Programme approval visit report

Section one

Programme provider name:	University of Central Lancashire
In partnership with: *(Associated practice learning partners* *involved in the delivery of the programme)*	East Lancashire Hospitals NHS Trust Southport and Ormskirk Hospital NHS Trust Alder Hey Children's NHS Foundation Trust Blackpool Teaching Hospitals NHS Foundation Trust Bridgewater Community Healthcare NHS Trust Lancashire Care NHS Foundation Trust North West Boroughs Healthcare NHS Foundation Trust Bolton NHS Foundation Trust Walton Centre NHS Foundation Trust Surrey & Sussex NHS Healthcare Trust North Tees & Hartlepool NHS Foundation Trust The Newcastle Upon Tyne Hospitals NHS Foundation Trust University Hospitals of Morecambe Bay NHS Foundation Trust Wrightington, Wigan & Leigh NHS Foundation Trust Manchester University NHS Foundation Trust Countess of Chester Hospitals NHS Foundation Trust The Pennine Acute Hospitals NHS Trust Liverpool Heart and Chest NHS Foundation Trust Central Manchester University Hospitals NHS Foundation Trust Greater Manchester Mental Health NHS Foundation Trust Aintree University Hospitals NHS Foundation Trust Warrington and Halton Hospitals NHS Foundation Trust Private voluntary and independent healthcare providers
Programmes reviewed:	Pre-registration nursing (adult, child and mental health)

Title of programme(s):	MSc Nursing with RN (Adult), BSc (Hons) Nursing with RN (Adult)
	MSc Nursing with RN (Mental Health), BSc (Hons) Nursing with RN (Mental Health)
	MSc Nursing with RN (Children & Young People), BSc (Hons) Nursing with RN (Children & Young People)
Date of approval visit:	28 March 2019
Programme start date:	16 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: Ian Felstead-Watts Lay Visitor: Rupy Pandaal

Summary of review and findings

The school of nursing (the school) at the University of Central Lancashire (UCLan) is seeking approval for a pre-registration undergraduate and pre-registration postgraduate nursing programme which has three fields of practice; adult, child and mental health. The proposed programme has been developed in accordance with the Standards for pre-registration nursing programmes (NMC 2018) and Future nurse: Standards of proficiency for registered nurses (NMC 2018).

The proposed award titles include: BSc (Hons) nursing with registered nurse (adult, children and young people, mental health) and MSc nursing with registered nurse (adult, children and young people, mental health).

The programme is proposed for delivery from September 2019. The undergraduate programme will be delivered over three years full-time. The postgraduate routes will be delivered over two years full-time following a recognition of prior learning (RPL) process that will evidence the equivalent of 787.5 hours practice and 787.5 hours theory learning prior to entry to the programme.

The programme will be delivered at two new satellite sites, Burnley campus and Westlakes campus, as well as the main Preston campus. The satellite campuses are fully supported by administrative staff and student services. A significant financial investment has been made in staffing resources and simulation and skills resources on each site to ensure students have an equitable experience as those students on the main campus site.

Documentary evidence and the approval process indicate effective partnership working between the university and key stakeholders. The university and school have well developed structures in place to support service user and carer engagement in the development and delivery of professional programmes. Strategic and operational meeting structures ensure that practice learning partners (PLPs) are collaboratively engaged in the design, development and ongoing delivery of the programme. There are explicit indications of co-production of the programme with students, service users and PLPs.

The proposed programme has clear processes in place to ensure public protection, and the fitness to practise of the students is assured through robust quality processes. Equality and diversity are addressed through a range of policies and processes from application through to registration. PLPs confirm their commitment to the programme and their confidence in the programme to facilitate the development of nurses who are fit for the future.

Learning in practice is assessed using the pan-London practice assessment document (PLPAD) and ongoing achievement record. There is a region wide commitment in the north west of England to adopt this assessment document and provide as an online tool from September 2019.

Nursing & Midwifery Council

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

MOTT MACDONALD

Arrangements at programme level meet the Standards framework for nursing and midwifery education (NMC 2018) and the Standards for student supervision and assessment (NMC 2018).

The programme is recommended for approval to the NMC subject to two conditions. There are four recommendations.

Updated 9 May 2019

Evidence was provided to meet the two conditions. The conditions and related standards/requirements 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:** None identified **Selection, admission and progression:** Condition one: Develop a strategy and implementation plan to ensure that practice learning partners are engaged in student recruitment and selection (Standards framework for nursing and midwifery education R2.7) **Practice learning:** Condition two: Develop a communication plan that clearly outlines how information regarding the transfer to the new Standards for student supervision and assessment is to be provided to all students in the lead up to September 2019 (Standards framework for nursing and midwifery education R3.2) **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:**

	None identified
Date conditions to be met:	9 May 2019
Recommendations to enhance the programme delivery:	Recommendation one: Reflect on the university regulations for recognition of prior learning with the current maximum of two thirds, in relation to whether this could be increased through an exemption to regulations, to permit a higher percentage for NMC registered nurses (Standards for pre-registration nursing programmes R1.6)
	Recommendation two: Ensure consistency of experience across modules for students in relation to the blended learning approach so they are not dependent on a good supervisor (university recommendation)
	Recommendation three: Revisit the postgraduate research module to differentiate from the level six module in terms of learning outcomes to make it more explicit and better reflects academic level seven (university recommendation)
	Recommendation four: Develop further engagement of child and young people within the service user group (university recommendation)
Focused areas for future monitoring:	• The sourcing and resourcing of service user engagement at programme level.
	• The involvement of services users in student assessment.
	• The development of the UCLan nurse portfolio as a tool for students to record and reflect on cross-field learning.
	• The integration of the new placement management system.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions
Documentation submitted by the university provides assurance that practice learning partners will be involved in the development of recruitment resources, including interview questions, through an annual collaborative selection event development meeting. The university confirm that student selection events will be

carried out by academic staff along with at least one practice learning partner from the relevant field. Condition one is now met.

Documentation provided by the programme team details a communication plan for students transitioning to the Standards for student supervision and assessment. This includes the provision of a fact sheet that outlines the new supervisor and assessor roles that has been collaboratively developed with practice learning partners. Condition two is now met.

| **Observations have been made by the education institution Yes** ☒ **   No** ☐ |
| Accuracy of the report has been confirmed by the education institution. |

Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒
	Recommended to refuse approval of the programme ☐
Date conditions met:	9 May 2019

Section three

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

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:

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary analysis and discussions at the approval visit confirm the school regards partnership working with stakeholders as vital for professional education and that mechanisms are in place to ensure collaboration is effective.

The programme team perceive their long-standing relationship with PLPs as a strength. The collaborative nature of this relationship and their co-production of the pre-registration nursing programme was confirmed by PLPs. Communication lines between the university and PLPs are reported to be clear and effective.

A robust partnership strategy is in place with PLPs at all levels. These include the regional north west practice education group, the pre-registration partnership forum, and transforming our practice partnership meetings. The work of these groups evidences a robust mechanism for oversight and support for practice supervision to ensure safe and effective practice learning environments. Also processes to collaboratively monitor and ensure a range of practice learning opportunities that can equip students to meet people's diverse needs.

A strategic work plan is in place to implement the Standards for student supervision and assessment. PLPs confirm they have been involved in the plans to operationalise these standards since publication. The practice education facilitators (PEFs) are leading the work to determine the preparation requirements for practice supervisors and assessors. This includes developments to the current database to appropriately record and monitor capacity, as well as collaborating with university colleagues to determine the requirements of the existing nursing workforce who need to upskill sufficiently that they complement the preparation graduates from the new programme will have received.

The PAD evidences the process to enable practice supervisors and assessors to work together when considering the competence of students. PLPs welcome the development of the academic assessor role as this will further strengthen the partnership work with university colleagues.

PLPs are involved in recruitment and selection of students. The most recent round of recruitment events was held within PLP organisations demonstrating effective partnership working.

PLPs complete relevant mandatory training prior to interviews which is checked by the recruitment lead or admissions tutors at the university prior to any interviews being undertaken. However, discussion at the approval visit highlighted that PLPs are not involved in all interviews due to clinical commitments. It was also confirmed that PLPs are not involved in developing interview questions. (Condition one)

Documentary analysis and discussions at the approval visit evidence effective service user engagement through a network known as Comensus. This is a partnership between the faculty and volunteer members of local communities.

Service users receive mandatory training in equality and diversity and recruitment and selection, and are supported to developed relevant skills in learning and teaching. Bespoke training is also provided depending on the context of the planned engagement. The school's philosophy is to empower service users to choose where they feel able to add best value to the student experience. Service

users are supported to identify what engagement they would feel comfortable with, ensuring the development of supportive relationships with the service user group.

Service user engagement is supported in the proposed pre-registration nursing programme through the school involvement and advisory group. Service users confirm partnership working is effective and told us about their involvement in the co-production of the programme. Further work to develop content is planned to ensure ongoing service user engagement.

Service users are involved in recruitment and selection of students, either directly interviewing prospective students and/or developing interview questions. However, discussion at the approval visit highlighted that the involvement of children and young people is not as robust as other service user groups. (Recommendation four)

The school is committed to service user involvement in assessment processes. Service users confirm involvement in clinical examinations in the child and mental health nursing fields. This was less evident in the adult nursing field where student numbers prohibit direct engagement. The school focus on service user input into the development of the assessment approach, rather than direct involvement in assessment. Where challenges for direct involvement are noted, the team report they are developing alternative resources such as digital learning objects. These are being co-produced with service users led by the digital learning lead.

Service users confirm their contribution is valued and are clearly appreciative of the supportive environment and opportunity to contribute to the development of future nurses. We are assured there is effective partnership working between the university and service user representatives.

Discussion with student representatives confirms they have been involved in curriculum design and development. They report the programme team took a collaborative, student-led approach to programme development and the new PAD.

There are effective mechanisms to gain student and service user and carer feedback that subsequently feeds into programme enhancement.

Students provided examples of ways their feedback has been taken forward and changes made, for example; related to assessment load, practice learning opportunities and learning and teaching development. The university has robust principles regarding student/staff liaison committees and students believe that their feedback is valued and acted upon. Students also report that they receive appropriate explanations when changes cannot be made following their feedback.

The university's commitment to partnership working has positively influenced the provision of appropriate interdisciplinary experiences for students. This was confirmed by students, particularly in practice learning environments. However, this was less so in the child nursing field where students reported the busy nature of the practice learning environment means it is sometimes difficult to spend time working with others.

Further partnership strategies to support student development include peer assisted study sessions which student representatives report as very effective and

Nursing & Midwifery Council

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

MOTT MACDONALD

useful to facilitate their development. An active learning philosophy is evidenced in the programme documentation that encourages students to take responsibility for their own learning, whilst ensuring appropriate levels of support and supervision from academic staff and practice supervisors.

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

There is a requirement for all stakeholders to be engaged in partnership in student recruitment and selection. We found recruitment interviews are not always in partnership with PLPs. We were told that joint interviews accounted for approximately 75 percent of all student interviews due to clinical pressures that prevent PLPs attending scheduled recruitment days. (Condition one)

(Standards framework for nursing and midwifery education R2.7)

A recommendation was made for the programme team to increase the involvement of child and young people in the programme (Recommendation four).

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

MET ☒   NOT MET ☐

Please provide any narrative for any exceptions

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

PLPs are invited to all recruitment events. However, only approximately 75 percent of interviews are conducted in partnership with PLPs. (Condition one).

Condition one: Develop a strategy and implementation plan to ensure that PLPs are engaged in student recruitment and selection. (Standards framework for nursing and midwifery education R2.7)

A recommendation was made for the programme team to increase the involvement of child and young people in the programme (Recommendation four).

Recommendation four: Develop further engagement of child and young people within the service user group (university recommendation).

Post Event Review

Identify how the condition is Met:

Condition one: Documentation submitted by the university provides assurance that practice learning partners will be involved in the development of recruitment resources, including interview questions, through an annual collaborative selection

event development meeting. The university confirm that student selection events will be carried out by academic staff along with at least one practice learning partner from the relevant field. Condition one is met.

Evidence:

Response to condition one, includes details of strategy and implementation plan to ensure that practice learning partners are engaged in student recruitment and selection, 9 May 2019

Date condition Met:

9 May 2019

Revised outcome after condition(s) met:

Assurance is provided that the Standards framework for nursing and midwifery education R2.7 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:

1.1.1 are suitable for their intended field of nursing practice:

adult, mental health, learning disabilities and

children's nursing

1.1.2 demonstrate values in accordance with the Code

1.1.3 have capability to learn behaviours in accordance with the Code

1.1.4 have capability to develop numeracy skills required to meet programme outcomes

1.1.5 can demonstrate proficiency in English language

1.1.6 have capability in literacy to meet programme outcomes

1.1.7 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

![Nursing & Midwifery Council]

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

MOTT MACDONALD

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

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

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

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

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

1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

<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)

YES ☒　　　　**NO** ☐

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

YES ☒　　　　**NO** ☐

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

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

R1.5 is met. The university has appropriate RPL procedures in place that include an exemption process if any deviation from university regulations is required by a regulatory body. There are clear and transparent mapping documents that vary according to the stage of the programme the applicant wishes to enter. Documentary evidence confirms that RPL processes are mapped against the programme learning outcomes for the appropriate academic level and allow RPL up to a maximum of 50 percent of the programme to meet NMC requirements. There are effective and robust processes for RPL claims which include internal moderation, scrutiny by an external examiner and ratification at assessment boards.

There is an RPL portfolio required for entry to the MSc nursing programme. Applicants are required to demonstrate prior achievement of 787.5 practice hours and the equivalent of 787.5 theory hours. The remaining requirements, supporting evidence and verification processes detailed in the portfolio template are robust to evidence appropriate prior learning on entry to the postgraduate programme.

- 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)

Provide evaluative narrative and whether the AEI has met or not met outcome:

R1.6 is met. The RPL forms and postgraduate programme portfolio are mapped against the Standards of proficiency for registered nurses and the programme learning outcomes. RPL is capped at two thirds of the programme. The programme team confirm that RPL for more than 50 percent of the programme could be approved for NMC registered nurses. (Recommendation one)

- Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes. Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

Provide evaluative narrative and whether the AEI has met or not met outcome:

R1.7 is met. Documentary analysis evidences that numeracy, literacy, digital and technological literacy are appropriately mapped to the assessment strategies for both the undergraduate and postgraduate programmes. Programme learning outcomes and module learning outcomes are appropriately mapped to the standards of proficiency for registered nurses to evidence the programme meets NMC requirements.

Recruitment and selection to the programme includes an assessment of these skills through review of entry qualifications and/or multiple mini interviews. Applicants are required to demonstrate evidence of literacy and numeracy skills through GCSE English and maths or equivalent. The capacity for digital and technological literacy is also considered through the requirement to submit the application online. This includes submission of a personal statement which is assessed during the shortlisting phase.

The programme team have adopted the PLPAD and ongoing achievement record (OAR). The PAD clearly links competence outcomes in numeracy, literacy, digital and technological literacy to programme outcomes and future nurse standards.

Support mechanisms are in place to enable students to develop their abilities throughout the programme. These include a range of online learning resources, linked via the programme handbook, and 'wiser', a university-based resource that provides academic support to all registered students. Students are supported to develop literacy skills through one-to-one interactions or open workshop sessions covering a wide range of topics from demonstrating critical thinking in writing to the purpose, structure and style of reflective writing.

Students also have access to sn@p, an online resource that provides tuition to help develop numeracy skills, directly related to clinical scenarios. Students confirm that they access these sessions which are effective to improve their development.

Students confirm that formative assessment opportunities are provided within the programme, for example practice learning skills assessments, including medicines management and calculation, and formative review of written assessments which are effective in informing their development and preparation for summative assessment.

Digital and technological literacy development is supported through the requirement for students to complete the UCLan nurse portfolio online and other digital learning resources utilised during the programme.

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

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

YES ☒   **NO** ☐

Proposed transfer of current students to the programme under review

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

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

YES ☐   **NO** ☒

The school is proposing the transfer of students in the September 2017, March 2018 and September 2018 cohorts across to the proposed programme on commencement of the next programme year. All other cohorts will remain on the existing pre-registration nursing programme; Standards for pre-registration nursing education (NMC, 2010).

Documentary evidence shows that the affected cohorts have been informed and asked to indicate whether they support the proposed change to the proposed programme. Students told us they have received comprehensive communications regarding the proposed plans and are aware of the implications of the transfer.

Overall there is evidence that those students who are potentially going to be affected by the transfer of curricula have been appropriately consulted.

The current programme is mapped to the new NMC Standards (2018) to ensure there are no deficits in learning which need to be rectified.

The school confirmed nursing students will transfer to the new Standards for student supervision and assessment regardless of whether they transfer to the proposed programme. The student representative, who was a recent graduate, advised that her cohort have been made aware of the changes to student supervision and assessment as this will impact on their future nursing role.

However, other students are not clear about the changes. There is not a clear communication plan and timeline to prepare students for the changes to supervision and assessment in the lead up to September 2019. (Condition two).

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

YES ☒　　　**NO** ☐

The RPL form and postgraduate programme portfolio are mapped against the Standards of proficiency for registered nurses and the programme learning outcomes.

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

YES ☐　　　**NO** ☒

PLPs are invited to all recruitment events. However, only approximately 75 percent of interviews are conducted in partnership with PLPs. (Condition one).

(Standards framework for nursing and midwifery education R2.7)

There is not a clear communication plan and timeline to prepare students for the changes to supervision and assessment in the lead up to September 2019. (Condition two).

(Standards framework for nursing and midwifery education R3.2)

Outcome: The standard is not met.

PLPs are invited to all recruitment events. However, only approximately 75 percent of interviews are conducted in partnership with PLPs. (Condition one).

Condition one: Develop a strategy and implementation plan to ensure that PLPs are engaged in student recruitment and selection. (Standards framework for nursing and midwifery education R2.7)

There is not a clear communication plan and timeline to prepare students for the changes to supervision and assessment in the lead up to September 2019. (Condition two).

Condition two: Develop a communication plan that clearly outlines how information regarding the transfer to the Standards for supervision and assessment of students is to be provided to all students in the lead up to September 2019. (Standards framework for nursing and midwifery education R3.2)

Date: 28 March 2019

Post event review

Identify how the condition(s) is met:

Condition one: Documentation submitted by the university provides assurance that PLPs will be involved in the development of recruitment resources, including interview questions, through an annual collaborative selection event development meeting. The university confirm that student selection events will be carried out by academic staff along with at least one practice learning partner from the relevant field. Condition one is met.

Condition two: Documentation provided by the programme team details a communication plan for students transitioning to the Standards for student supervision and assessment. This includes the provision of a fact sheet that outlines the new supervisor and assessor roles that has been collaboratively developed with practice learning partners. Condition two is met.

Evidence:

Response to condition one, 9 May 2019

Practice assessment guidance fact sheet, 9 May 2019

Communication plan for students transitioning onto new NMC practice supervision standards, 9 May 2019

Date condition met (s): 9 May 2019

Revised outcome after condition(s) met:

Assurance is provided that the Standards framework for nursing and midwifery education R2.7 and R3.2 are 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

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:

Nursing & Midwifery Council

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

MOTT MACDONALD

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R2.4 is met. The proposed UCLan nurse portfolio requirements encourage students to reflect on their cross-field experiences in both theory and practice learning. They will have the opportunity to engage in cross-field discussions with their peers online through this portfolio and in dedicated face-to-face sessions. The programme team told us that the final portfolio will explore all four fields of practice from multiple perspectives including service users, students, academics and practice learning. The cross-field experiences part of the UCLan nurse portfolio are mandatory so that students can evidence exposure to the four fields of nursing practice. Students will also record cross-field examples and interprofessional learning experiences in the 'learning from others' template in the PAD.

The undergraduate programme structure includes common modules in years one and three, with field specific learning during year two. Academic staff from each field will lead the development of professional identity within each field but also encourage and facilitate cross-field learning. The field specific knowledge/learning in year two will be integrated into the common modules during year three.

The postgraduate programme has field specific modules throughout with exposure to and understanding of the four fields of nursing practice. Therefore, field leads will ensure that this knowledge is integrated into the programme.

Students will receive exposure to all fields of nursing through a hub and spoke practice learning model. PLPs outlined a typical practice learning journey for a student that demonstrates students will experience all four fields. The

NMC Nursing & Midwifery Council

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

MM MOTT MACDONALD

programme team highlighted their simulation street initiative whereby students will be exposed to all fields of nursing practice through simulation activity. This initiative provides a community focus and will enable family scenarios to develop as students' progress through the programme.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R2.5 is met. Documentary evidence confirms the structure, learning outcomes and content of the undergraduate and postgraduate programmes clearly outline routes to register with the NMC in specific field of nursing practice. Students will be facilitated to develop a field specific identity as well as gain exposure and knowledge related to all four fields of nursing practice.

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

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

  YES ☒   **NO** ☐

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

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria: **YES** ☒   **NO** ☐

R2.8 is met. Documentary evidence confirms undergraduate and postgraduate module descriptors include field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included. The learning in relation to this content is often in modules undertaken by all fields of nursing practice, however students will be

facilitated to contextualise this learning to their own field. This content is well integrated into the modules and corresponds to learning in practice.

- 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)   **YES** ☒   **NO** ☐

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R2.9 is met. The undergraduate and postgraduate programme structures clearly indicate an equal balance of theory and practice learning to meet NMC requirements. This is further supported in the module descriptors. The practice allocation model within the programme ensures that the designated practice hours are met.

Module aims, descriptors and outcomes are specified. However, the approval panel noted that the learning outcomes for the undergraduate and postgraduate programmes are very similar in some modules. (Recommendation three).

The programme specifications and module descriptors evidence that a variety of intended learning and teaching strategies are to be used. The programme team outlined their intentions to deliver an active, blended learning curriculum. The school's approach to digital learning is to create an active experience for students. Resources are being developed as part of the flipped learning approach.

Blended learning is also incorporated into the practice modules. However, students indicated that the coordination of this is very dependent on their allocated supervisor. (Recommendation two).

The programme team highlighted that it is particularly important to embed research within the programme and they have therefore utilised resources and expertise within the school to embed evidence-based approaches. The newly formed educational research group plan to work with the students to become active participants in research projects.

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** ☒

This programme is not delivered in Wales.

Nursing & Midwifery Council

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

MOTT MACDONALD

- 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** ☒

This programme does not lead to registration in two fields of nursing practice.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14) **YES** ☐ **NO** ☒

This programme does not lead to nursing registration and registration in another profession.

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: The standard is met.

Date: 28 March 2019

Standard 3: Practice learning

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

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

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

R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set

out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

Findings against the standard and requirements

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

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

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.1 is met. Documentary analysis indicates that students are provided with appropriate practice learning and simulation opportunities required to develop the standards of proficiency. This is evident in the PLPAD adopted by the north west region.

The range and breadth of practice learning opportunities accessed by students differs across each field, which reflects the diversity of healthcare delivery specific to the geographical area. The university are currently engaged in embedding a new placement management system as part of a consortium of five north west universities. As part of this activity the university are engaged in a detailed process of identifying each practice learning area based on the core elements of care delivery, the location of delivery and the primary patient group accessing the care. This is enabling a transparent process to be developed across the north west to ensure practice learning placements are allocated for students to reflect the breadth of experience available, and ensure maximum

exposure to opportunities to develop knowledge, skills and experience across the four fields of nursing practice.

The BSc (Hons) and MSc nursing (adult) programme is appropriately mapped to article 31 of directive 2005/36/EC, including the clinical instruction requirements. Students will have hub placements in relation to clinical instruction in medicine and surgery and the opportunity to access the breadth of placement as detailed above. Students studying the pre-registration nursing (adult) programme have a mandatory requirement in the UCLan nurse portfolio to action plan and reflect upon clinical instruction in each of the specified areas in the directive.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.2 is met. Documentary evidence and discussion at the approval visit provide assurance the university is committed to development and use of systems to ensure breadth and transparency of practice learning experiences for students. This includes exposure to the holistic needs of people of all ages through a variety of practice learning environments.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.3 is met. Field specific practice modules in year two and three of the undergraduate programme and modules within the postgraduate programme enable students to meet the appropriate skills and nursing procedures relevant to their field of nursing. The Standards of proficiency for registered nurses has been mapped within the PAD to ensure that students are assessed in the nursing procedures related to communication and relationship management skills.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.4 is met. Documentary analysis evidences a robust plan for simulation-based learning in the undergraduate and postgraduate pre-registration nursing

Nursing & Midwifery Council

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

MOTT MACDONALD

programmes. The faculty and school have undertaken lots of investment in high fidelity equipment and high-tech virtual reality simulators that are currently being worked into scenarios for integration into the proposed programme. The programme team outlined their plans for simulation street, a community for nursing students that enables the safe development of skills and knowledge in a variety of simulated scenarios. This learning is appropriately spread across each of the programmes and is mapped to the Standards of proficiency for registered nurses (annexe A and B). The intended simulation activities group specific skills together to reflect profiles demonstrating real world scenarios and so demonstrate increasing levels of complexity.

The simulation scenarios are developed in collaboration with all stakeholders, particularly service users through the school of nursing implementation advisory group. PLPs advise on any skills that would not be able to be covered in practice learning. They work collaboratively to develop the scenarios to reflect annexe A and B skills.

Students will experience various technological systems to support, facilitate and assess learning as they progress through their programme. There is a senior lecturer in digital learning who coordinates technological learning resources for the programme. This explicitly defined role enables effective integration of digital learning technologies to support the more traditional approaches to learning and assessment.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.5 is met. Documentation reviewed indicates appropriate sharing of information related to disabilities and inclusivity as well as staff development opportunities. There is evidence of a collaborative process with PLPs should any students require reasonable adjustments in the practice learning environment.

The university has robust support structures for students who require additional support and/or reasonable adjustments. The school has an inclusivity best practice guide for practice learning settings that includes student self-assessment, processes for ongoing support and individual learning plan templates. At the approval visit the programme team highlighted that there is a package of support available for students from the time they start the programme to the time they graduate. Students confirm that they are well supported on the programme, particularly in relation to practice learning. They highlighted the yearly lecture to identify support structures and are clearly aware of the link lecturer and PEFs who are readily available should support be required.

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

Nursing & Midwifery Council

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

MOTT MACDONALD

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: The standard is met.
Date: 28 March 2019

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must:
R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*
R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*
R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme
R4.4 provide students with feedback throughout the programme to support their development
R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing
R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%
R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:　　　　　**YES** ☒　　　**NO** ☐

R4.1 is met. Documentary analysis indicates that university induction, training, ongoing development and support for academic staff ensures compliance with the Standards framework for nursing and midwifery education in relation to support, supervision, learning and assessment.

The university have collaboratively produced a guidance document with PLPs that details the requirements related to supervision and assessment of students on NMC programmes. PLPs are required to undertake an additional quality assurance monitoring exercise to ensure internal policies and processes adhere to minimum NMC standards. Practice supervisors and assessors will be prepared for their role in accordance with the NMC requirements and local agreements.

- 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).

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R4.2 is met. Documentary evidence provided at gateway two evidences that support, supervision, learning and assessment complies with the NMC Standards for student supervision and assessment at programme level in relation to the pre-registration nursing programme. Assurance was also provided at the approval visit.

There are regionally agreed principles for the identification and preparation of practice supervisors and assessors. A defined process for existing mentors to move across to the new practice supervisor and/or assessor role has been developed. For those registered practitioners who are not currently mentors there will be a two-day supervised preparation course that will meet locally agreed standards. There will be a subsequent top-up provided for those who are suitable to be a practice assessor.

At the approval visit PLPs told us they have been working on the integration of the new supervision standards since their publication. The PEFs are leading on identifying the training needs of future practice supervisors and assessors, working collaboratively with colleagues from the university.

The approval panel are assured that PLPs are working collaboratively with the school to upskill the current workforce to ensure their supervision skill set will complement that of new graduate nurses. This will also ensure appropriate supervision related to the enhanced skills requirements detailed in annexe A and B of the Standards of proficiency for registered nurses.

All academic staff will be academic assessors for their allocated link practice learning environments. There will be a different academic assessor for each part of the programme to meet NMC requirements. There is a comprehensive plan for the training of academic assessors and the school confirmed that a record of those staff who have completed the training will be maintained.

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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R4.4 is met. Documentary analysis confirms that the university has undertaken extensive development work in relation to ensuring the effectiveness and equity related to feedback to students. This is particularly relevant to the development of the module assessment group sessions that have been in place since 2016.

Formative assessment opportunities are included in each module in both the undergraduate and postgraduate programmes. The programme team explained how these opportunities are built into the programme and included in the module information provided to students. Formative feedback to support student development is provided as a group or individually within a group setting. Students provide assurance that there are appropriate processes in place to provide feedback, both in the university and practice learning settings. They gave examples of formative assessment.

There is an established peer assisted study session process that also forms part of the feedback mechanisms available within the university. These sessions are timetabled and facilitated. Students confirm they are appreciated and perceived to effectively support their development.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R4.5 is met. The module learning outcomes are comprehensively mapped to the programme learning outcomes. The programme learning outcomes are mapped to the seven platforms of the Standards of proficiency for registered nurses. This includes mapping of the practice learning modules. The PLPAD is also mapped to the NMC standards. This demonstrates that students who successfully complete the programme will meet the relevant NMC standards.

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** ☐

Nursing & Midwifery Council

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

MOTT MACDONALD

- 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: The standard is met.

Date: 28 March 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

Nursing & Midwifery Council

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

MOTT MACDONALD

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Fall Back Award

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

YES ☐   **NO** ☐   **N/A** ☒

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

If no or not applicable, please state why:

The programme does not have a fall back exit 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** ☐

Outcome: The standard is met.

Date: 28 March 2019

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against standards of proficiency	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the	☒	☐

Nursing & Midwifery Council

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

MOTT MACDONALD

	YES	NO
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 agreement for protected learning	☒	☐

List additional documentation:

Faculty of health and wellbeing (FHWB) inclusivity and placements: best practice guide, 2018

FHWB supervision and assessment of students on NMC programmes: guide for PLPs, undated

FHWB work-based learning handbook, December 2018

Post event documentary evidence to meet conditions:

Response to condition one, includes details of strategy and implementation plan to ensure that practice learning partners are engaged in student recruitment and selection, 9 May 2019

Practice assessment guidance fact sheet, 9 May 2019

Communication plan for students transitioning onto new NMC practice supervision standards, 9 May 2019

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

Additional comments:

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐

NMC Nursing & Midwifery Council

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

M **M** MOTT MACDONALD

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:

BSc (Hons) nursing with registered nurse (RN) (adult)

• September 2018/year 1 x 1

• September 2017/year 2 x 1

BSc (Hons) nursing with registered nurse (RN) (child)

• September 2017/year 2 x 1

• September 2016/year 3 x 2

BSc (Hons) nursing with registered nurse (RN) (mental health)

• September 2017/year 2 x 1

• September 2016/year 3 x 2

• March 2016/year 3 x 1

MSc nursing with registered nurse (RN) (adult)

• September 2018/year 1 x 1

• September 2016/year 3 x 1

MSc nursing with registered nurse (RN) (mental health)

• September 2017/year 2 x 1

Service users and carers	☒	☐

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

Additional comments:

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒

Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If you stated no above, please provide the reason and mitigation This is an established AEI and visits to facilities was not required.		
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.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record			
Interim Report			
Author:	Ian Felstead-Watts	Date:	
Checked by:	Judith Porch	Date:	
Final Report			
Author:	Ian Felstead-Watts	Date:	09/05/2019
Checked by:	Judith Porch	Date:	28/05/2019
Approved by:	Andrea Bacon	Date:	04/06/2019
Submitted by:	Amy Young	Date:	04/06/2019