Programme approval visit report

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

Programme provider name:	University of Exeter
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Royal Devon and Exeter NHS Foundation Trust Northern Devon Healthcare NHS Trust Devon Partnership NHS Trust Torbay and South Devon NHS Foundation Trust
Programmes reviewed:	Pre-registration nursing (adult) Pre-registration nursing (adult/mental health) dual award
Title of programme(s):	MSci nursing (adult) MSci nursing (adult and mental health – dual award)
Date of approval visit:	11-12 February 2019
Programme start date:	23 September 2019
Academic level:	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
QA visitor(s):	Ronnie Meechan Jane Suppiah

Summary of review and findings
The University of Exeter (UoE) College of Medicine and Health (CoMH) presented documentation for the approval of their first pre-registration nursing programme. The proposal is for a full-time undergraduate nursing programme with two routes; an MSci (adult) nursing and an MSci (adult and mental health, dual award) nursing. The programme and associated routes are a response to the seven percent shortage of adult nurses and shortfall in mental health nurses in the south west region. The CoMH has created a new academy of nursing (AoN) to develop and deliver nursing education programmes and to contribute to meeting the needs of the healthcare providers regionally. An academy board provides strategic direction and includes representation from all key stakeholders. The CoMH has developed formal partnerships with Northern Devon Healthcare NHS Trust (NDT); Royal Devon and Exeter NHS Foundation Trust (RD and ET); Torbay and Southern Devon NHS Foundation Trust (TSDT); and, Devon Partnership Trust (DPT) to deliver the pre-registration nursing programme. The practice learning partners (PLPs) are experienced in supporting pre-registration nursing students from other approved education institutions (AEIs) in the south west region. The programme documentation and approval process confirm evidence of effective partnership working between the CoMH and key stakeholders The programme documentation and discussions with key stakeholders at the approval visit evidence the *Standards framework for nursing and midwifery education* (SFNME), (NMC, 2018); the *Standards for student supervision and assessment* (SSSA), (NMC, 2018); the *Standards for pre-registration nursing programmes* (SPNP), (NMC, 2018); and the *Standards of proficiency for registered nurses* (SoPRN), (NMC, 2018) are met. The programme is recommended to the NMC for approval. Two recommendations are made.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒

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Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award** None identified **Education governance: management and quality assurance** None identified
Date conditions to be met:	
Recommendations to enhance the programme delivery:	Recommendation one: The AoN works with the PAN South regional group to explore the possibility of standardising the procedure for raising and escalating concerns throughout the region. (SSSA R2.4 and SFNME R 2.4) Recommendation two: The AoN develops a clear infographic/flowchart outlining the communication strategies and processes between the practice supervisor, practice assessor and academic assessor that will aid decision making, especially at points of progression. (SSSA R1.4 and SFNME R7.9 and R9.6)
Focused areas for future monitoring:	• Use of the PAN South practice assessment document (PAD) for the assessment of practice proficiencies. (SPNP R4. 10 and SFNME 5.10)

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
Observations have been made by the education institution Yes ☒ **No** ☐	
Summary of observations made, if applicable	
Titles of two groups/organisation were corrected. MSci description corrected from postgraduate to undergraduate.	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒
	Recommended to refuse approval of the programme ☐
Date conditions met:	

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

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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.

The UoE demonstrates robust partnership working with PLPs over a substantial geographical area. University staff, students, service users, senior nurses and practice educators are positive about the relationship with the university. The AoN provides a key platform for partnership working with stakeholders.

Documentary evidence confirms partnership working both within minutes of curriculum development workshops and the inclusion of clinical placements agreements (CPAs). The CPAs have been developed in conjunction with PLPs and have been signed by a university representative and representatives of those PLPs. The agreement commits both the university and the PLPs to the provision of safe and supportive learning environments for pre-registration nursing students. In addition, UoE has an agreed memorandum of understanding with a local AEI that outlines agreed common objectives that both universities commit to working together where practice learning environments are shared.

Senior nurses and practice education leads told us that there are effective processes in place to respond quickly to the needs of students, practice supervisors and practice assessors. The programme team told us that there are systems and processes in place to ensure academic assessors are supported within their role to support students undertaking practice learning opportunities. The programme team, senior nurses and practice education staff told us that there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments.

Given the introduction of the roles and responsibilities of the practice supervisor, practice assessor and the academic assessor, the programme team is asked to consider the development of a clear infographic/flowchart outlining the communication strategies and processes between the practice supervisor, practice assessor and academic assessor that will aid decision making, especially at points of progression. (Recommendation two)

The documentary evidence supports that the CoMH has a strong commitment to public and patient (service user) involvement in healthcare education, both in the governance of the CoMH and in the teaching and assessment of students. This involvement is evident in all decision-making forums related to the nursing programme, with a representative of service users as a permanent member of

the AoN board, board of studies and education quality and strategy group. The AEI status approval report commended the university for the strong service user and carer engagement throughout all aspects of the development of nursing education.

Documentary evidence confirms service users are trained in preparation for their involvement in recruitment of students to the programme. Service users told us that training is available to prepare them for this role. Service users (patient and public involvement) is one of six pillars of the AoN and there's a service user curriculum development group and a nursing advisory group.

The contextual document supporting the PAN South PAD details how the co-production role of service users is embedded in the content.

Service users and other stakeholders told us that they're involved with the co-production and design of the nursing programme.

Students told us that they 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. There are clear student representative forums to ensure the student voice is heard.

Minutes of stakeholder events identify that students from other AEIs were able to contribute to co-production curriculum workshops.

Documentary evidence confirms that students have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice settings. Students that we met from another AEI were able to identify that they'd raise concerns within the practice learning environment. They told us that that they'd contact a member of practice staff in the first instance. These students are less confident in raising a concern via their university escalating or raising concerns policy.

The UoE students told us about the raising and escalating concerns policy. UoE students identified that the process is centralised and there's an email address. UoE students identified that there's a feedback loop and staff respond to students quickly. UoE staff told us that they notify clinical staff and areas of any concerns raised.

The AoN is asked to consider working with the PAN South regional group to explore the possibility of standardising the procedure for raising and escalating concerns throughout the region. (Recommendation one)

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** ☐

If the AEI has not met the Gateway 1 Standards, please provide narrative for any exceptions:

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Gateway 2: *Standards for student supervision and assessment*
MET ☒ **NOT MET** ☐   If the AEI has not met the Gateway 2 Standards, please provide narrative for any exceptions:
Outcome: **If not met,** state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome   Recommendations one and two are made but the standard is met.
If not met, state the condition(s):
Post event review   **Identify how the condition(s) is met**
Date conditions met:
Revised outcome after condition(s) met:

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 Confirm on entry to the programme that students: 1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and   children's nursing   1.1.2 demonstrate values in accordance with the Code   1.1.3 have capability to learn behaviours in accordance with the Code   1.1.4 have capability to develop numeracy skills required to meet programme outcomes   1.1.5 can demonstrate proficiency in English language   1.1.6 have capability in literacy to meet programme outcomes   1.1.7 have capability for digital and technological literacy to meet programme outcomes.   R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the

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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** ☐

If the AEI has not provided assurance that the QA criteria is met, please state the reason(s):

- 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** ☐

If the AEI has not provided assurance that the QA criteria is met, please state the reason(s):

- 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** ☐

If the AEI has not provided assurance that the QA criteria is met, please state the reason(s):

- 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** ☐

If the AEI has not provided assurance that the QA criteria is met, please state the reason(s):

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

YES ☒ **NO** ☐

If the AEI has not provided assurance that the QA criteria is met, please state the reason(s):

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)

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

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R1.5 is met. The CoMH have addressed conditions set out within the NMC AEI status approval report with regards to the ratification of a specific policy for recognition of prior learning (RPL) for nursing programmes. The policy allows applicants with suitable academic credit and/or experience to be awarded up to a maximum of 50 percent RPL. Amendments have been made to the RPL policy and to the external examiner policy to support the requirement that external examiners are involved in approving RPL applications.

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

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

R1.6 is met. The AoN RPL policy document provides evidence that, for NMC registered nurses, RPL is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes. NMC registrants applying to undertake a further field of study are assessed on an individual basis and this is facilitated through discussions with the AoN admissions tutor.

- 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)

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

R1.7 is met. Documentary evidence demonstrates that the PAN South PAD and the ORA are clearly linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Digital support strategies for numeracy include utilising 'safe medicate'. The pharmacology element of the programme is set at 80 percent pass mark and this addresses the requirements for prescribing readiness.

Students can access study support from the library team and from their personal tutors/programme team.

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. As the UoE is a new provider of nurse education there aren't any students to transfer to this programme or to the SSSA.
Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to selection, admission and progression are met **YES** ☒   **NO** ☐   If the AEI has not met the Gateway 1 Standards, please state the reason(s) why and the conditions set:
Outcome: The standard is met. **Date**:   21 February 2019
• _narrative box to include reason for the outcome identifying which standard/requirement requires further evidence and state the condition(s)_
Post event review **Identify how the condition(s) is met:**
Date condition(s):
Revised outcome after condition(s) met:

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the NMC _Standards framework for nursing and midwifery education_

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

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

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

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

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

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

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

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

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

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out

in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

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

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

Standards for student supervision and assessment specifically*:*

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

Findings against the standard and requirements

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

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

  YES ☒ **NO** ☐

If the AEI has not met the QA approval criteria, please state the reason(s) why and the conditions:

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

  YES ☒ **NO** ☐

If the AEI has not met the QA approval criteria, please state the reason(s) why and the conditions:

- 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** ☐

If the AEI has not met the QA approval criteria, please state the reason(s) why and the conditions:

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

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

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

R2.4 is met. The MSci (adult) nursing programme and the MSci (adult and mental health, dual-award) nursing programme is designed to facilitate students to mental health and adult nursing practice learning environments (including learning disabilities) in years one and two. This includes experiences within the improving access to psychological therapies (IAPT) services.

A central pillar of the programme is 'no health without mental health'. This feature ensures the design and delivery of the programme supports students in both theory and practice to experience all four fields of nursing. The module content and programme outcomes reflect all four fields of nursing.

We were told by the programme team and senior nurses that there's sufficient children's nursing provision for students to get direct care experience in this area. A consortium of NHS trusts has recently been awarded the tender to

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provide children's community and mental health services across the region, adding further capacity to practice learning opportunities for students.

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

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

R2.5 is met. The MSci (adult and mental health, dual award) nursing programme addresses the outcomes required for registration in more than one field of practice. There's a clear focus on the importance of mental health within the pillars of the programme philosophy.

Documentary evidence confirms that the programme complies with Article 31(5) of Directive 2005/36/EC (included in annexe 1 of programme standards document) for students undertaking both the MSci (adult and mental health, dual award) nursing programme and the MSci (adult) nursing programme.

The module content, module outcomes, programme outcomes and the PAN South PAD facilitates achievement of the proficiencies for adult and mental health nurses.

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

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

  YES ☒ **NO** ☐

  There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7) **YES** ☒ **NO** ☐

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

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

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

R2.8 is met. Documentary evidence supports the development of field specific content in relation to the law, safeguarding, consent, pharmacology and

medicines administration and optimisation for entry to the register in one or more field of nursing practice.

Students undertaking the MSci (adult and mental health, dual award) nursing programme cover the content sufficiently in both fields of practice.

The PAN South PAD, programme specifications and module descriptors outline the academic and practice competencies in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation.

The AoN has provided thorough documentary mapping documents that relate to both the theoretical and practice component of the MSci (adult) nursing programme and the MSci (adult and mental health, dual award) nursing 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)

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

R2.9 is met. The MSci (adult) nursing programme and the MSci (adult and mental health, dual award) nursing programme documentary evidence demonstrates theory and practice in equal proportion. Each year has 60 credits of theoretical learning and 60 credits of practice learning.

Documentary evidence demonstrates programme hours have been mapped against the NMC minimum hours required for both awards. Students undertaking the MSci (adult) nursing programme undertake 5,923 hours of learning equally split between theory and practice. The MSci (adult and mental health, dual award) nursing programme students undertake 6,222 hours of learning equally split between theory and practice.

There's a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme. Module descriptors detail appropriate aims and outcomes.

A comprehensive range of learning and teaching strategies are detailed in the programme documentation.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)
  YES ☐ **NO** ☐ **N/A** ☒

  The programme is delivered in England.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11). **YES** ☒ **NO** ☐

- Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)
  YES ☒ **NO** ☐

- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13) **YES** ☒ **NO** ☐

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

  The programme does not lead to registration in another profession.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met **YES** ☒ **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula and assessment are met **YES** ☒ **NO** ☐

Outcome: The standard is met.

Date: 21 February 2019

State the reason for the outcome; identifying which standard/requirement requires further evidence and state the condition(s):

Post event review

Identify how the condition(s) is met

Date condition(s):
Revised outcome after condition(s) 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)

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

R3.1 met. The PAN South PAD, ORA, user guide, module descriptors and programme specification, as well as the CPAs provide documentary evidence that practice learning opportunities allow students to develop and meet the *Standards of proficiency for registered nurses.*

Documentary evidence and discussion at the approval visit provides assurance that students will develop the skills 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.

The nursing programme underpinning philosophy and six pillars promote service user involvement in the recruitment of students, feedback of students work and programme delivery.

Both routes in the programme provide a diverse range of practice learning experiences for students. Students undertaking the MSci (adult and mental health, dual award) nursing programme will encompass a range of practice experience appropriate to each of the two fields of nursing.

Documentary evidence confirms how hub and spoke placements plan to deliver practice learning experiences across the four fields of nursing. There's also clear evidence of a joint agreement by the CoMH and NHS trusts that simulation will be used to deliver exposure to core nursing skills.

The programme team, senior nurses, and practice education staff told us that there's sufficient capacity across the geographical location to ensure that the practice learning experiences available allow students to deliver safe and effective care, across the four fields of nursing practice. Senior nurses confirmed that relevant policies have been recently modified to enable students to practise clinical skills that have not previously been required for registration, safely and appropriately in practice learning environments. Students we met told us that they're supported in practice learning environments and that there's sufficient opportunity to get experience in all fields of nursing throughout their programme.

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

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

R3.2 is met. The PAN South PAD and the ORA enables recording and monitoring by practice supervisors and assessors of the student experience in caring for the holistic needs of people of all ages.

There are clear lines of communication between practice supervisors, assessors and academic assessors in order that progression issues relating to practice experiences can be made.

The clinical immersion modules encourage students to identify their own learning needs in relation to gaining experience in caring for people of all ages. Following a patient journey and use of a hub and spoke model of practice experience are identified in the documentation as ways for students to gain such experience.

Senior nurses, practice education staff, practice supervisors and practice assessors told us that students undertaking the nursing programme will have a variety of practice learning experiences to meet the holistic needs of people of all ages.

There's a clear system in place to monitor the quality of the practice learning environments and for students' evaluation of their practice learning experiences.

The programme team, senior nurses, practice education staff, practice supervisors and practice assessors told us that there are appropriate processes for assessing, monitoring and evaluating these practice experiences.

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

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

R3.3 is met. Module descriptors provide evidence of how the principles of communication and relationship management skills will be introduced and developed through the programme. In practice learning environments, the opportunity to follow an individual's journey through the health system enable students to put these skills into practice.

The PAN South PAD clearly maps the *Future nurse: standards of proficiency for registered nurses (NMC, 2018)* and identifies where the platforms and nursing procedures are recorded and assessed.

The programme team, senior nurses, practice education staff, practice supervisors and practice assessors told us that practice learning opportunities allow students to meet the communication and relationship management skills and nursing procedures within the MSci (adult) nursing programme and the MSci (adult and mental health, dual award) nursing programme.

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

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

R3.4 is met. The university virtual (Exeter) learning environment (ELE) provides access to online materials which support the student's programme. ELE also includes more general resources to aid students' studies. Technology to support the learning, teaching and assessment strategy includes the use of software packages such as safeMedicate and the PAD will be online.

Students told us that the ELE is easy to use and that the learning, teaching and assessment strategies of their programmes reflect enhancements in technology.

UoE and the AoN have a simulation strategy offering a vision, context and plan of simulation-based learning hours for the MSci (adult) nursing programme and the MSci (adult and mental health, dual award) nursing programme. Assessment by objective structured clinical examinations (OSCEs) form an integral part of the programme.

The strategy contains a comprehensive schedule of clinical simulation skills learning opportunities that are mapped to the PAN South PAD. The programme team confirmed that the simulated practice hours contribute to theoretical learning.

We viewed the simulation facilities at UoE during the approval visit and confirmed they provide appropriate learning resources. The programme staff told us these facilities are on track to be completed for students commencing the programme in September 2019.

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

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

R3.5 is met. Documentary evidence confirms the UoE, CoMH and the AoN have processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities.

The UoE wellbeing and accessibility services and the university's NHS based occupational health provider examine student health and adjustments for disabilities. Where students are identified as requiring reasonable adjustment by

occupational health and/or by accessibility services, these are actioned as individual learning plans (ILPs).

ILPs are also implemented in the context of the practice learning environments. Where disabilities are deemed to be incompatible with the clinical environment the CoMH health and conduct committee and occupational health recommend adjustments.

In agreement with a senior clinician, individuals requiring reasonable adjustments in the practice learning environment will be allocated to placements on a case-by-case basis.

The UoE has a comprehensive range of policies to promote access and ensure adjustments are put in place to support learners with specific needs and disabilities. Students told us that the student body is supported by UoE and the CoMH in relation to reasonable adjustments and that they're aware of how and where to access assistance if required.

Note: If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.

Care Quality Commission (CQC) reports for Northern Devon Healthcare NHS Trust identify that overall the organisation requires improvement. Senior nurses told us that action plans are in place for this organisation.

The programme team told us that they'll continue to monitor action plans in relation to CQC reports in the annual self-evaluation and exceptional reporting cycles.

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** ☐

Outcome: The standard is met

Date: 21 February 2019

State the reason for the outcome, identifying which standard/requirement requires further evidence and state the condition(s):

Nursing & Midwifery Council

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Post event review   **Identify how the condition(s) is met**
Date condition(s):
Revised outcome after condition(s) met:

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*   R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*   R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme   R4.4 provide students with feedback throughout the programme to support their development   R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing   R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%   R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing   R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse   R4.9 ensure that there is equal weighting in the assessment of theory and practice   R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*, and   R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in

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

Standards framework for nursing and midwifery education specifically*:*

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

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

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

R4.1 is met. The CPAs outline a partnership approach between UoE and PLPs with shared responsibility for theory and practice supervision, learning and assessment. The partnership also includes accountability for the development, delivery, quality assurance and evaluation of the programme.

The 'supporting learners in practice Health Education England South guidance' as well as the practice learning handbook sets out guidance on the preparation, roles and responsibilities of practice supervisors and practice and academic assessors.

Practice supervisors told us that they're aware of their responsibilities in relation to student support and supervision of students, providing feedback on their progress towards, and achievement of, proficiencies and skills.

Practice assessors told us that they're aware of their responsibilities for the overall assessment of the student. Academic assessors are aware of their role in progression decisions for students and the need to communicate with practice assessors and supervisors throughout each part of the programme.

The programme documentation clearly stipulates that academic assessors can't be the same individual for consecutive parts of the programme.

Practice supervisors, practice assessors and academic assessors told us that updates on the implementation of the SSSA are being delivered in their organisations. Senior nurses, practice education staff and the programme team told us that there's sufficient training and education in place to ensure practice supervisors and assessors are fully prepared to undertake this role.

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Documentary evidence details how practice supervisors will 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're supervising. The PAN South PAD provides opportunities for practice supervisors to provide written feedback in a variety of formats. The document contains a communication log which serves as a record of any communication that occurs between practice supervisors, practice assessors and/or academic assessors. Such communication may be formal or informal, a face-to-face meeting, a telephone call, or email correspondence.

Current mentors told us that they'll have sufficient opportunities to engage as practice supervisors/assessors to share relevant observations on the conduct, proficiency and achievement of the students they're supervising and assessing.

- 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 how they will be prepared for their roles. (R4.2).

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

R4.2 is met. Documentary evidence details how the SSSA are applied to the programme. There are processes in place to identify the practice supervisors, practice assessors and the academic assessors and how they'll be prepared for their roles.

The CoMH and the South region are adopting the 'supporting learners in practice Health Education England South guidance' for preparing practice supervisors, practice assessors, and academic assessors. Governance structures are in place to ensure effective coordination of learning and quality assurance processes are established. These include the educational audit of practice learning environments, internal education quality assurance processes and student placement evaluation mechanisms.

Assurance is provided by the programme senior management team that they have adequate resources, including administrative support, in place to ensure effective coordination of learning within practice learning environments. There's an academic at UoE who has lead responsibility for practice learning.

There's a clear programme of training updates for individual NHS trusts outlining timeframes for delivery. The UoE lead for practice learning, senior nurses and practice education staff told us that current mentors and sign-off mentors will be prepared to undertake the role of practice assessors. PLPs will continue to maintain a record of staff who are undertaking the role of practice supervisor/assessor, including the details of the education preparation undertaken.

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

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

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

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

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

R4.4 is met. There is documentary evidence that throughout the programme, practice supervisors and practice/academic assessors are required to provide feedback to students.

The pre-registration nursing programme is underpinned with reflection and this is integrated into the learning, teaching and assessment strategies so that students can develop and apply this skill to both their academic and practice learning. There's an opportunity for students to receive feedback from academic assessors with each summative and formative assessment, to help students reflect on their performance and progression. Details of when and how feedback is delivered is in each module specification and in the student programme handbook. The PAN South PAD provides the documentary framework for both formative and summative practice assessment.

Students undertaking programmes of study at UoE told us that they're aware of student feedback systems and that they have a clear student voice. They told us that the students and staff committee meet three times a year. Student representatives are very active through the student guild and UoE responds to the students' feedback in terms of 'you said we did'.

The programme team told us that feedback from the annual student experience review (ASER) process and online module feedback 'accelerate' surveys will be shared with PLPs. Senior nurses and practice education staff told us that practice staff will actively engage with the ASER process.

This feedback informs part of ongoing discussions on the quality of the programme and any action plans for improvement that arise from the feedback received. The nursing board of studies has responsibility for the quality of the nursing programme including the evaluation of student feedback on the programme and modules. The board of studies terms of reference has membership representation from PLPs and so provides an additional route for sharing of student feedback. This was confirmed by senior nurses and practice education staff at the approval visit.

Programme documentation and discussion at the approval visit provides assurance that a varied range of assessments both formative and summative are used throughout the programme.

The PAN South PAD evidences that practice and academic assessors base their assessment decisions about students' conduct, proficiency and achievement on a range of different sources, which includes periodic collaboration between academic and practice assessors. The documentation requires practice assessors and academic assessors to work collaboratively to evaluate and recommend students for progression at each part of their programme. Practice assessors and academic assessors told us that there's opportunities to collaborate at relevant points in the programme to make progression decisions.

The CPA commits both the university and its PLPs to the shared responsibility for theory and practice supervision, learning and assessment. It establishes clear lines of communication between the two parties and accountability for delivery of the programme.

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

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

R4.5 is met. The programme mapping documents, programme planners, module guides, curriculum content and range of practice learning experiences address the *Standards of proficiency for registered nurses* and programme outcomes for the fields of nursing practice; adult, mental health, learning disabilities and children's nursing.

The programme team, senior nurses and practice education staff told us that there's a sufficient range of practice learning environments to ensure that students are exposed to the four fields of nursing throughout the MSci (adult) nursing programme and the MSci (adult and mental health, dual-award) nursing programme.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)
  YES ☒ **NO** ☐

- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of

nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7) **YES** ☒ **NO** ☐

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)
  YES ☒ **NO** ☐

- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)
  YES ☒ **NO** ☐

- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)
  YES ☒ **NO** ☐

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

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome: The standard is met.

Date: 21 February 2019

State the reason for the outcome identifying which standard/requirement requires further evidence and state the condition(s):

Post event review

Identify how the condition(s) is met

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| **Date condition(s) met:** |
| **Revised outcome after condition(s) 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)
<div align="right">**YES** ☒ **NO** ☐</div>
• 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)
<div align="right">**YES** ☒ **NO** ☐</div>
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
<div align="right">**YES** ☐ **NO** ☐ **N/A** ☒</div>
Standards framework for nursing and midwifery education specifically R2.11, R2.20

If no or not applicable, please state why:

The MSci (adult) nursing programme and the MSci (adult and mental health, dual-award) nursing programme has clearly defined exit awards without registration.

Documentation and evidence at the approval visit confirm the minimum award with registration is an undergraduate MSci degree. Students are advised during |

and at the end of the programme that they have up to five years of completing the award in which to register with the NMC.

Partnership processes are in place to confirm and document that students meet the required proficiencies, the programme outcomes and are fit for practice and eligible for the professional award.

External examiners are being appointed to scrutinise the academic and practice learning components of the MSci (adult) nursing programme and the MSci (adult and mental health, dual-award) nursing programme. The AoN RPL policy also requires external examiners to review any RPL applications.

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

YES ☒ **NO** ☐

Outcome: The standard is met.

Date: 21 February 2019

State the reason for the outcome identifying which standard/requirement requires further evidence and state the condition(s):

Post event review

Identify how the condition(s) is met

Date condition(s) met:

Revised outcome after condition(s) met:

Sources of evidence

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

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

Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)		
Curricula vitae for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐

List additional documentation:

NMC, AEI approval report, 31 January 2018

NMC, annual self-evaluation report, 30 April 2018

UoE and RD and ET signed clinical placements agreement, 19 October 2018

UoE and NDT signed clinical placements agreement, 24 October 2018

UoE and TSDT signed clinical placements agreement, 6 November 2018

UoE and DPT signed clinical placements agreement, 28 November 2018

UoE and another AEI memorandum of understanding, 22 January 2018

UoE and RD and ET, occupational health service level agreement, 16 July 2013

UoE strategic board for the UoE AoN minutes, 31 May 2017, 2 March 2017, 20 September 2018

UoE curriculum development group minutes, 13 June 2018, 14 September 2018, 21 November 2018

UoE, patient and public involvement advisory group minutes, 1 October 2018

UoE, terms of reference for the board of the UoE AoN 12 April 2017

UoE, nursing board of studies terms of reference, 20 September 2018

UoE. curriculum development group, terms of reference, 18 June 2018

UoE, south west area placement partnership terms of reference, 8 March 2017

UoE and another AEI joint nursing governance group terms of reference, 31 July 2018

UoE, NMC registration policy, 30 October 2018

UoE, patient and public involvement strategy, AoN, 7 August 2018

UoE, external advisor report for the MSci programmes (adult nursing), 21 July 2018

UoE, external advisor report for the MSci programmes (mental health nursing), 4 October 2018

HEE, supporting learners in practice: Guidance for PLPs and NMC AEIs, December 2018

UoE and updates for assessors and supervisors of students, February 2019

UoE and NDT training updates for assessors and supervision, undated

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

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Additional comments:

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: RN students from another AEI; adult nursing; year one (six), year two (six), year three (eight) children's nursing year two (two) return to practice nursing (two) operating department practitioner students (two)		

mental health nursing; year one (one), year two (four), year three (one student)

	YES	NO
Service users and carers	⊠	☐
If you stated no above, please provide the reason and mitigation		
Additional comments:		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	⊠	☐
Library facilities	⊠	☐
Technology enhanced learning Virtual learning environment	⊠	☐
Educational audit tools/documentation	⊠	☐
Practice learning environments	⊠	☐
If yes, state where visited/findings: RD&E oncology unit RD&E emergency department DPT intensive care unit (mental health)		
System regulator reports reviewed for practice learning partners CQC reports; CQC, Royal Devon and Exeter NHS Foundation Trust, inspection report, 16 May 2018 CQC, Northern Devon Healthcare NHS Trust, inspection report, 5 February 2017 CQC, Devon Partnership NHS Trust, inspection report, 16 May 2018	⊠	☐

CQC, Torbay and South Devon NHS Foundation Trust, inspection report, 5 March 2018		
If you stated no above, please provide the reason and mitigation		
Additional comments:		

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Issue record			
Interim Report			
Author:	Ron Meechan	Date:	15 March 2019
Checked by:	Bernie Wallis	Date:	19 March 2019
Final Report			
Author:	Ron Meechan	Date:	15 March 2019
Checked by:	Bernie Wallis	Date:	19 March 2019
Approved by:	Andrea Bacon	Date:	29 April 2019
Submitted by:	Amy Young	Date:	30 April 2019