

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	University of Derby
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Chesterfield Royal Hospital NHS Foundation Trust Derbyshire Healthcare NHS Foundation Trust Leicestershire Partnership NHS Trust Nottingham Healthcare NHS Trust Nottinghamshire Healthcare NHS Foundation Trust Children's services, Derbyshire Healthcare Foundation Trust University Hospitals of Derby and Burton NHS Foundation Trust Derbyshire Community Health Services NHS Foundation Trust Private voluntary and independent health care providers
<b>Programmes reviewed:</b>	Pre-registration nursing (adult, mental health, learning disabilities and child)
<b>Title of programme(s):</b>	Bachelor of Science (Honours) in Nursing (Adult), Master of Science in Nursing (Adult) Bachelor of Science (Honours) in Nursing (Mental Health), Master of Science in Nursing (Mental Health) Master of Science in Nursing (Learning Disability) Bachelor of Science (Honours) in Nursing (Child), Master of Science in Nursing (Child)
<b>Date of approval visit:</b>	11 March 2019
<b>Programme start date:</b>	9 September 2019

<p><b>Academic level:</b></p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7                  SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11</p>
<p><b>QA visitor(s):</b></p>	<p>Registrant Visitor: Sarah Traill                  Lay Visitor: Adrian Mason</p>

**Section two**

<p style="text-align: center;"><b>Summary of review and findings</b></p>
<p>The University of Derby (UoD) is seeking approval for a full time, three year BSc (Hons) nursing programme in adult, mental health and child fields of nursing practice and a full time two year MSc nursing route in adult, mental health, child and learning disabilities fields. The university is seeking approval to deliver the child and learning disabilities fields of nursing for the first time.</p> <p>The programme documentation and approval process confirm evidence of effective partnership working between the programme team, service users, practice learning partners (PLPs) and students. Key features of the programme include the use of a spiral curriculum, simulated learning and an emphasis on inter-professional learning. There is an increase in the range of practice learning environments available to accommodate the new learning disabilities and child nursing fields.</p> <p>The pan Midland, Yorkshire and East practice assessment document (MYEPAD) and associated guidance is used to promote a consistent approach to practice assessment. We found the arrangements at programme level meet the Standards framework for nursing and midwifery education and the Standards for student supervision and assessment (NMC, 2018).</p> <p>The programme is recommended to the NMC for approval with two conditions. One recommendation is made.</p> <p>09 April 2019, evidence was provided to meet the two conditions. The conditions are now met. The programme is recommended to the NMC for approval.</p>

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>Condition one: The approved education institution (AEI) must provide a model for implementation of the nominated practice assessor and academic assessor. (Standards for student supervision and assessment R9.4. Standards for pre-registration nursing R4.2)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition two: The AEI must revise the wording of the MSc nursing programme learning outcomes to differentiate from the BSc (Hons) nursing learning outcomes in line with the quality assurance agency (QAA) characteristics statement for masters level study. (Standards framework for nursing and midwifery education R2.1. Standards for pre-registration nursing programmes R2.1) (AEI condition)</p>
<b>Date conditions to be met:</b>	9 April 2019
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: Strengthen the level of strategic partnership involvement with PLPs on programme consultation. (Standards framework for nursing and midwifery education R1.12) (AEI recommendation)</p>

<b>Focused areas for future monitoring:</b>	Local implementation of the nominated practice assessor and academic assessor arrangements.
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**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**  
The programme team have provided documentary evidence of a model of implementation for practice assessor and academic assessor. They have provided revised documentation which differentiates the wording of programme learning outcomes in line with QAA characteristics statements. Conditions one and two are met.

**Observations have been made by the education institution** YES  NO

<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
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<b>Date conditions met:</b>	9 May 2019
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**Section three**

**NMC Programme standards**

Please refer to NMC standards reference points

*Standards for pre-registration nursing programmes* (NMC, 2018)

*Future nurse: Standards of proficiency for registered nurses* (NMC, 2018),

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

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

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

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

QA Handbook

## Partnerships

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

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

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

### **Standard 1: The learning culture:**

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

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

### **Standard 2: Educational governance and quality:**

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

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

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

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

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

### **Standard 3: Student empowerment:**

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

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

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

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

### **Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

**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 documentary evidence of collaboration and co-production by the AEI with service users, students and PLPs in the development of the programme. A



partnership agreement between the AEI and PLP organisations demonstrates collaboration at strategic and operational levels. Consultation logs and minutes of meetings evidence stakeholder involvement in programme development.

During the approval visit, students and service users told us how they were consulted and that their views have been used in the programme. PLPs describe reviewing programme material and influencing the programme design, though some PLPs said curriculum planning has been more advisory than consultative. Going forward, the AEI is recommended to strengthen the level of strategic partnership involvement with PLPs for future programme development. (Recommendation one). (Standards framework for nursing and midwifery education R1.12)

There is documentary evidence that service users and PLPs contribute to the recruitment of students. The AEI has policies and mechanisms in place for service user and carer involvement in programme delivery and evaluation. Practice assessment documentation includes sections where service users, carers and PLPs can give feedback and document their assessment of students' practice learning.

Service users and carers were consulted in the development of the new programme for all four fields of nursing practice. Their feedback has been incorporated into the programme and they have ongoing input into programme review and development. Service users and carers said they feel valued, are supported by the AEI and work in partnership with the programme team. The service user and carer group has expanded to ensure co-production for the new child and learning disabilities fields of nursing.

PLPs, service users, carers and students are involved in simulated learning activity. There are quality assurance processes that provide evidence of effective partnership working with service users, PLPs and students. These include practice learning environment educational audit, module and practice learning environment evaluations and processes to accommodate reasonable adjustments to meet students' needs. All PLPs and students are able to say how they escalate concerns about students or practice learning environments.

New PLPs for child and learning disabilities fields said they have regular meetings with the programme team to develop the programme and prepare practice learning environments to support and assess pre-registration nursing students. Inter-professional learning is a key part of the programme, with specific modules dedicated to nursing in an inter-professional context. Students are able to access a range of practice learning environments and the ARC practice learning allocation management system ensures students have a range of practice learning environments to enable them to meet the standards of proficiency for registered nurses.

The proposed pre-registration nursing programme will be delivered by appropriately qualified personnel and reviewed by external examiners with relevant qualifications and experience. There is a proposal for the preparation of practice supervisors, practice assessors and academic assessors. This is the pan Midland,

Yorkshire and East model, and there is a timetable for the roll out of this model. This demonstrates partnership working and collaboration.

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**

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**

### Student journey through the programme

#### Standard 1: Selection, admission and progression

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

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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



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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

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

### **Proposed transfer of current students to the programme under review**

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

### **Findings against the standard and requirements**

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)  
**YES**  **NO**
- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).  
**YES**  **NO**
- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)  
**YES**  **NO**
- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)  
**YES**  **NO**
- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)  
**YES**  **NO**

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

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)  
**MET**  **NOT MET**

R1.5 is met. Documentary evidence includes academic regulations for recognition of prior learning (RPL). Mapping of prior learning to the pre-registration nursing programme outcomes and Standards of proficiency for registered nurses allows up to 50 percent RPL.

Nursing associates will be able to enter the BSc (Hons) nursing programme at the half way point because modules map directly. RPL for the BSc (Hons) nursing programme comply with article 31(3) of Directive 2005/36/EC. The MSc nursing route requires all students to submit a portfolio of evidence equivalent to 500 hours

theory and 450 verified hours of practice learning for entry to the programme to ensure the NMC required theory and practice hours are met. An electronic RPL portfolio is used and an example, along with guidance is provided for students. The MSc nursing portfolio includes an assessment checklist, and this complies with article 31(3) of Directive 2005/36/EC.

- 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. Mapping documents show how RPL will be mapped against the Standards of proficiency for registered nurses and the programme learning outcomes. A registered nurse can apply for more than 50 percent of the programme to be credited through submission of an RPL portfolio. This would be on an individual basis.

- 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 demonstrates students must have the required level of numeracy and literacy for entry to programme. Mapping documentation refers to digital and literacy skills as a result of completing the assessments on the programme. Numeracy is mapped to skills in Annexe B via drug calculations. We found support for student development of these skills through library and online resources.

The programme team outline how support for numeracy through medicines management examinations is developed and assessed in each part of the programme. Students said they are supported to develop their numeracy skills through practice learning and simulated practice.

The ongoing record of achievement (ORA) and practice assessment document (PAD) show evidence of links to competence outcomes in digital and technological literacy. For example, MYEPAD includes a section on the proficiency of accurately processing information. The programme team use electronic teaching, learning and assessment methods requiring students to develop digital literacy skills.

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

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

YES  NO

**Proposed transfer of current students to the programme under review**

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

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

MET  NOT MET

The programme team confirmed that year one and two students will transfer to the new programme to meet the Standards for pre-registration nursing programmes (NMC, 2018). Students studying the current year one and two of the pre-registration nursing education programme (NMC, 2010) said they have attended briefing sessions on the new programme standards and Standards for student supervision and assessment (NMC, 2018). They confirmed they were consulted and agreed to transfer to the new programme. The current year three pre-registration nursing students will have completed or be part way through the final year of the programme so will not transfer to the new programme).

We found that current student learning in theory and practice is mapped against the Standards of proficiency for registered nurses (NMC, 2018). Students confirm they are included in discussions regarding the mapping of the current programme to the new proficiencies.

The programme team offer professional development sessions to help current year three pre-registration nursing students develop proficiencies for practice supervisor and prescriber readiness. The programme team said all pre-registration nursing students will transfer to the Standards for student supervision and assessment in September 2019. The students will transfer to the MYEPAD. Students in year three have an amended practice assessment document which details changes reflecting practice supervisor and practice assessor roles. An example of this was provided at the approval event.

Students confirmed they had been consulted, are being prepared for the change and agreed to the change. We found evidence of systems to manage students who are returning to the new programme following a period of interruption. In such cases, student learning is mapped against the Standards of proficiency for

registered nurses and an action plan developed to address any missing proficiencies.

*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**

Mapping documents illustrate that RPL is capable of being 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**

**Outcome**

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

**Date:** 12 March 2019

**Standard 2: Curriculum**

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

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

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

R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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



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

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

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

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

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

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

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

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

*Standards for student supervision and assessment specifically:*  
R1.2, R1.3, R1.7, R1.10, R1.11

### Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC standards for education and training (R2.1)

YES  NO

During the approval visit, we found the programme outcomes for the MSc nursing route do not sufficiently reflect the university QAA characteristics statement for masters level study. (Standards framework for nursing and midwifery education R2.1. Standards for pre-registration nursing programmes R2.1) (Condition two) (AEI condition)

- 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 outlines the programme structure and details field specific and shared modules. The programme team told us how some cross-field content will be delivered in the field specific modules. Mapping documentation against the Standards of proficiency for registered nurses (annexe A and B) illustrate where students will have theory, practice learning experiences or simulated practice learning across all fields of nursing practice. Students confirmed they experience all four fields of nursing practice in the current pre-registration nursing 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)

**MET**  **NOT MET**

R2.5 is met. Documentary evidence details field specific modules and learning outcomes within the programme. The allocation of practice learning environments is through the ARC placement management system. This provides information on a student's previous practice learning experience and ensures sufficient variety to meet the requirements for practice learning. PLPs confirmed they set practice learning objectives with students, so they can meet field specific requirements. Students said they have different practice learning experiences in practice learning environments which provide sufficient variety to meet the requirements for their specific field of nursing in the current programme.

**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. Documentary evidence and the approval visit confirms field specific content reflecting law, safeguarding, consent and pharmacology is present in theory and practice learning in the proposed programme.

- 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. Documentary evidence demonstrates an equal balance between theory and practice in the BSc (Hons) nursing programme and MSc nursing route. A range of appropriate teaching and learning strategies are detailed in the programme specification and module descriptors.

The programme team presentation at the approval visit outlined a spiral curriculum with a range of assessment methods to demonstrate achievement of learning outcomes. The spiral curriculum revisits themes of learning in each year of the programme to develop students' knowledge, understanding and application. The programme uses blended learning to promote student participation and lifelong learning.

Students engage in a variety of teaching and learning activities, including simulation, seminar and interactive distance learning. Assessments include exams, observed structured clinical examination (OSCE), written essays and video presentations. The practice learning handbook states the breakdown of practice hours which must be achieved in each part and by the end of the programme. The practice learning hours are logged in the PADs and are submitted to the practice learning team at the AEI.

The achievement of practice learning hours is monitored by the practice learning team. Student engagement with theory hours is monitored by the programme team. There are arrangements for retrieval of unmet theory and practice learning hours before the end of the programme to meet NMC requirements.

**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
  
- 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

During the approval visit, we found the programme outcomes for the MSc nursing route do not sufficiently reflect the university QAA characteristics statement for masters level study. (Standards framework for nursing and midwifery education R2.1. Standards for pre-registration nursing programmes R2.1) (Condition two) (AEI condition) Condition two: The AEI must revise the wording of MSc nursing programme learning outcomes to differentiate from BSc (Hons) nursing learning outcomes in line with the QAA characteristics statement for masters level study. (Standards framework for nursing and midwifery education R2.1. (Standards for pre-registration nursing programmes R2.1) (AEI condition)

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

YES  NO

**Outcome**

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

The standard is not met.

**Date:** 13 March 2019

**Post event review**

**Identify how the condition(s) is met:**

The programme team have provided documentation demonstrating that the MSc programme outcomes have been revised to differentiate from the BSc in line with QAA characteristic statements for masters level study. Evidence:

- MSc programme handbook (final), 09 April 2019
- BSc programme handbook (final), 09 April 2019

**Date condition(s) met:** 9 April 2019

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

The standard is met.

**Standard 3: Practice learning**

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

*Standards framework for nursing and midwifery education* specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12  
*Standards for student supervision and assessment, specifically R1.1 – R1.11*

**Findings against the standard and requirements**

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

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

**MET**  **NOT MET**

R3.1 is met. Practice learning opportunities are outlined in the programme documentation and provide evidence that they'll allow students to meet the Standards of proficiency for registered nurses across all the four fields of nursing and a diverse range of people. The range of experiences are recorded in the MYEPAD and practice assessment is mapped against the proficiencies and across the seven platforms and annexes.

We found a wide range of practice learning environments in NHS and private, voluntary and independent (PVI) organisations. Educational audit documentation identifies practice learning relevant to the outcomes of the pre-registration nursing programme and specific Standards of proficiency for registered nurses.

Practice learning environments for learning disabilities and child fields are experienced in supervising and assessing pre-registration nursing students as they have previously worked in partnership with other AELs in the region. They provide the necessary range of learning opportunities needed for each new field of child and learning disabilities nursing. Students confirmed they have a variety of practice learning experiences that enables them to provide safe and effective care to a diverse range of people, across the four fields of nursing practice.

- 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. During the approval visit, the ARC practice learning environment allocation system was demonstrated. This system allows the programme team and PLPs to ensure practice learning experiences are provided to meet the holistic needs of people of all ages. Students confirm their practice learning experiences support holistic care for people across the age range.

The PAD contains sections to record where students and practice assessors identify learning opportunities during the practice learning experience. There is a



process for students to evaluate their practice learning experiences. The educational audit confirms the practice learning opportunities available in the practice learning environments and their readiness to support students' practice learning. Educational audits are completed jointly by the AEI and PLPs.

During our practice learning environment visits in the fields of child and learning disabilities nursing, PLPs confirmed they had been practice learning environments for other AEIs. They had consulted on the new programme and confirmed they were able to support students' practice learning. There was evidence of parity of support for students between the new (child and learning disabilities fields) and existing practice learning environments (adult and mental health fields).

- 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. Documentary evidence and the approval visit confirms there are practice learning opportunities to allow students to meet communication, relationship management and nursing procedures. This was confirmed by the programme team at the approval visit. These skills and nursing procedures are mapped for the four fields of nursing practice including whether the learning will take place in practice learning environments or through simulated learning.

Practice learning module outcomes are mapped against the NMC Standards of proficiency for registered nurses. PLPs identify practice learning opportunities where students can learn, practice and be assessed in these skills. The programme team told us they involve PLPs in the development and practice of simulated learning exercises. PLPs say they are involved in developing case studies for simulated learning.

Current students confirmed they have the opportunity to practice communication, relationship management and nursing procedures in practice learning environments and through simulated learning. Service users confirmed they are to be involved in programme delivery for students to develop skills in communication and relationship management.

- 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. Documentary evidence shows simulation and technology enhanced learning is proportionate to support learning and assessment. Students use a virtual learning environment throughout the programme. The total amount of simulation is used effectively and proportionately in the programme. During the



approval visit, the programme team demonstrated the immersive virtual reality technology they use for simulated learning. The technology provides exposure to the learning experiences required to comply with Article 31(5) of Directive 2005/36/EC for the adult field of practice. Immersive learning technology is used in all fields of nursing.

Service users describe how they participate in simulated learning as a patient or carer and provide feedback to students on their practice during simulation. The programme team and students said simulated learning is evaluated by an evaluation feedback document and changes are made as a result. The students said they found simulated sessions effective and helpful to their practice learning.

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

**MET**  **NOT MET**

R3.5 is met. There are processes in place to take account of students' individual needs and personal circumstances. We found that students are directed to support services for an assessment if reasonable adjustments are needed. This may result in a student support plan for theory and practice learning. There is an occupational health process, which can be used to advise on reasonable adjustments.

During the approval visit PLPs told us about occasions when they have been advised about student support plans. They are aware of processes to support students with diverse needs and provided examples of how these have been supported during practice learning. Programme handbooks provide information for students about how to access help and support. These support services were confirmed by the students we met.

**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: <u>Standards for student supervision and assessment</u> relevant to practice learning are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 12 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*

*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. Documentary evidence and the approval visit provides assurance that support, supervision and assessment for theory and practice learning complies with the NMC Standards framework for nursing and midwifery education. We found curricula vitae for the programme team and external examiners show sufficient and appropriately qualified staff. The university academic regulations, moderation and external examiner processes ensure fairness of assessment processes. The guide to using the MYEPAD document outlines the practice supervisor and practice assessor roles and responsibilities for practice learning. Discussions with stakeholders during the practice learning environment visits and approval visit provide evidence that student support, supervision and assessment complies with the Standards framework for nursing and midwifery education.

- 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 not met. The MYEPLG have agreed an approach to prepare and identify practice supervisors and practice assessors. This involves the identification of practice supervisors and practice assessors who are currently mentors and non-mentors. Training will be provided by the AEI in collaboration with PLPs on new roles and responsibilities through the previously termed mentor updates and on-line learning packages. The programme team identify academic assessors from within current AEI academic staff.

During the approval visit the programme team referred to a potential process for the allocation of academic assessors, though this is not finalised. During the approval visit PLPs were clear on the role of the practice supervisor and practice assessor. A series of workshops have commenced to prepare for these roles and responsibilities. We reviewed a timetable and presentation for the workshops.

PLPs are clear on the role of the academic assessor, but not clear on the AEI's proposal for who will be academic assessors.

Arrangements for the process of confirming student progression at each stage of the programme are not yet determined. The programme team state on-line learning materials for preparation of practice supervisor and practice assessor are being finalised by the AEI and are due to be rolled out to staff. (Standards for student supervision and assessment R9.4. Standards for pre-registration nursing R4.2) (Condition one)

**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 multiple sources of evidence of opportunities for students to be provided with feedback throughout the programme. These include summative marking rubrics and feedback on simulation, and practice assessment feedback in the OAR and PAD. Service user and carer, peer and other professional groups all give feedback to students in the PAD and provide formative feedback in theory and simulation sessions. There are multiple opportunities for formative feedback through the personal tutor system. Students say that they get helpful feedback to enable their development from service users, academic and practice learning staff.

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

**MET**  **NOT MET**

R4.5 is met. Documentary evidence shows the Standards of proficiency have been mapped against the programme learning outcomes for all four fields of nursing practice. Student-facing documents provide detail on where and when proficiencies can be achieved. The programme outcomes are stated in the handbook and programme specification and reflect the requirements for adult, mental health, children and learning disabilities fields of nursing. The PADs contain a section where specific proficiencies are achieved and signed off. This was confirmed by students and PLPs.

**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

The programme team identify academic assessors from within current AEI academic staff. During the approval visit the programme team referred to a potential process for the allocation of academic assessors, however, this is not finalised. PLPs are clear about the role of the academic assessor, but not clear on the AEI's proposal for who will be academic assessors. Arrangements for the process for confirming student progression at each stage of the programme are not yet determined. (Standards for student supervision and assessment R9.4. Standards for pre-registration nursing R4.2) (Condition one) Condition one: The



AEI must provide a model for implementation of the nominated practice assessor and academic assessor. (Standards for student supervision and assessment R9.4. Standards for pre-registration nursing R4.2)

**Outcome**

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

The standard is not met.

**Date:** 12 March 2019

**Post event review**

**Identify how the condition(s) is met:**

The AEI have had further consultation with PLPs to confirm arrangements for practice assessor and academic assessor. Documentary evidence is provided confirming the model of implementation for practice assessor and practice supervisor. Evidence:

- BSc programme handbook (final), 09 April 2019
- MSc programme handbook (final), 09 April 2019
- University of Derby model for the implementation of Standards for the student supervision and assessment, 09 April 2019
- Student supervision and assessment transition and engagement paper, 09 April 2019

**Date condition(s) met:** 9 April 2019

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

The standard is met.

**Standard 5: Qualification to be awarded**

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

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

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

**Findings against the standards and requirements**



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

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

YES  NO

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

YES  NO

**Fall Back Award**

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

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

YES  NO  N/A

The exit award of Postgraduate (Pg) diploma nursing with registration is available in the MSc route for all fields of nursing.

**If no or not applicable, please state why:**

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

YES  NO

**Outcome**

Is the standard met? MET  NOT MET

Date: 12 March 2019

**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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>

External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List additional documentation: Current practice assessment document Post visit documents: MSc programme handbook (final), 09 April 2019 BSc programme handbook (final), 09 April 2019 University of Derby model for the implementation of Standards for the student supervision and assessment, 09 April 2019 Student supervision and assessment transition and engagement paper, 09 April 2019.		
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study:		

One BSc (Hons) nursing (adult) year three.  
 Two MSc nursing (adult) year three.  
 One MSc nursing (mental health) year two.  
 One BSc (Hons) nursing adult year two.  
 Two representatives from the Students Union.  
 No students from the new fields of nursing practice (child and learning disabilities) were present as the programme has not previously run.

Service users and carers



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

Additional comments:

Senior managers from associated PLPs were unable to attend the approval event so participated through a conference call. Two senior managers with responsibility for resources for the programme confirmed there had been consultation at stakeholder meetings. They confirmed they reviewed the programme and gave assurance of resources to support student supervision and assessment in practice learning.

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

	<b>YES</b>	<b>NO</b>
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, state where visited/findings:		

University Hospitals of Derby and Burton NHS Foundation Trust: Royal Derby Hospital (Rathbone unit Mental Health, Ward 310 Adult, Puffin and Dolphin ward Child)

Derbyshire Community Health Services NHS Foundation Trust:

Derbyshire Community Healthcare Services (Adult and Child)

Nottinghamshire Healthcare NHS Foundation Trust: Alexander House (Learning Disabilities).

System regulator reports reviewed for practice learning partners



If yes, system regulator reports list

CQC reports were submitted, including those for new practice learning environments.

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

Not required, existing AEI.

Additional comments:

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### Issue record

#### Final Report

Author:	Sarah Traill	Date:	9 May 2019
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Approved by:	Leeann Greer	Date:	20 June 2019
Submitted by:	Lucy Percival	Date:	24 June 2019