Nursing & Midwifery Council

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

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Programme approval visit report

Section one

Programme provider name:	University of Edinburgh
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	NHS Lothian New Century Care Abercorn Care Ltd Sodexo Justice Services Barchester Healthcare Ltd Randolph Hill Nursing Homes Group Fife Council NHS Borders Royal Blind Asylum and School BUPA Care Homes (ANS) Limited Busy Bees Nurseries (Scotland) Limited Barnardo's Scotland Care UK City of Edinburgh Council West Lothian Council/NHS Lothian West Lothian Council Edinburgh City Council Castlegate Tamaris (Scotland) Limited, a Member of the Four Seasons Health Care Group Elder Homes Ltd Midlothian Council Chest Heart and Stroke Scotland City Of Edinburgh Council NHS Fife NHS Forth Valley Bertram Nurseries Ltd Crewe Road Nursery Ltd Croftwise Care Ltd East Lothian Council Early Days Nursery Group Erskine Hospital Ltd Eildon Housing Association Ltd Eric Liddell Centre Ltd Edinburgh Hospice Four Seasons Health Care (Scotland) Ltd Northumberland Council Harmeny Education Trust Ltd Headstart Nursery Schools Ltd Randolph Hill Care Homes Ltd St Philips Care Limited

	Leonard Cheshire
	Leuchie
	Lifecare (Edinburgh) Ltd
	We Care for Children Ltd
	Little Monkeys Ltd
	Lindemann Health Care
	Viewpoint Housing Association Ltd
	Guthrie Court Limited, a member of the Four Seasons Health Care Group
	North Edinburgh Childcare
	Lifecare Ltd
	Aberlour
	Mansfield Care Limited
	Pinocchio's Children's Nursery Ltd
	Primecare Health Care Ltd
	The Pumpkin Patch Nursery (Scotland) Limited
	Queens House (Kelso) Ltd
	Childrens Hospice Association Scotland
	Life is Normal Group
	HC-One Limited
	Children's Hospice Association Scotland
	Scottish Association for Mental Health Services
	Smilechildcare
	Spire
	Spire Healthcare Ltd
	St Columba's Hospice Ltd
	NHS Tayside
	Action for Children
	Sleep Scotland
	Scottish Association for Mental Health
	NSF (SCOTLAND)
	NHS Scotland
	Wee Gems Corstorphine Ltd
	Wee Gems Livingston Ltd
	Special School
	Peacock Medicare Ltd.

Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: Masters in Nursing with pre-registration (adult); BN nursing with Honours (adult); BN nursing (adult)
Programme start date: 7 September 2020

Academic level(s):
SCQF:

Level 10 Level 11	
Date of approval	6 February 2020
QA visitor(s):	Registrant Visitor: Ian Felstead-Watts Lay Visitor: Sandra Stephenson

Summary of review and findings
The school of health in social science (the school) at the University of Edinburgh, an approved education institution (AEI), is seeking approval for a pre-registration undergraduate and pre-registration postgraduate nursing programme in the adult field of practice. 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 programme is proposed for delivery from September 2020. The undergraduate programme will be delivered over four years full-time. The postgraduate route will be delivered over two years full-time following a recognition of prior learning (RPL) process that will evidence the equivalent of 479 hours practice and 140 hours theory learning prior to entry to the programme.

The proposed award titles include Bachelor of nursing with honours (BN (Hons) (adult) and Masters in nursing (MN) with pre-registration (adult). Bachelor of nursing (BN adult) is a proposed award title for students who do not continue on the honours programme and successfully complete the Standards for pre-registration nursing programmes and Future nurse: Standards of proficiency for registered nurses (NMC 2018) in three years.

The programme documentation and approval process evidence effective partnership working between the university and key stakeholders. 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 long-standing and effective relationships between the university, PLPs and regional and national groups.

The 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 Scottish practice assessment document (SPAD). The SPAD is a cross-Scotland document that has resulted from collaboration between all AEIs and PLPs in Scotland, coordinated through a national steering group. It was confirmed at the visit that the school has been fully engaged in the development of the SPAD and the national approach to the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018). |

The Standards framework for nursing and midwifery education (SFNME) (NMC 2018) are not met at programme level as a condition applies.

The SSSA (NMC, 2018) are met at programme level.

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

Updated 23 March 2020

Evidence was provided to meet the two NMC conditions. The university condition is also met. 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 for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Develop a strategy and implementation plan to enhance service user and carer involvement at programme level. (SFNME R1.12, R2.7, R5.14; SPNP R2.1) **Selection, admission and progression:** Condition three: Provide evidence that the university has approved the non-standard academic year for the masters in nursing programme. (university condition) **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:**

	Condition two: Amend the programme documentation to ensure it accurately and consistently reflects the required theory and practice hours. (SPNP R2.9)
Date condition(s) to be met:	23 March 2020
Recommendations to enhance the programme delivery:	Recommendation one: Reflect on the university regulations for RPL in undergraduate programmes, in relation to whether this could be increased to permit more than 50 percent of a programme for NMC registered nurses. (SPNP R1.6 and university recommendation) Recommendation two: Consider how to enhance children's nursing perspectives within the programme, similar to what is in place for learning disabilities nursing. (SPNP R2.4)
Focused areas for future monitoring:	• Extension of the hub and spoke approach to practice learning experiences and any further developments resulting from work undertaken by the new strategic lead for practice learning. • The preparation of non-NMC registered practice supervisors to ensure they are appropriately prepared for their role as the nominated person within their practice setting.

Nursing & Midwifery Council

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

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Programme is recommended for approval subject to specific conditions being met	

Commentary post review of evidence against conditions:

Revised documentation provides evidence that the changes required to meet the conditions have been made.

The programme team provided an appropriate plan for implementation of the service user involvement strategy which will be implemented in accordance with the service user involvement principles reviewed at the visit. Condition one is now met.

The programme documentation has been amended to accurately and consistently reflect the required theory and practice hours. Condition two is now met.

Confirmation is provided that the university condition is met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	23 March 2020

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)*

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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 appropriateStandard 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 provides evidence of the school's commitment to partnership working.

The approval process confirms co-production of the programme. We are told the programme advisory group will continue to meet regularly and will include PLP, service user and student representatives. The programme team tell us they are moving towards a more structured and sustained process for stakeholder engagement at all levels.

The programme team perceive their long-standing relationship with PLPs as a strength. The collaborative nature of this relationship is confirmed by PLPs who tell us about their involvement in co-production of the programme. This has enabled the development of a programme that effectively integrates university and practice learning to develop the future nurse. A collaborative future nurse group that engaged all Scottish AEIs and PLPs initiated programme planning and led to individual AEI programme development groups. PLPs tell us that the university has good engagement at national and local level.

Documentary evidence and the approval process confirm a robust partnership strategy is in place with PLPs at all levels. These include the national strategic group for practice learning, regional practice learning education committee and practice education leads forum. The work of these groups confirms a robust mechanism for oversight and support for practice supervision and assessment to ensure safe and effective practice learning environments; and processes to collaboratively monitor and ensure a range of practice learning opportunities to equip students to meet people's diverse needs.

Practice education facilitators (PEFs) and care home education facilitators (CHEFs) in partnership with PLP and AEI representatives, identify, develop and sustain the number and quality of approved practice learning environments. A new role, a strategic lead for practice learning in nursing and midwifery, has been collaboratively appointed by NHS partners and AEIs to lead the PEF team. Developments in the approach to practice learning initiated by this new role is an area for future monitoring.

A strategic work plan is in place to implement the SSSA. There is a 'once for Scotland' approach that has led to the development of operational guidance related to new roles within the SSSA, supported by online learning material from NHS education for Scotland. The PEFs and CHEFs are leading the work to operationalise the SSSA through local education forum meetings. Other work includes developments to record and monitor placement capacity. PLPs are also collaborating with AEI representatives 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 SPAD evidences the process to enable practice supervisors and practice assessors to collaborate when considering the competence of students. PLPs welcome the development of the academic assessor role as this will further strengthen the collaborative relationship between PLPs and university staff.

Communication lines between the university and PLPs are reported by PLPs to be clear and effective.

PLPs are involved in recruitment and selection of students. They tell us that they plan to increase PLP involvement, with staff from different levels within their organisations prepared to engage in future recruitment activity.

The school has adopted principles for service user and carer involvement across the programme. The principles outline the schools' vision and strategy for how service users are involved in contributing to the planning, delivery and review of student learning and assessment. However, a definitive strategy related to the engagement of service users and carers in the pre-registration programme isn't in place.

The programme team gave examples of where service user input has influenced the development of the programme. We are told that service users are engaged in all programmes. However, the service users we met at the approval visit have not been involved in programme development. The programme team tell us that they are planning to make service user engagement more meaningful and strengthen the service user voice in programme delivery.

Service users tell us of limited involvement, such as having the outline of the new programme shared with them by email and delivering presentations to student groups. Service users confirm they feel valued, are well prepared and supported in

their role by school staff and receive very positive feedback from students.

Documentary evidence indicates that service users are engaged in recruitment and selection activity. The school tell us that service users have been largely involved in the background, but they're now seeking to involve them directly with selection activities. Service users tell us that they haven't yet been involved in selection processes but know of plans for this to happen soon.

The proposed enhancements to, and lack of a defined strategy for, service user and carer engagement led to a condition being applied. (Condition one) (SFNME R1.12, R2.7, R5.14 and SPNP R2.1)

Programme documentation and discussions at the approval visit evidence that students have multiple opportunities to feedback on their experiences and the students confirm their involvement in programme development.

The university has robust principles regarding student representation and student staff liaison committees. Students tell us that the committee allows them to review the programme and make suggestions for change. They tell us of effective mechanisms where they can feedback formally to the school and gave examples of subsequent changes, such as asking for an increase in the number of anatomy sessions in the first year and extending clinical skills and simulation-based learning into the third and fourth years of the programme.

Opportunities are also provided for students to give feedback direct to senior representatives of PLPs. For example, students meet with a director of nursing to discuss and feedback on issues emerging from practice.

Partnership working with students extends to their engagement in recruitment events, where they share their experiences with applicants.

There are effective mechanisms in place to support students, both generally and on occasions where bespoke support may be needed, for example, when a student needs reasonable adjustments. Students explain that the small cohort sizes and resultant close relationship with academic staff gives them confidence to have a voice.

Interprofessional learning opportunities are provided although this is primarily with undergraduate medical students. Students tell us there are appropriate interprofessional education opportunities available, particularly in practice learning environments.

Further partnership strategies to support student development include peer support in the form of a buddy system between final and first year students. We are told that this process supports student integration into the university as well as prepares final year students for their future role as practice supervisors. An active learning philosophy is evident in the programme documentation that encourages

students to take responsibility for their own learning, while 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

Not Met

There is a requirement for service users and carers to be fully engaged in all aspects of programme design and delivery. We found that while service user and carer engagement is clearly viewed as important there isn't a defined strategy for how this is implemented at programme level. This is particularly relevant to involvement in recruitment and selection activities and student assessment. (Condition one) (SFNME R1.12, R2.7, R5.14 and SPNP R2.1)

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

Met

If not met, state reason

The programme team don't have a defined strategy that details the plan for service user and carer involvement at programme level. (Condition one)

Condition one: Develop a strategy and implementation plan to enhance service user and carer involvement at programme level. (SFNME R1.12; R2.7, R5.14 and SPNP R2.1)

Post Event Review

Identify how the condition is met:

Condition one: The programme team have provided an appropriate plan for implementation of the service user involvement strategy that will be implemented in accordance with the service user involvement principles reviewed at the visit. Condition one is now met.

Evidence:
Nursing studies service user involvement implementation plan, March 2020

Date condition(s) met: 23 March 2020

Revised outcome after condition(s) met:

Met

Condition one is met. Assurance is provided that the SFNME R1.12, R2.7, R5.14 and SPNP R2.1 are now met.

Student journey through the programme

Standard 1. Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

R1.2 ensure students' health and character are sufficient to enable safe and

NMC Nursing & Midwifery Council

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effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

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

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

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

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

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

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

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Evidence of recognition of prior learning processes, mapped against

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

Met

R1.5 is met. The university has appropriate RPL procedures in place. Documentary evidence confirms that prior learning is mapped against the programme for the appropriate academic level. The university regulations allow RPL up to a maximum of 50 percent for an undergraduate programme and up to one third of the total credits for a postgraduate award, thereby meeting NMC requirements.

There are appropriate procedures in place to assure the RPL for applicants to the MN programme. This includes mapping to the future nurse standards. The RPL evidence for MN applicants is scrutinised at interview and needs verified evidence of 140 hours theory and 479 hours practice learning. The documentation templates demonstrate robust processes to evidence appropriate prior learning on entry to the postgraduate programme.

There are effective and robust processes for RPL claims which include internal moderation, scrutiny by an external examiner and ratification at assessment boards.

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

R1.6 is met. The university RPL process and bespoke postgraduate nursing programme procedures ensure that prior learning is mapped to the Standards of proficiency for registered nurses. University regulations cap RPL at 50 percent for undergraduate and one third for postgraduate programmes. The programme team confirm that RPL of more than 50 percent of the programme could be approved for NMC registered nurses through an exceptional university process. However, there is no documentary evidence to support this would be permitted. The panel agreed that further consideration should be given to whether RPL could be increased to permit more than 50 percent of a programme 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)

Met

R1.7 is met. Documentary analysis evidences that mechanisms to support the development of numeracy, literacy, digital and technological literacy skills are appropriately threaded through the undergraduate and postgraduate routes. Programme learning outcomes and course (AEI term for module) learning outcomes are mapped to the Standards of proficiency for registered nurses thereby evidencing that the programme meets NMC requirements.

Recruitment and selection to the programme includes an assessment of these skills through review of entry qualifications. Applicants need to demonstrate evidence of literacy and numeracy skills through formal English and maths qualifications. The capacity for digital and technological literacy is also considered through a digital literacy test done at interview.

Digital literacy is explicitly taught in some courses and students gain hands on experience with a range of digital recording equipment, data management and analysis software. A range of teaching and learning strategies further develop students' digital literacy, such as lecture recording and the use of Turnitin applications. The strategic collaboration for pre-registration nursing group have developed several online packages that all AEIs across Scotland have agreed to ensure students engage with. This further enhances students digital and technological skills.

Support mechanisms are in place to enable students to develop their abilities throughout the programme. These include a range of online learning resources, accessible via the institute for academic development (IAD), a university-based resource that provides support to all registered students. Students must achieve 100 percent in a numeracy test during the programme and numeracy is considered a key component of medications management and clinical decision-making related courses.

Students tell us of several sessions they can access through the IAD, and library sessions which support their research skills in accessing online resources. We were also told that, at the start of the programme, students are shown how to use online systems, for example Blackboard learn, the university virtual learning environment (VLE).

In practice, further development of these skills is supported, for example, through the requirement for all students to complete the electronic hospital information

system training and through engagement in NHS Scotland's platform for learning and support resources. Students are assessed in competence outcomes related to numeracy, literacy, digital and technological literacy skills through the SPAD.

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

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

Yes

Proposed transfer of current students to the programme under review

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

The school is proposing the transfer of students in the 2018 and 2019 cohorts to the proposed programme on commencement of the next programme year. The 2017 cohort will stay on the existing pre-registration nursing programme; Standards for pre-registration nursing education (NMC, 2010). All current students will transfer to the SSSA from September 2020.

Documentary analysis evidences that the affected cohorts have been consulted regarding the transfers and there are further plans to ensure students are fully aware of the implications of the transfers. There are also plans to ensure that those students who stay on the 2010 standards do not feel disadvantaged and are adequately prepared for their future role as practice supervisors.

Mapping of the current programme to the new programme is robust and there is a transition plan that explicitly details where the potential gaps are and how these are to be addressed on transfer. This therefore ensures that 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.

Students tell us they know if they are transferring to the new programme and/or to the SSSA. All expressed confidence that they're fully aware of the changes and how this will affect them. Students in their final year tell us they are supported to understand the SSSA and the new supervision requirements and they feel prepared for future practice supervisor roles.

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

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

The university RPL process and bespoke postgraduate nursing programme procedures ensure that prior learning is mapped to the Standards of proficiency for registered nurses.

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

No

The programme team don't have a defined strategy that details the plan for service user and carer involvement at programme level. There needs to be a clearer plan for the involvement of service users and carers in recruitment and selection activity. (Condition one) (SFNME R1.12, R2.7, R5.14 and SPNP R2.1)

Outcome

Is the standard met?

Not Met

The programme team don't have a defined strategy that details the plan for service user and carer involvement at programme level. There needs to be a clearer plan for the involvement of service users and carers in recruitment and selection activity. (Condition one)

Condition one: Develop a strategy and implementation plan to enhance service user and carer involvement at programme level. (SFNME R1.12, R2.7, R5.14 and SPNP R2.1)

Date: *6 February 2020*

Post Event Review

Identify how the condition is met:

Condition one: The programme team have provided an appropriate plan for implementation of the service user involvement strategy that will be implemented in accordance with the service user involvement principles reviewed at the visit. Condition one is now met.

Evidence:
Nursing studies service user involvement implementation plan, March 2020.

Date condition(s) met: 23 March 2020

Revised outcome after condition(s) met:

Met

Condition one is met. Assurance is provided that the SFNME R1.12, R2.7, R5.14 and SPNP R2.1 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 all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.1 is not met. We found that the programme team don't have a defined strategy that details the plan for service user and carer involvement at programme level. The panel agreed there needs to be a clearer plan for the involvement of service users and carers in programme design and delivery. (Condition one) (SFNME R1.12, R2.7, R5.14 and SPNP R2.1)

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

Yes

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

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

R2.4 is met. Programme documentation and the approval visit evidences that students are exposed to theoretical learning opportunities from across the four fields of nursing practice. These theoretical experiences are accompanied by placement learning in child development and health visiting practice, mental health settings, care homes and in a range of acute hospital experiences.

Cross-field theoretical learning is facilitated by academic staff registered as adult, mental health and/or learning disabilities nurses. There is no explicit children's nursing expertise within the programme team, and we are told they draw on expertise from practice representatives and elsewhere in the university. This

includes lecturers from clinical psychology, for example, who contribute child development expertise to the programme. To address requirements related to learning disabilities (LD) nursing, the school has recruited a LD nurse on an honorary contract. The programme team tell us students are encouraged to utilise their practice learning experiences to further their knowledge and understanding of the four fields of nursing. For example, the care of children within health visiting services.

Students tell us that they are supported to experience all four fields of nursing practice. Examples include an explicit course related to mental health and a recent learning disabilities conference.

While assured that the programme does support students experience across all nursing fields, the panel felt that further consideration is given of how children's nursing perspectives could be enhanced. (Recommendation two)

Students will receive exposure to all fields of nursing through a hub and spoke practice learning model. Expansion of the current approach to practice learning environments is being explored, supported by the strategic lead for practice learning. Students are encouraged to seek out spoke placements to add to their breadth of experience. Students record cross field examples and interprofessional learning experiences in the SPAD.

The programme team shared some example student practice learning journeys to demonstrate the opportunities for cross-field experience. This assured the panel that there is an appropriate breadth of practice learning environments and student experiences though a hub and spoke model.

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

R2.5 is met. Documentary evidence confirms the structure of the undergraduate and postgraduate programmes clearly outline the routes to register with the NMC in the adult field of nursing practice. Students will be facilitated to develop an adult field specific identity as well as gain exposure and knowledge related to the other three fields of nursing practice.

The undergraduate programme is structured such that there are several honours option courses in years three and four that enable students to study an explicit area of interest. This allows them to shape their learning to their own interests while still ensuring that students achieve the programme standards across the programme. Students tell us of their elective choices so that they can experience

different cultures, whether overseas or an alternative UK setting, such as a prison or another NHS trust. They tell us how they reflect on these experiences and these reflections are shared with their peers.

There are no routes to other fields of nursing practice being proposed within the 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

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

Yes

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

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

Met

R2.8 is met. Pharmacology, medicines administration and optimisation is included in courses across all years of the programme ensuring all students are exposed incrementally to these areas of knowledge and skills. There is a defined approach to the involvement of pre-registration nursing students in medicines administration in practice learning environments. This has been collaboratively agreed between the university and PLPs.

Law, safeguarding and consent are well integrated into the courses. In particular, the course in each programme related to nursing people with complex needs, provides the opportunity to explore these themes in various contexts related to adult nursing 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)

Not Met

R2.9 is not met. Course aims, descriptors and outcomes are specified. The programme specifications and course descriptors evidence that a range of intended learning and teaching strategies are to be used. These recognise the value of participative methods in increasing engagement and creating an inclusive student experience. There is evidence of innovative learning and teaching strategies employed within the pre-registration nursing programme. These encourage reflective practice and the integration of theory and practice.

The range of teaching and learning activities are planned to meet the different learning styles and needs of students. There are also examples of supporting independent learning in groups through 'study circles'. These encourage students to take responsibility for their own learning and facilitate the development of important skills, for example, team working and leadership.

Simulation-based learning and clinical skills sessions further contribute to the delivery of the programme and support student's achievement of the programme outcomes.

The undergraduate and postgraduate programme structures indicate an equal balance of theory and practice learning to meet NMC requirements. This is further confirmed on the course descriptors. The practice allocation model within the programme ensures that the designated hours are met. However, while assurance was given at the visit that the programme meets the designated hours in both theory and practice, this isn't evidenced in all programme documentation. The programme team must amend the programme documentation to ensure it accurately and consistently reflects the required theory and practice hours. (Condition two)

Evidence provides assurance that the following QA approval criteria are met

Evidence to ensure that programmes delivered in Wales comply with any

legislation which supports the use of the Welsh language (R2.10)

N/A

This programme is not delivered in Wales.

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

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

Yes

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

No

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)

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 and assessment are met

No

The programme team don't have a defined strategy that details the plan for service user and carer involvement at programme level. (Condition one) (SFNME R1.12, R2.7, R5.14 and SPNP R2.1)

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

Yes

Outcome

Is the standard met?

Not Met

The programme team don't have a defined strategy that details the plan for service user and carer involvement at programme level. There needs to be a clearer plan for the involvement of service users and carers in programme design and delivery. (Condition one)

Condition one: Develop a strategy and implementation plan to enhance service user and carer involvement at programme level. (SFNME R1.12, R2.7, R5.14 and SPNP R2.1)

The programme documentation includes several errors and inconsistencies in relation to the total number of theory and practice hours in both the BN and MN routes. (Condition two)

Condition two: Amend the programme documentation to ensure it accurately and consistently reflects the required theory and practice hours. (SPNP R2.9)

Date: *6 February 2020*

Post Event Review

Identify how the condition is met:

Condition one: The programme team have provided an appropriate plan for implementation of the service user involvement strategy that will be implemented in accordance with the service user involvement principles reviewed at the visit. Condition one is now met.

Evidence:
Nursing studies service user involvement implementation plan, March 2020

Condition two: The programme documentation has been amended to accurately

and consistently reflect the required theory and practice hours. Condition two is now met.

Evidence:
Updated MN in nursing with pre-registration (adult) programme proposal, undated
Updated MN in nursing with pre-registration (adult) programme specification, undated
Updated MN in nursing with pre-registration (adult) RPL form, 11 February 2020
Updated BN (Hons) nursing programme overview, undated
Updated BN nursing programme overview, undated

Date condition(s) met: 23 March 2020

Revised outcome after condition(s) met:

Met

Condition one is met. Assurance is provided that the SFNME R1.12, R2.7, R5.14 and SPNP R2.1 are now met.

Condition two is met. Assurance is provided that the SPNP R2.9 is now 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-

registrationnursing 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 studentswith disabilities

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

Met

R3.1 is met. Documentary analysis and discussions at the approval visit evidence that students are provided with appropriate practice learning opportunities needed to develop the Standards of proficiency for registered nurses. Simulated learning is used to augment practice learning experiences, with some areas such as learning disabilities more likely to be delivered in simulation due to lack of practice learning opportunities. Recording of practice learning on the quality monitoring system (QMPLE) supports the monitoring of practice learning environments and parity of experience to identify if students require simulation-based experience in a particular area.

Practice learning opportunities are co-ordinated through an external allocation team based at a neighbouring university. Students are subsequently allocated to specific practice learning experiences by the programme director and administrator who consider the requirements of the programme, learning outcomes to be achieved and any individual circumstances. The university is currently engaged in

work to map out the learning that students can expect from specific allocations. This'll enable a more transparent process to be developed to ensure practice learning environments can be 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 university works closely with PLPs to ensure quality practice learning opportunities. Quality assurance of these experiences follows the overarching national approach and is adapted as necessary to the local area in collaboration with neighbouring AEIs and relevant PLPs.

The programme (undergraduate and postgraduate) is appropriately mapped to article 31 of directive 2005/36/EC, including the clinical instruction requirements. Students are expected to identify and pursue relevant and appropriate learning opportunities with the practice supervisor when beginning each practice learning area. There is a requirement within the SPAD for a student to document and reflect on alternative learning experiences while in a hub placement.

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

Met

R3.2 is met. Documentary analysis and discussions at the approval visit evidence a commitment to ensure students are exposed to learning experiences related to the holistic needs of people of all ages.

The programme director records details of the practice learning experience of all students across the programme. This enables appropriate allocation to ensure an equitable experience and appropriate variety of practice learning environments.

Preparation sessions support students to consider their own learning needs in the practice learning setting. Through events to support the implementation of the SSSA, PLPs are supported to develop their understanding of how to provide students with explorative learning opportunities that expand their experiences to further meet the diverse needs of service users.

The programme handbook highlights to the student that they must experience care over the 24-hour period and across weekends. The placement preparation sessions and SPAD tell students that they'll be supernumerary during practice learning opportunities. The programme team, PLPs and students confirm supernumerary status.

Students tell us that they are clear it is their responsibility to seek out spoke

learning opportunities to experience other nursing fields, care delivery across the lifespan and interprofessional learning experiences. They also confirm that PLPs are highly supportive, encourage them and help them to identify and access suitable spokes. In several cases students had been provided with a booklet that outlines the possible spoke experiences. PLPs and the programme team tell us that work is underway to expand this across all practice learning areas.

Students' practice learning is assessed in accordance with the requirements of the SSSA and appropriately documented in the SPAD.

Practice learning opportunities are quality assured using the quality standards for practice placements tool (QSPP). Feedback and practice learning evaluation opportunities are provided after each practice learning area which will be further enhanced by the future use of QMPLE.

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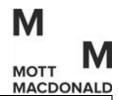
Met

R3.3 is met. All students are expected, by the end of the programme, to have safely demonstrated the skills and nursing procedures included in annexes A and B of the Standards of proficiency for registered nurses. This is evidenced through successful completion of the SPAD where a signature to verify competence is required.

The development of key communication and relationship management skills are also included in interprofessional skills workshops that are facilitated throughout the programme. Additional sessions support development of their skills in working with people with communication challenges due to stroke or mental health diagnoses.

Undergraduate students tell us how their communication skills are rapidly developed in their year one care home placement and that these are further developed through the buddy system approach where year four students develop their supervision skills. They tell us how simulated patients and carers support development of their communication and relationship management skills in areas such as dealing with distressed family members.

PLPs confirm they are confident that a placement scoping exercise in relation to skills has identified any areas for development where existing practice colleagues may need upskilling in order to appropriately supervise students. Work is currently underway to support these areas. They also confirm that the lead for clinical skills

meets with university representatives to collaboratively develop simulation and skills scenarios delivered within the university setting.

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

Met

R3.4 is met. Technology enhanced learning opportunities are used proportionally following initial assessment of capability on entry to the programme. Students will experience various technological systems to support, facilitate and assess learning as they progress through their programme. Students have access to both technological and human resources to support the development of their digital literacy skills. These include MYED, the student portal, and LEARN, that provides access to programme resources. In the innovations module students directly engage with apps to explore technology use for specific service user groups.

Students tell us that they are generally confident and capable in the use of technology and are supported to develop their digital and technological literacy skills through the use of university and placement online systems and resources.

Programme documentation and discussions at the approval visit evidence that simulation-based learning is planned within the undergraduate and postgraduate pre-registration nursing programmes. This learning is appropriately spread across each programme and the intended simulation activities demonstrate increasing levels of complexity.

The programme team view simulation as a learning strategy that provides a bridge between theoretical learning and practice-based experience. Simulation-based learning is used within the programme to support the acquisition of clinical skills and enhance the clinical competence and proficiency of students towards achieving the programme outcomes. Weekly clinical skills sessions throughout the programme allow students to practise their clinical skills. The interprofessional simulation and clinical skills sessions introduce students to specific scenarios, such as management of the deteriorating patient, simulated ward rounds and hospital at night. Students tell us that they can contact staff directly and ask for additional simulation sessions to address any individual needs they have. PLPs tell us they are involved in multidisciplinary simulation sessions.

Documentary analysis and discussion at the approval visit evidences that service users and carers have contributed to simulation-based learning through suggesting scenarios and, in some cases, taking on a simulated patient role, thereby complying with article 31(5) of directive 2005/36/EC.

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

Met

R3.5 is met. The university has robust support structures for students who require additional support and/or reasonable adjustments. This is coordinated through the student disabilities service. Practice learning experiences are allocated centrally to the university and subsequently allocated to individual students by the programme director. Personal tutors are consulted to make sure that students' personal circumstances are considered.

Documentation indicates appropriate sharing of information related to required reasonable adjustments. This is supported by various roles within the university, including liaison lecturer and placement organiser. Students tell us of excellent support from the liaison lecturer, such as their response to an email from a concerned student resulting in a visit that day to address their issues immediately.

Students tell us of a range of adjustments made both in the academic and the practice learning environment. They explain how robust links between students, PLPs and academic staff facilitate a positive practice learning experience.

Students are made aware of reasonable adjustment and related support processes through the programme handbook.

Evidence provides assurance that the following QA approval criteria are met

Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met
Date: *6 February 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4. Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out inArticle 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

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

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

Met

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

Educators and assessors receive initial and ongoing training and development in equality and diversity and there are robust processes related to the instigation of reasonable adjustments for those students who require them.

Programme documentation confirms that there are robust processes in place to support the supervision and assessment of students.

Practice supervisors and assessors will be prepared for their role in accordance with the NMC requirements, national guidance 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 assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. Documentary evidence provided at gateway two evidences that support, supervision, learning and assessment complies with the SSSA in relation to the pre-registration nursing programme. Evidence provided at gateway three and discussions at the approval visit provide assurance that this is appropriately implemented at programme level.

NHS education for Scotland has collaboratively produced a framework to facilitate the implementation of the SSSA across Scotland. This national framework provides guidance for PLP staff and AEIs to encourage a consistent understanding of new roles and expectations related to supervision and assessment in practice learning opportunities.

PLPs confirm that local implementation groups are set up to facilitate understanding of the SSSA for all PLP staff. Current mentors will self-assess and reflect on their skills to determine any deficit and therefore development needs for transfer to new roles. PLPs confirm that the practice education lead for the allied health professions is involved in the development of the strategy and implementation plan for the SSSA. We are told that local group sessions will

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support all staff who can be practice supervisors. They'll facilitate a collective understanding of NMC requirements, so that non-NMC registered professionals are prepared to do their role as the nominated person. This is an area for future monitoring.

A country-wide audit of practice learning environments has been done to identify those areas where upskilling of the workforce and additional preparation of staff is needed to ensure they are adequately prepared to support students undertaking programmes approved against the new NMC standards. The approval panel are assured that PLPs are working to upskill staff in any areas with an identified deficit. PLPs told us that there are very few areas in this position. 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.

Each programme year lead will be the academic assessor. There'll be a different academic assessor for each part of the programme to meet NMC requirements. Appropriate training of academic assessors is in place and the school confirm that a record of those staff who have completed the training will be maintained. PLPs will maintain a record of practice supervisors and assessors.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. Documentary analysis evidences that formative assessment opportunities are included in each course in both the undergraduate and postgraduate programmes. The IAD provides information, guidance and support to programme teams regarding the principles of assessment and feedback to enhance effectiveness in relation to supporting student development. Robust procedures are in place to monitor the quality of feedback to students including internal moderation and external examining.

Formative feedback in practice learning is provided through the SPAD which is accessible throughout the programme enabling close monitoring of student development and supporting feedback which has previously been given.

Students provide assurance that there're appropriate processes in place to provide feedback, both in the university and practice learning settings.

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

R4.5 is met. The course learning outcomes are comprehensively mapped to the programme learning outcomes, to the seven platforms of the NMC standards of proficiency for registered nurses and annexes A and B.

The SPAD is also mapped to the Standards of proficiency for registered nurses.

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 proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Outcome
Is the standard met? *Met* **Date:** *6 February 2020*

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5. Qualification to be awarded

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

At the end of year two of the undergraduate programme students may choose to, or be advised to take the BN non-honours nursing route. They'll complete the BN nursing route at the end of year three having taken all core courses instead of any honours option courses. The student who successfully completes year three will be awarded a BN nursing (adult) award and they will be eligible to register as a nurse.

Programme documentation provides assurance that should a student successfully complete the programme at the end of year three they'll have met the NMC SPNP and the Standards of proficiency for registered nurses. Confirmation of the award is subject to standard quality assurance processes including external examination and ratification at a university assessment board.

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

Yes

Outcome

Is the standard met?

Met
Date: *6 February 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation: Post visit documents to support conditions are met: Nursing studies service user involvement implementation plan, March 2020	

Updated MN in nursing with pre-registration (adult) programme proposal, undated
Updated MN in nursing with pre-registration (adult) programme specification, undated
Updated MN in nursing with pre-registration (adult) RPL form, 11 February 2020
Updated BN nursing with honours programme overview, undated
Updated BN nursing programme overview, undated

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Year one x 4 Year two x 5 Year three x 4 Year four x 2	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	No
System Regulator Reports List	
If you stated no above, please provide the reason and mitigation This is an established AEI and visits to facilities were not needed.	

There were no system regulator reports to review.

Additional comments:

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Issue record			
Final Report			
Author	Ian Felstead-Watts Sandra Stephenson	Date	7 February 2020
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Submitted by	Lucy Percival	Date	8 April 2020
Approved by	Helen Shapcott	Date	9 April 2020