review opportunity for feedback from student evaluations and surveys and external examiner reports.

Students at the approval visit told us that some student representatives have been involved in the development of the new programme. Students studying the mental health nursing field cited mixed responses to suggestions made and are not aware of whether any of their suggestions have been taken forward in the new programme. Students studying the adult and child nursing fields are more positive and cited an example of changes to the holiday structure which had been implemented.

Communication about changes to the curriculum have been shared through student to student communication and a newsletter. Some of the students are not aware of the newsletter, or how the specific changes would impact on them. The third-year students studying the pre-registration nursing programme (NMC 2010) explained that skills enhancements have been added to their timetable, however this information has not been clearly communicated to all student groups across the three fields of nursing. Students told us they do not know about the changes to the academic support or how it will impact on them. (Condition three. SFNME R3.2; SSSA R2.5)

The school of health sciences service user and carer (SUC) involvement strategy 2016-2019 outlines the structures and processes of how service users and carers are involved in all aspects of the programme. The strategic aims have not been updated since 2016. There is an updated SUC involvement strategy 2019/2022 at a consultative stage which has not been shared with service users. It outlines the implementation plan across all NMC approved programmes within a timeline. The involvement of SUCs in recruitment, selection, new programme development, teaching and assessment is variable. One service user had been invited to attend programme development meetings.

Three service users and one carer were present at the approval visit. Recruitment of SUCs is ad hoc and undertaken by another service user through word of mouth, or through the existing SUC group. SUCs report it is a challenge to recruit a diverse range of SUCs and they only had eight core members. Meetings with academic staff have reduced from monthly to every two months, and SUCs reported that their voice is not always heard. One service user had undertaken a mental health first aid programme and was keen to ensure all students had the training, although they have not been asked to provide input into a skills development group. Two service users that are involved with teaching report that they receive no support from AEI staff but support each other. This potentially puts vulnerable people at risk. The SUCs at the approval visit told us that their contributions are not always recognised. They reported disappointment at not being included in teaching or assessment activities or working in partnership with academic staff. (Condition one) (SFNME R1.12, R2.7, R5.5)

Recruitment and selection processes are open and fair and meet the NHS constitution, and values-based recruitment process. Recruitment includes group presentation and discussion. The use of multiple mini interview stations is robust

and service users are included in this process. Two service users and one carer told us they are involved with recruitment and selection for child and mental health nursing fields. There are no SUCs presently involved with recruitment to the pre-registration nursing adult field.

Examples of good SUC practice include the time for dementia project for all BSc (Hons) nursing adult and mental health nursing students, and 'Better than the Book', a module which is facilitated by the carer and user group (CUSER). Service users reported that this module is now being merged with the practice learning module in year two. The south PAD provides opportunities for service user feedback.

The AEI's partnership working with service users and carers must be improved. (Condition one) (SFNME R 1.12, 2.7, 5.5; SPNP R2.1, NMC, 2018)

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

MET ☐ **NOT MET** ☒

Please provide any narrative for any exceptions

The AEI's partnership working with service users and carers is ineffective and not sustainable. Service users at the approval event had not co -produced or participated in the development of the service user and carer involvement strategy 2019/2022 or in the Future Nurse programme. The informal approach to recruit more service users and carers is not sustainable.

(Condition one) (SFNME R1.12, 2.7, 5.5; SPNP R2.1)

The AEI is advised to monitor the PLPs capacity for practice learning and supervision when there is an overlap of five cohorts of students in practice learning environments. (Recommendation six) (SFNME R2.14)

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

MET ☐ **NOT MET** ☒

Please provide any narrative for any exceptions

Students told us they do not know about the changes to academic support or how it will impact on them.

(Condition three) (SFNME R3.2; SSSA R2.5)

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

The AEI does not work effectively in partnership with service users and carers. A clear lack of inclusivity, diversity, lack of sustainable strategy and support is

identified. Service users and carers shared with us that they support each other. There is no clear strategy to recruit more service users and carers.

Condition one: Produce an operational plan, that ensures sustainable service user and carer involvement in the delivery of the Future Nurse programme. (SFNME R1.12, R2.2, R2.7, R5.5; SPNP R2.1, NMC, 2018)

Students told us they do not know about the changes to academic support or how it will impact on them.

Condition three: Develop student facing documentation to ensure clarity of academic roles e.g. cohort tutor, personal tutor, academic assessor, year lead. (SFNME R3.2; SSSA R2.5)

The number of students out in practice learning environments at the same time would increase with the proposed programme due to the overlap of cohorts. Recommendation six: the AEI is advised to monitor the PLPs capacity for practice learning and supervision with the overlap of five cohorts of students in practice learning environments. (SFNME R2.14)

Post Event Review

Identify how the condition is met:

Condition one: The AEI provided a revised service user and carer strategy that ensures sustainable service user and carer involvement in the delivery of the Future Nurse and other NMC approved programmes. Evidence is provided in the document that the strategy has been produced with service users and carers. Condition one is now met.

Condition three: The AEI provided amended student facing documentation that clarifies the roles of cohort tutor, personal tutor, academic assessor, and year lead. Condition three is now met.

Evidence:

Programme team's response to conditions, 15 May 2019

University of Brighton (UoB), SHS service user and carer strategy 2019 – 2022, revised May 2019

BSc (Hons) nursing (adult, child, mental health) course books, revised May 2019

BSc (Hons) nursing practice handbooks, May 2019

UoB Skills mapping guidance, May 2019

UoB South PAD guidance document, May 2019

Date condition met: 20 May 2019

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

Condition one and three are now met.

The SPNP R2.1 is now met.

The SFNME R1.12, R2.2, R2.7, R2.12, R3.2, and R5.5 are now met.

The SSSA R2.5 is now met.

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice:

adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

R1.4 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

Nursing & Midwifery Council

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

MOTT MACDONALD

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 programmes* (NMC, 2018).

<div align="center">

Findings against the standard and requirements

</div>

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- 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)

- 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. Recognition of prior learning (RPL) processes are outlined in the general assessment regulations (GEAR) and in the policy for managing RPL. This complies with Article 31(3) of Directive 2005/36/EC. Programme examination boards require mapping of previous learning to module and programme learning outcomes to be demonstrated before RPL is awarded. RPL can be used for certificated and experiential learning, prior to the start of a programme as a replacement for specific qualifications. RPL can also be used for advanced standing against module exemptions, reducing the length of the programme by a maximum of 50 percent as confirmed by the AEI academic GEAR.

External examiners have oversight of the RPL process as outlined in the external examiner handbook and GEAR.

- 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. Registered nurses wishing to gain second registration will have their prior learning mapped as outlined in the RPL process, and an interview with the RPL coordinator to map their learning journey. A maximum of 50 percent of RPL is accepted and outlined in the academic regulations. Exceptions to exceed 50 percent of the award credit can be made by the chair of the programme board.

- 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 ☒   **NOT MET** ☐

R1.7 is met. Documentary evidence confirms the admission policy and process is open, fair and transparent. Programme documentation outlines the entry requirements. Applicants must demonstrate proficiency in English language through the requirement to have GCSE English grade C / 4 or above or accepted equivalents. For applicants not previously taught and examined in English, international English language test score (IELTS) of 7 (or accepted NMC equivalent) is required.

Documentary evidence and discussion confirms the recruitment and selection process is robust and follow values-based recruitment criteria. Face to face interviews test English language ability. Service users and carers, student ambassadors and PLPs are included in this process.

Mapping documents provide detail of the modules in which numeracy, literacy, digital and technological literacy outcomes are met. The programme is designed around a spiral curriculum developed to establish core learning in year one and to build increasing levels of complexity in years two and three of the programme

The digital literacy and technology development document and the digital literacy framework outline support strategies in place to develop students' digital skills. The use of blended learning demonstrates increasing levels of complexity in digital skills from years one to three. For example, learning how to search for evidence in year one, to using a virtual town environment created to further develop digital and technological skills in year two and three of the programme.

A range of modules use digital platforms such as Authentic world; Safemedicate, and Elsevier Skills online. In year one of the programme, a biology exam is undertaken online. All assignments are submitted electronically. Numeracy in drug calculations is tested each year. The pass mark in years one and two is 70 percent in the numeracy calculations. In year three, the pass mark required is 100 percent. The PAD includes summative assessment of numeracy in practice in each year of the programme. Numeracy is further summatively assessed in practice modules through objective structured clinical examinations (OSCEs). In year one, simulation is used to develop students proficient use of equipment such as digital thermometers. In year two, simulated learning develops student's assessment skills, and in year three, students develop technological skills using high fidelity manikins to manage complex clinical scenarios in a safe environment.

Nursing & Midwifery Council

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

M M
MOTT
MACDONALD

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)

<div align="right">YES ⊠   NO ☐</div>

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

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

Students at the approval visit told us they are aware of the new Standards for pre-registration nursing programmes (NMC, 2018) and the Standards of proficiency for registered nurses (NMC, 2018). A transition document includes a communication strategy outlining which cohorts of students are affected and the ways in which they will be informed of the changes to support them in practice and in the AEI. The transition document includes a timeline of action and completion dates. It also outlines the support of students in year three of the programme who will remain on the Standards for learning and assessment in practice (NMC, 2008). Communication to students about the changes is in a variety of formats including a newsletter, face to face group sessions and through student representatives.

Students currently in year one of the Standards for pre-registration nursing education (NMC, 2010) will transfer to the Standards for pre-registration nursing programmes (NMC, 2018) and Standards of proficiency for registered nurses (NMC, 2018). Students in year two and year three of the NMC 2010 programme will continue the programme until completion.

The transition document provides detail of a transition module to be completed by all students at the start of each academic year. This outlines expectations for the coming year and includes programme content to ensure students who are not transferring are at a comparable level to students studying the new programme. The document also includes details about the new pan South PAD. Students at the approval visit told us they are aware additional weeks have been added to their timetables. These transition weeks are developed to support and prepare them for changes, although not all students are clear of the content of the weeks. Year three adult nursing students have additional skills sessions for venepuncture and cannulation timetabled to enhance their learning. Year three mental health nursing students have not had any additional skills timetabled. Year three child nursing students reported that they are aware of the additional skills of venepuncture and

cannulation in the Standards of proficiency for registered nurses 2018 but these have not been timetabled.

A new academic support structure was presented in documentation and at the approval visit. This includes the role of year tutor, field lead, cohort tutor and academic assessor. Students told us they do not know about these changes or how it will impact on them. (Condition three) (SFNME R3.2; SSSA R2.5)

The programme team were advised to consider developing a module specification for transition weeks to ensure these weeks were formally recorded on student timetables. (Recommendation two) (SFNME R5.7)

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** ☐

Registered nurses wishing to gain second registration will have their prior learning mapped as outlined in the RPL process, and an interview with the RPL coordinator to map their learning journey. A maximum of 50 percent of RPL is accepted and outlined in the academic regulations. Exceptions to exceed 50 percent of the award credit can be made by the programme board chair.

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

YES ☐   **NO** ☒

A new academic support structure was presented in documentation and at the approval visit. This includes the role of year tutor, field lead, cohort tutor and academic assessor. Students told us they do not know about these changes or how it will impact on them. (Condition three) (SFNME R3.2; SSSA R2.5)

The programme team were advised to consider developing a module specification for transition weeks to ensure these weeks were formally recorded on student timetables. (Recommendation two) (SFNME R5.7)

Outcome

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

The new academic tutor support structure includes the roles of cohort tutor, year lead and academic assessor. Communication about changes to the new academic tutor support structure have been shared in a variety of ways. However, some students are not aware of how the changes will impact on them.

Nursing & Midwifery Council

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

MOTT MACDONALD

Condition three: Develop student facing documentation to ensure clarity of academic roles for example cohort tutor, personal tutor, academic assessor and year lead. (SFNME R3.2; SSSA R2.5)

The programme team were advised to consider developing a module specification for transition weeks to ensure these weeks were formally recorded on student timetables. (Recommendation two) (SFNME R5.7)

Date: 10 April 2019

Post event review

Identify how the condition(s) is met:

Condition three: The AEI provided amended student facing documentation that clarifies the roles of cohort tutor, personal tutor, academic assessor and year lead.

Condition three is now met.

Evidence:

Programme team's response to conditions, 15 May 2019

BSc (Hons) nursing (adult, child, mental health) course books, revised May 2019

BSc (Hons) nursing practice handbooks, May 2019

UoB Skills mapping guidance, May 2019

UoB South PAD guidance document, May 2019

Date condition met (s): 20 May 2019

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

Condition three is now met.

The SFNME R3.2 is now met.

The SSSA R2.5 is now met.

Standard 2: Curriculum

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

R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*
R2.2 comply with the NMC *Standards for student supervision and assessment*
R2.3 ensure that 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

Nursing & Midwifery Council

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

MOTT MACDONALD

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16;
R5.1 - R5.16.
Standards for student supervision and assessment specifically*:*

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

Findings against the standard and requirements
Evidence provides assurance that the following QA approval criteria are met: • There is evidence that the programme complies with the NMC standards for education and training (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. Documentary evidence and a presentation at the approval visit demonstrate the processes undertaken to design and develop a programme that supports students to gain exposure to all four fields of nursing.

Examples of a student journey through the three-year programme in the fields of child, mental health and adult nursing practice are provided. The pan London PAD (South PAD) mapping document demonstrates how theory and practice experience maps to proficiencies. Mapping of each field of nursing practice against the proficiencies confirms there will be experience and exposure to all four fields of nursing.

A hub and spoke model of practice learning is used. A diverse range of practice learning environments are used, and students document their experiences of spoke placements in the PAD. Mental health nursing students have a spoke placement with children; child nursing students have a spoke placement with children with learning disabilities. Adult nursing students have primary care placements with exposure to children, people with learning disabilities and mental health problems.

- 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. The programme structure illustrates the three specific fields in either adult, child or mental health nursing that the students can enter. Field specific learning outcomes are outlined in the module descriptions. There are shared modules in each year where theoretical learning is generic for all fields. The

number of shared modules across all fields of practice decreases in year two and three of the programme. There is an increase in field specific modules in year two and three. Practice learning opportunities are focused on specific fields of practice, using a hub and spoke model. Spoke placements enable students to experience a variety of practice learning opportunities for short periods of time. Practice learning experiences are eight or twelve weeks in length.

There are four shared modules in year one that provide students with core knowledge, skills and values for nursing practice. In year two there are two shared modules and three field specific modules including a practice module. In year three, two shared modules enable the students to develop self-awareness and leadership skills. The three field specific modules further enhance and develop knowledge skills and values in students' chosen field of practice.

Documentary evidence outlines a range of interprofessional learning opportunities. Examples are provided where students work collaboratively with other professions. An annual conference facilitates inter professional learning based around a specific theme such as person-centred care.

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. Within all three fields of nursing practice there is evidence of content in law, safeguarding, pharmacology and medicines administration and optimisation. Safeguarding is mandatory attendance and a statutory and mandatory training record for all students confirms completion of the required content. Safeguarding content is mapped across all three fields of nursing practice.

Ethics and law are mapped across all three fields of nursing and delivered in each year of the programme using the spiral curriculum approach. This approach focuses on increasing complexity of knowledge of ethics and law through the three

years of the programme. Content in year one is shared across all three fields. In years two and three content varies and is field specific.

Pharmacology is mapped across all three fields of nursing and is relevant to the field and context of practice. Medicines administration and optimisation is summatively assessed in increasing levels of complexity from year one to year three.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point
There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)   **MET** ☒   **NOT MET** ☐

R2.9 is met. The programme specification, year planner and programme handbook provide detail of the programme structure. A nine trimester model is used, with three trimesters in each year. Each trimester consists of a practice learning placement of eight or twelve weeks and theory modules. There are assessment and study weeks scheduled throughout the year. Retrieval of practice proficiencies will be individually managed according to student need and circumstances. The length of the retrieval period will be individually negotiated in order to best support a student's requirements.

The AEI is advised to consider when retrieval of practice can be undertaken in the new programme. (Recommendation three) (SFNME R5.6 and R5.7)

Programme specifications, combined modules and an overview of the programme outlines a range of teaching and learning strategies, with appropriate aims and outcomes. There is an equal balance between theory and practice learning. Students complete 58 weeks of practice learning at 37.5 hours per week equivalent to 2175 hours. Additional practice learning of 150 hours will be completed through scheduled simulated learning. This totals 2325 hours of practice learning. The 2300 theory hours are met through taught and independent learning activities. Theory learning hours vary according to the module credit size but there is an equal balance in each year of the programme.

Attendance at theory learning is monitored using paper registers, and reports are sent monthly to personal tutors to follow up students whose absences give cause for concern.

A new learning analytics policy and process has been implemented in the AEI to provide data on student engagement and attendance. The programme team are advised to utilise this system to support effective monitoring of attendance and engagement with theoretical learning. Recommendation five. (SPNP R2.3, R2.16)

There are a variety of assessments used throughout the programme including OSCEs, online examinations, presentations, and project work. One assessment

includes a group presentation which is a new type of assessment for the programme. The programme team are advised to consider how group assessment might be best managed to ensure parity amongst students. Recommendation one (SFNME R5.8)

The programme team are advised to update the learning and teaching strategy to include detail about the spiral curriculum which underpins the pre-registration nursing programme. (Recommendation four) (SFNME R5.6; SPNP R2.9)

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 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** ☐

- 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: 10 April 2019

Nursing & Midwifery Council

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

M MOTT MACDONALD

Standard 3: Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

Findings against the standard and requirements

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

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

MET ☒   **NOT MET** ☐

R3.1 is met. Documentary evidence including programme handbooks outline the variety of practice learning experiences across four fields of nursing practice, and a typical student journey through the programme. Students undertake six placements of between eight to twelve weeks over the three years of the programme.

Adult nursing students will meet the EU directive 2005/36/EU, annexe V2 clinical instruction element for general nursing. A mapping document outlining theory and clinical instruction hours for EU directive 2005/36/EU, annexe V2 is provided.

The practice liaison lecturers (PLLs) team and placement education facilitators (PEFs) will enable students to experience safe and effective care to a diverse range of people across the four fields of nursing practice to meet the Standards of proficiency for registered nurses.

Students will undertake placements outside of Sussex in specialist independent sector placements such as specialist schools for children's nursing.

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

MET ☒   **NOT MET** ☐

R3.2 is met. The AEI has an extensive range of individual practice learning opportunities across the geographical area. Students also undertake practice learning experiences outside of Sussex in specialist independent sector placements such as specialist schools for children's nursing. Practice learning environments have a biennial educational audit. Students complete practice evaluations and have opportunities to feedback their experiences in various forums. There are regular placement and partnership meetings to monitor the practice learning opportunities available and student experiences.

PLP meeting minutes confirm the regular meeting of the practice learning lecturing team and PEFs.

The South PAD, flow chart of QA processes in practice learning, and guidance for supporting learners in practice outline the processes for assessing, monitoring and evaluating practice experiences. A moderation and assessor report is completed at the end of each practice module which evidences the discussion and decision between practice assessor, academic assessor and practice module lead.

- 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. Programme mapping documents provide evidence to support the provision of practice learning opportunities that allow the communication and

relationship management skills and nursing procedures to be met. PLPs confirmed at the approval visit that organisation policies have been changed to permit students to undertake procedures such as venepuncture, cannulation and blood glucose monitoring, that students were previously not allowed to undertake.

- 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. Simulation based learning constitutes 150 hours of practice related learning and contributes towards practice hours. Simulation activities are mapped to the EU directive 2005/36/EU, annexe V2, and evidenced in a mapping document.

Students participate in simulation activities in each year through the practice learning modules. There is increasing levels of complexity in simulated learning through the three years of the programme. In year one, students undertake simulation activities such as handwashing and physical assessment. In year three, there is a recognition and response to the deteriorating patient using simulation strategies activity. Students engage in technology enhanced learning using a virtual town Bewhurst, that sits in the virtual learning environment.

- 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. Reasonable adjustments are managed through learning support plans. Identified academic staff work directly with students to manage their learning support plans both in theory and practice learning settings. A disabilities liaison tutor oversees all learning support plans in the school. There is guidance for supporting learners in practice who need reasonable adjustments. The practice educational audit tool specifically checks that reasonable adjustments can be accommodated in the practice learning environment. Student orientation to the practice learning area requires the student to discuss their reasonable adjustments with their practice supervisor and assessor. In the South PAD there is a requirement for practice supervisors and practice assessors to confirm they have asked about and will support reasonable adjustments. Preparation for practice supervisors and practice assessors includes a session on reasonable adjustments.

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		
Is the standard met? **MET** ☒ **NOT MET** ☐		
Date: 10 April 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 in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically*:*

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

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET ☒   **NOT MET** ☐

R4.1 is met. Support, supervision, learning and assessment complies with the Standards framework for nursing and midwifery education (NMC, 2018).

The fitness to practise policy 2016 – 2019 outlines the procedure for managing student fitness to practise concerns. There is a cause for concern framework (2018) which outlines the procedure for raising concerns about students. Guidance for students to escalate concerns is detailed in the South PAD.

Learning support plans outlining reasonable adjustments are individually tailored for students to enable achievement of learning outcomes and proficiencies in both practice and theory modules.

The practice assessor and academic assessor work in partnership to communicate and share decisions through internal moderation, email, phone, or face to face discussion about student progression. This is recorded in the South PAD at the midpoint and end of each year. A practice partnership strategy sets out the intentions for collaborative working and provides an explanation of the organisation

of practice learning and the support mechanisms available for students in practice. The strategy explains how practice assessors will be allocated to students.

The personal academic tutoring policy outlines the provision of pastoral support available for students at the university.

There is a national placement partnership agreement which provides a commitment to support student learning. Staff development guidelines and an induction checklist provide evidence of the commitment of the university to supporting staff with the resources and time to fulfil their roles. The preparing practice supervisors and practice assessors document outlines the workload and responsibilities of the role. The AEI confirmed the allocation of academic assessors and that they will each support eight students. The reduction from four to two cohorts a year has enabled the AEI to utilise academic resources more efficiently and effectively to meet this requirement.

- 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 preparing practice supervisors and practice assessors document outlines the principles of the preparation programme. There is a handbook for the practice supervisors practice assessors and academic assessors which explains their role and responsibilities. The PLPs preceptorship programme includes preparation of practice supervisors. At the approval visit all PLPs confirmed they are planning to maintain a data base of practice supervisors and practice assessors to assist with allocation and governance.

A forum for supervisors and assessors to share good practice and reflect on issues associated with student assessment is planned in annual updates.

Educators for practice and the super mentor conference agenda evidence the implementation strategy to embed the SSSA to support practice learning. The guidance for supporting learners in practice identifies how academic assessors are allocated. The notes from the PLP meetings confirm discussions about allocation of practice assessors.

Practice supervisors contribute to student achievements through recording observations in the PADs, completing outcomes and confirming achievement of proficiency and skills with practice assessors.

The practice assessor and academic assessor work in partnership to communicate decisions about student progression. This is recorded in the South PAD at the midpoint and end of the year.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3) **YES** ☒ **NO** ☐

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

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

MET ☒ **NOT MET** ☐

R4.4 is met. There are opportunities for formative feed forward guidance against a student's own development goals. Student feedback is provided by the academic personal tutor. Within each module there are midpoint opportunities to discuss students' progress towards summative assessments. There are formative assessment points within each module and summative feedback is provided for assessed work. The academic assessor has oversight of a student's progression for the year. PADs have a mid-point review with opportunities for feed forward, and a summative end point assessment. Formative and summative assessment is outlined in the module and programme specifications.

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

MET ☒ **NOT MET** ☐

R4.5 is met. Mapping documents for all fields of nursing provide assurance that the content of the programme and practice learning experiences will enable students to meet the Standards of proficiency for registered nurses.

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

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

YES ☒ **NO** ☐

- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7) **YES** ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐

- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11) **YES** ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome

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

Date: 10 April 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.

Findings against the standards 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

- 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** ☒

If no or not applicable, please state why:

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

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

YES ☐   **NO** ☒

The AEI has a process in place for recruiting external examiners and checking their qualifications at the appointment stage. At the approval visit we were told that annual confirmation of an NMC registration status and revalidation compliance would be checked and recorded. However, it was not made clear who would be responsible for checking compliance and where this would be recorded to meet educational governance requirements. (Condition two) (SFNME R2.20)

Outcome

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

There is no robust process for the confirmation, verification and documenting of external examiners registration and revalidation compliance.

Condition two: Confirm the process of verifying external examiner NMC PIN status and ongoing revalidation and renewal compliance (SFNME R2.20).

Date: 10 April 2019

Post event review
Identify how the condition(s) is met:
Condition two: A process of verifying external examiners' NMC PIN status and ongoing revalidation and renewal compliance is provided. Condition two is now met.
Evidence:
Programme team's response to conditions, 15 May 2019
UoB, NMC external examiner processes, 15 May 2019
Date condition met (s): 20 May 2019
Revised outcome after condition(s) met: MET ☒   NOT MET ☐
Condition two is now met.
The SFNME R2.20 is now met.

Section four

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:

Academic guide to learning support plans, 2019

Admission policy, 2017

Cause for concern process, 2018

Curriculum consultation documents, 2019

Curriculum critical review, 2019

Curricula Vitae for academic staff, 2019

Digital and technological literacy development in courses, 2019

Digital literacies framework, 2019

Education and student experience strategic plan, 2018 -2021

Education audit tool version five, 2019

Equality and Diversity Strategic plan, 2017 – 2021

External examiner handbook, 2018

Fitness to Practise policy, 2016- 2019

Flow chart of QA processes, 2019

General assessment regulations (GEAR), 2018-2019

Guidance for supporting learners in NMC regulated courses, 2019

Learning, teaching and assessment strategy version four, 2019

Mapping document for EU directive 2005/36/EU, annexe V2 2019

Minutes from practice partnership meetings, 2018 and 2019

Moderation and assessment report template, 2019

National placement partnership agreement, 2018

Pan London practice assessment document mapping, 2018

Personal academic tutoring policy, 2017 – 2021

PIN table, 2019

Plan for service user and carer involvement strategy, 2019 – 2022

Practice partnership strategy, 2019

Practice supervisor and assessor preparation document, 2019

RPL student contract, 2018

Safeguarding, law, ethics and pharmacology mapping, 2019

Selection and recruitment to nursing, 2019

Service user and carer involvement strategy, 2016 – 2019

Staff development principles, 2018

Supporting students in practice guidance version seven, 2019

Transition document for students transferring to new programme, 2019

Post approval visit documentary evidence to meet conditions:

Programme team's response to conditions, 15 May 2019

University of Brighton (UoB), SHS service user and carer strategy 2019 – 2022, revised May 2019

BSc (Hons) nursing (adult, child, mental health) course books, revised May 2019

BSc (Hons) nursing practice handbooks, May 2019

UoB Skills mapping guidance, May 2019

UoB South PAD guidance document, May 2019

University of Brighton, NMC external examiner processes, 15 May 2019

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

There is no university student handbook; guidance is available through individual webpages. Web links to the pages are provided in programme and course handbooks.

Additional comments:

Post condition documentary evidence to meet conditions:

Programme team's response to conditions, 15 May 2019

University of Brighton (UoB), SHS service user and carer strategy 2019 – 2022, revised May 2019

BSc (Hons) nursing (adult, child, mental health) course books, revised May 2019

BSc (Hons) nursing practice handbooks, May 2019

UoB Skills mapping guidance, May 2019

UoB South PAD guidance document, May 2019

University of Brighton, NMC external examiner processes, 15 May 2019

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: Mental Health Two year 2 students Two year 3 students Child Two year 1 students One year 2 student One year 3 student Adult Three year 1 students One year 3 student		
Service users and carers	☒	☐

Practice education leads role includes resourcing of practice learning and practices supervisors and assessors

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	☐	☒
If yes, system regulator reports list		
If you stated no above, please provide the reason and mitigation: Not required as an established AEI.		
Additional comments:		

Mott MacDonald Group Disclaimer

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

Issue record

Interim Report

Author:	Angela Hudson	Date:	
Checked by:	Pam Page	Date:	

Final Report

Author:	Angela Hudson	Date:	17 May 2019
Checked by:	Pam Page	Date:	25 May 2019
Approved by:	Leeann Greer	Date:	17 June 2019
Submitted by:	Lucy Percival	Date:	19 June 2019