Programme approval visit report

Section one

Programme provider name:	University of Hertfordshire
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Barking Havering & Redbridge University Hospital NHS Trust Barnet, Enfield and Haringey Mental Health NHS Trust East & North Hertfordshire NHS Trust Hampshire Hospitals NHS Foundation Trust Imperial College Hospital NHS Trust Isle of Wight NHS Trust North Middlesex University Hospital Portsmouth Hospital NHS Trust Southern Health NHS Foundation Trust West Hertfordshire Hospital NHS Trust Private voluntary and independent healthcare providers
Programmes reviewed:	Pre-registration nursing (adult, child, mental health, learning disabilities)
Title of programme(s):	BSc Hons Nursing. MSc Nursing (adult, child, mental health and learning disabilities)
Date of approval visit:	20 March 2019
Programme start date:	1 September 2019
Academic level:	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
QA visitor(s):	Registrant Visitor: Peter Thompson Lay Visitor: Adrian Mason

Summary of review and findings
The University of Hertfordshire is an established approved education institution (AEI). The school of health and social work (the school) delivers a range of programmes in nursing, midwifery, allied health professional and social work. The school presented the pre-registration nursing programme for approval against the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018) which are clearly detailed and mapped within the programme. The following awards are included for approval: a full-time three year BSc (Hons) nursing in adult, child, mental health and learning disabilities fields of nursing practice; and a two year MSc nursing route in all four fields of nursing.   We found evidence of robust and effective partnership working between the AEI and key stakeholders; practice learning partners (PLPs), service users and carers and students. PLPs are from local NHS healthcare organisations, the independent sector and voluntary services.   Stakeholders have been involved in all areas of programme development demonstrated through collaboration in curriculum design, the provision and management of practice learning environments and monitoring of the quality and standards of the programme.   The AEI is a member of the Pan-London practice learning group and has worked closely with other AEIs in the development of a new Pan-London practice assessment document (PLPAD). To support the implementation of the PLPAD there is a shared approach to the preparation of practice supervisors, practice assessors and academic assessors to meet the Standards for student supervision and assessment (NMC, 2018).   There were issues raised in Care Quality Commission (CQC) quality reports which required the attention of the AEI and the associated PLPs to assure the quality of practice learning. In all cases a triangulated approach including feedback from students and evidence from educational audits is used to determine suitability of practice learning environments. Where required, action plans are developed in collaboration with PLPs and are monitored in relation to the achievement of the actions.   Documentary evidence and the approval process provides assurance that the Standards framework for nursing and midwifery education are met at programme level.   The programme is recommended for approval to the NMC with one condition. There are two university recommendations.

23 April 2019

Evidence was provided that the changes required to meet the condition have been made. The condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition one: The school must provide confirmation that each field of nursing has sufficient academic staff to provide an academic assessor for each part of the programme to meet NMC Standards for student supervision and assessment (SSSA). (Standards for pre-registration nursing programmes, R4.2 and Standards for student supervision and assessment R6.1) **Education governance: management and quality assurance:** None identified
Date conditions to be met:	17 April 2019
Recommendations to enhance the programme delivery:	Recommendation one: To monitor and evaluate the effectiveness of staff support and staff development initiatives designed to improve value added data and

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	the number of good degrees awarded. (university recommendation)
	Recommendation two: To evaluate the activities and impact of the black, Asian and minority ethnic (BAME) working groups in the school on BAME student attainment. (university recommendation)
Focused areas for future monitoring:	Academic capacity to fulfil the academic assessor role.
	The effectiveness of practice supervisor, practice assessor and academic advisor in supporting and assessing students' achievement of NMC proficiencies.
	Students' exposure to the four fields on nursing practice.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions Evidence confirms there are sufficient academic staff resources within each field of nursing practice to provide an academic assessor for each part of the programme to meet NMC Standards for student supervision and assessment (SSSA). Condition one is now met.
Observations have been made by the education institution Yes ☒ **No** ☐ There were no factual inaccuracies identified.

Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date conditions met:	23 April 2019

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for pre-registration nursing programmes* (NMC, 2018)

NMC Programme standards

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

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

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and the approval visit confirm the effectiveness of the partnerships between the AEI and their PLPs, service users, students and other AEIs within the Pan-London group. Stakeholders were well represented at the approval visit and demonstrate understanding and commitment to the proposed pre-registration nursing programme.

A range of personnel including senior managers, and current mentors and sign-off mentors, from NHS hospital and community trusts and independent care providers were in attendance and supported the senior managers and academic staff of the university.

We found clear documentary evidence of partnership working with PLPs at a strategic level which is evident within the shared vision and philosophy for the proposed pre-registration nursing programme; consultation relating to the nurse of the future; transition arrangements for students studying the existing approved pre-registration nursing programme; and, for the implementation of the SSSA (NMC, 2018). This was reinforced in discussions with the academic team and PLPs who describe shared approaches to fitness to practise, student support and in the selection, preparation, management and monitoring of the practice learning environments. PLPs confirm that service level agreements ensure that practice learning environments are conducive to safe and effective practice learning. Academic staff confirm that their priority is to provide effective learning environments for students' theory and practice learning and they work very closely with PLPs to achieve this.

Documentary evidence and the approval process confirms the proposed programme is student focused. Students are empowered and will be provided with learning opportunities to achieve NMC Standards of proficiency for registered nurses and programme outcomes. Students told us that they receive clear information from handbooks and online learning resources and they are well supported in theory and practice learning. Current and past student nurses confirm that they have participated in the development of the new programme. They are assured that their voice is heard. They gave examples of how their feedback has resulted in change, for example, changes to assessment workload.

Current students confirm that they have been consulted about the transfer to the new model of student support, supervision and assessment.

Documentary evidence through the PLPAD and guidance demonstrates how the university and PLPs will ensure the Standards of student supervision and assessment are met. PLPs demonstrate a commitment to and a clear understanding of the roles of the practice supervisors, practice assessors and academic assessors. They confirm preparation workshops have been agreed at a senior level and are scheduled.

They told us that they are confident that the transfer of current students to the new SSSA model will enable a consistent approach to practice learning, supervision and assessment.

The AEI actively promotes service user and carer involvement in the pre-registration nursing programmes. There is a service user and carer strategy and a full-time coordinator in post who told us that she is involved in local and national service user networks. We met a range of service users and carers at the approval event who represent the interests of adult, child, and mental health and learning disabilities service users. They confirm that they are involved in all aspects of the pre-registration programme and described their experiences and engagement in the selection and recruitment of students, programme development, teaching and the assessment process through objective structured clinical examinations (OSCEs).

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_

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MET ☒ **NOT MET** ☐

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Please provide any narrative for any exceptions

Gateway 2: _Standards for student supervision and assessment_

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MET ☒ **NOT MET** ☐

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Please provide any narrative for any exceptions

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Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

1.1.2 demonstrate values in accordance with the Code

1.1.3 have capability to learn behaviours in accordance with the Code

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

1.1.5 can demonstrate proficiency in English language

1.1.6 have capability in literacy to meet programme outcomes

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

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

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).

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Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

  R1.5 is met. Documentation, including the university accreditation of prior learning (APL) policy, procedures, mapping documents and discussion at the approval visit confirm a robust approach to APL.

  APL is mapped against the programme outcomes, the Standards for pre-registration nursing programmes, Standards of proficiency for registered nurses and EU requirements (Directive 2005/36/EC) for those entering the adult field of nursing.

  The programme team confirm that candidates can enter the BSc (Hons) nursing programme and the MSc nursing route through APL of up to 50 percent of the programme to meet NMC requirements.

  APL for entry to the MSc programme does not include practice hours. Students are required to fulfil the 2300 practice hours during the programme to meet NMC requirements. We found that academic staff are confident in providing guidance and support to all applicants. All APL claims are subject to external examiner scrutiny prior to formal recognition of APL by an assessment board.

- 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. Programme mapping documentation against the programme outcomes and Standards of proficiency for registered nurses is clearly detailed. Academic staff are confident that it provides a sound basis for the preparation and assessment of APL claims. Documentary evidence and confirmation by the academic team confirms up to 75 percent of the programme may be accredited through the APL process for registered nurses applying for entry to a second field of nursing.

- Ongoing record of achievement (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)

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

R1.7 is met. We found programme documentation and the approval process demonstrates literacy, numeracy and digital and technological literacy skills are mapped against the proficiency standards and programme outcomes.

The development and assessment of these skills is evident within the programme specifications, module outlines, ongoing record of achievement (ORA) and the PLPAD. We found clear progression of these skills from entry to the final stages of the programme. Numeracy is assessed within the selection process and is used as a diagnostic test to ensure that students have the potential to develop their numeracy skills. Three modules within each part of the programme will develop numeracy and medicines management and the student will be assessed in practice learning environments. Additional support is provided by student wellbeing services in addition to university and the school provision to support and advise on the development of academic skills.

Academic staff and students confirm that these support services also assist the development of numeracy, literacy and digital and technological skill during the programme, in addition to reasonable adjustments for disabilities.

We found this information is clearly signposted in student handbooks and online information. The academic team confirmed the programme strategy for developing and assessing these skills includes the use of online learning media, digital story boards, social networking and online video presentations.

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

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

    YES ☒   **NO** ☐

Proposed transfer of current students to the programme under review

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

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

YES ☒ **NO** ☐

The academic team confirmed that existing students will not transfer to the proposed programme.

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Current undergraduate students studying the Standards for pre-registration nursing education (NMC, 2010) programme, with the exception of the final year three student cohort, will transfer to the SSSA (NMC, 2018) from September 2019.

The current pre-registration nursing programme uses the Pan-London assessment tool (PLPAD) based upon the Standards for pre-registration nursing education (NMC, 2010). The AEI has worked in partnership with Pan-London practice learning group in revising the PLPAD (NMC 2010) to reflect the SSSA (NMC, 2018).

We explored the strategy for the transfer of students to the SSSA with the programme team and PLPs. We are assured there is a clear plan in place for the transfer and students confirm they have been consulted and consent to the new model of student supervision and assessment. PLPs and the academic team confirm that processes are in place to develop the practice supervisor, practice assessor and academic assessor roles.

Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes

YES ☒ **NO** ☐

Documentary evidence illustrates programme mapping documentation against the programme outcomes and Standards of proficiency for registered nurses is clearly detailed.

Documentary evidence confirms registered nurses will be transferred to the proposed programme following a successful RPL claim that may be more than 50 percent of the programme providing that the Standards of proficiency for registered nurses and programme outcomes are demonstrated.

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

YES ☒ **NO** ☐

Outcome: The standard is met.

Date: 20 March 2019

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*

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

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met: • There is evidence that the programme complies with the NMC standards for education and training (R2.1) Yes ☒   No ☐

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

  Yes ☒   **No** ☐

- Mapping to show how the curriculum and practice learning content reflect the *Standards* of *proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)   **Yes** ☒   **No** ☐

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

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

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

R2.4 is met. The proposed pre-registration nursing programme clearly identifies how the design and delivery will support students in theory and practice learning across all four fields of nursing; adult, mental health, learning disabilities and children's nursing. The design of each nursing field allows field specific development and exposure to other respective fields of nursing. Field-specific information clearly identifies students will experience different client groups to meet the holistic needs of service users. The programme team confirmed the strategy for ensuring cross-field experience in theory and practice. We were told that theory learning is delivered by a combination of generic and field specific modules. Generic module teams are made up of academic staff from all four fields of nursing practice and field specific-contexts are developed through tutorial groups and online materials.

Student support is offered through a number of formal mechanisms which operate across the school and include programme leader support, field tutor support, and guidance from the personal tutor.

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

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

R2.5 is met. Documentary evidence and the approval process confirms the programme structure, outcomes and module content identifies specific fields of practice. The programme team provide assurance that students will have a

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strong field identity. This will enable them to achieve programme outcomes and the Standards of proficiency for registered nurses to enable them to register in the field of practice.

We are assured there is a balanced approach to the delivery of the programme to ensure students are provided with theory and practice learning in each field of nursing. They will develop a strong field identity to allow them to successfully complete the programme and register in their field of practice.

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

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

  Yes ⊠ **No** ☐

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

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

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

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria: **Yes** ⊠ **No** ☐

R2.8 is met. We found evidence of mapping to the programme specifications, module outlines and the PLPAD that confirms that each of the four fields of nursing have field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.
  There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9) **Yes** ⊠ **No** ☐

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

R2.9 is met. Documentary evidence confirms that the programme structure provides an equal balance of theory and practice learning. The programme structure has 2,300 hours of practice learning and 2,300 hours of theoretical learning. Theory and practice modules specify the hours of learning. Practice learning hours completed by students are recorded by the student in their PLPAD and monitored by PLPs and academic staff. A practice learning pattern is provided which clearly demonstrates the designated practice hours. PLPs confirmed this.

Programme specifications for the BSc (Hons) nursing programme and the MSc nursing route, module specifications and programme handbooks show clear aims and outcomes and illustrate a variety of learning and teaching strategies.

Students told us they had experienced difficulty in meeting all of the assessment tasks in the current programme. Their feedback was addressed by the programme team and this has influenced a review of the assessment load in the proposed programme. The programme team confirmed this.

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** ☒

R2.10 The proposed programme will not be 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** ☒ **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** ☒

R2.13 The proposed programme does not offer a programme leading to registration in two fields of nursing practice.

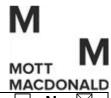- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)

R2.14 The proposed programme does not include provision leading to nursing registration and registration in another profession.

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

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

Outcome: The standard is met.

Date: 20 March 2019

Standard 3: Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

Findings against the standard and requirements

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

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

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

R3.1 is met. Documentary evidence and the approval visit detail the practice learning pathways that each student will follow. They are designed to provide a focus on each field of nursing practice. These pathways offer diverse practice learning experiences that incorporate contemporary healthcare in a range of health and social care settings to meet the Standards of proficiency for registered nurses to deliver safe and effective care.

The programme team and PLPs confirmed students will be supported within their field of nursing by practice supervisors and link lecturers to gain an understanding of all fields of nursing. This approach to practice learning will allow students to follow service users through their journey of care in both health and social care systems. Students and PLPs confirm that practice learning experiences and exposure or insight experiences are logged within the PLPAD and the practice assessment is mapped to the Standards of proficiencies.

PLPs are confident that practice supervisors and practice assessors, who will ensure students experience the necessary range of practice opportunities, understand the PLPAD. PLPs told us that they are reviewing practice learning environments to identify experiences for students to develop the skills set out in annexe A and annexe B of the Standards of proficiencies for registered nurses. Discussions with academic staff and PLPs demonstrate a clear understanding of the challenges of achieving these skills. We are assured that mechanisms are in place to facilitate and assess these skills within all nursing fields. These mechanisms included hub and spoke placements, scenario-based learning, and episode of care arrangements for assessment and simulation

A review of quality reports by the CQC relating to the AEI's associated PLP organisations identified one PLP, Howe Dell Manor, Hatfield, had received an inadequate outcome following an unannounced CQC quality review in October 2018. The AEI provided a summary of subsequent actions taken in partnership with the associated PLP and other AEIs. Evidence in the AEI annual self-assessment report confirms this was exceptionally reported to the NMC.

PLPs and senior academic staff confirmed the partnership approach taken to manage and mitigate any risks to students' practice learning. We conclude that the AEI works in partnership with PLPs and other AEIs using shared practice learning environments to respond in a timely and appropriate manner, following concerns raised by CQC which may impact on students practice learning.

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

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

R3.2 is met. Documentary evidence and findings at the approval visit outline a number of initiatives which ensure that students experience a variety of practice learning environments which are of appropriate quality. We are assured that the practice learning experiences will prepare students to meet the holistic needs of people in all ages.

Practice learning is monitored and evaluated through biennial educational audit; student evaluations and feedback, link lecturer and academic assessor feedback including review by the external examiner. A practice partnership forum will continue to identify, and take action to resolve any key quality assurance issues.

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

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

R3.3 is met. NMC proficiencies which include explicit requirements to achieve communication and relationship management skills and nursing procedures and skills identified in annexe A and annexe B are mapped in the PAD and detailed in module specifications. We are assured the communication and relationship management skills and nursing procedures will be achieved within the fields of nursing practice: adult, mental health, learning disabilities and children's nursing.

- 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 simulation resources were visited by one of the panel members who confirmed simulation is provided in a range of settings across the life span. The scenarios and simulated care settings include hospital, community care and

domestic settings. We viewed detailed timetables and rationale for simulated learning across the programme for all fields. Students will experience authentic simulation activity, designed with input by service users and carers and PLPs. The simulation suites are equipped with high fidelity equipment such as manikins, monitoring equipment and medical devices similar to those used in practice learning environments. The simulations will also address mandatory skills such as moving and handling; generic skills such as medicines management and venepuncture, and field specific skills relating to physical assessment, assessment of mental state and communication skills. Skills are developed and assessed within controlled simulation environments in preparation for practice learning to ensure that risk to the public is avoided.

Within the theory modules students' learning will be enhanced through blended learning approaches using the studynet canvas virtual learning environment. Media such as digital storybooks further enrich students' learning experiences.

Within practice learning settings students will continue to have access to online interfaces such as rostering, care plans and pathology and will use digital medical devices for client and patient monitoring and treatment.

- 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 and the approval visit confirms there are processes in place to take account of students' individual needs. The university has student wellbeing services to support students with disabilities that may impact on their practice learning. Agreements and reasonable adjustments are made and students directed to other available support service, as necessary.

We saw documentary evidence of practice learning agreements which are individually tailored to take account of students' individual needs. These are agreed with the student and, with student consent, are shared with the programme team and PLPs. Where specific adjustments are required these are discussed with the PLP. The student wellbeing department will offer advice and support on how adjustments might work or what might be possible, for example if it involves assistive technology or greater understanding of the disabilities. Occupational health staff may also be involved in these discussions, if required.

This was confirmed by students, academic staff and PLPs.

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.

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

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

  YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to practice learning are met **YES** ☒ **NO** ☐

Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ relevant to practice learning are met **YES** ☒ **NO** ☐

Outcome: The standard is met.

Date: 20 March 2019

Standard 4: Supervision and assessment

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

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

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

Standards framework for nursing and midwifery education specifically*:*
R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

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

R4.1 is met. Documentary evidence and the approval process confirms there are established and effective mechanisms in place to ensure support, supervision and assessment of students which comply with NMC standards. Students' support is detailed in the programme handbook and is offered through a number of formal mechanisms which operate across the school. These include support from the programme leader, field tutor, personal tutor system, and student wellbeing support provision. Academic staff told us that field specific personal tutors provide pastoral care and support. Students confirm that they are given induction at the beginning of their programme of study and at the beginning of each year of the programme.

PLPs explained the processes in place to allocate students to their practice supervisors and practice assessors. We confirmed that these arrangements are clearly evident within the PLPAD with clear description of the roles and signature entries. We conclude that academic and PLPs are fully aware of the roles and responsibilities within theory and practice learning to provide support, supervision and assessment.

Within practice learning environments link lecturers, academic assessors and practice education facilitators support and monitor student progress and support practice supervisors and practice assessors.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2).

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

R4.2 is met. The AEI in close partnership working with PLPs agreed clear criteria for the selection and preparation of practice supervisors and practice assessors. There are clear role descriptors for all staff engaged in supervision and assessment. We were told that existing records of mentors are used to identify practice staff, who meet identified criteria, to undertake these roles. Preparation and updating will ensure practice supervisors and practice assessors are prepared for their roles. The Pan-London practice learning group has provided guidance to ensure consistency in understanding the new roles. There is clear clarity about the roles in the PLPAD.

PLPs confirm that a detailed plan is in place to assist staff to transfer to the new practice supervisor and assessor roles. They demonstrate clear understanding of their responsibilities.

The programme team confirmed academic assessors would participate in joint preparation workshops with practice supervisors and assessors. Academic staff are aware of their roles and responsibilities.

When asked to confirm arrangements for identifying academic assessors we were told it is likely that academic assessors will be selected from the practice module academic teams. They were unable to confirm how many academic assessors would be required to support the proposed programme across the four fields of nursing practice to meet the SSSA. (Condition one)

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

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

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

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

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

R4.4 is met. Documentary evidence and the approval visit confirm there are a range of methods to provide students with feedback throughout the programme to support their development.

The programme design includes a clear assessment strategy which provides formative and summative assessment activities.

Module leaders confirm that guidance will be given within modules which will enable students to plan for and to organise their learning and achievement of assessment requirements. Examples of feedback includes modular assessment feedback, standard feedback sheets, and written and audio feedback as part of the Turnitin grade assessment software. The programme team provided us with examples of feedback relating to OSCEs, where they will continue to give feedback verbally as well as providing video recordings to encourage the student to reflect on their performance.

The PLPAD and ongoing record of achievement provides a structured approach to providing formative feedback to students about their practice learning and achievement. The PLPAD also includes feedback to students from service users and carers.

Service users confirm they are able to provide feedback when engaged in the selection process, teaching and assessment. They told us this is valued by the programme team and students.

We found PLPs clearly understand the mechanisms for supervision, assessment and feedback to assist students to develop NMC proficiencies. They understand the process for supporting failing students and confirm they work closely with academic staff in these situations.

Students told us that the university is supportive in providing feedback which they find useful in guiding their development.

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

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

R4.5 is met. Documentary evidence provides assurance that the programme outcomes and modules related to the fields of nursing practice are mapped to the Standards for proficiency for registered nurses. The practice modules are directly linked to practice learning environments. The effective partnership working between the AEI and PLPs across London ensures the PLPAD is explicitly mapping to the Standards of proficiency for registered nurses.

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

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

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

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

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

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

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

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

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

YES ☒ **NO** ☐

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

YES ☐ **NO** ☒

Academic staff are aware of their roles and responsibilities. When asked to confirm arrangements for identifying academic assessors we were told it is likely that academic assessors will be selected from the practice module academic teams. They were unable to confirm how many academic assessors would be required to support the proposed programme across the four fields of nursing practice to meet the SSSA. (Condition one)

Condition one: The school must provide confirmation that each field of nursing has sufficient academic staff to provide academic assessors for each part of the programme to meet NMC Standards for student supervision and assessment.

(Standards for pre-registration nursing programmes, R4.2; Standards for student supervision and assessment R6.1)

Outcome: The standard is not met.

Academic staff are aware of their roles and responsibilities. When asked to confirm arrangements for identifying academic assessors we were told it is likely that academic assessors will be selected from the practice module academic teams. They are unable to confirm how many academic assessors would be required to support the proposed programme across the four fields of nursing practice to meet the SSSA. (Condition one)

Condition one: The school must provide confirmation that each field of nursing has sufficient academic staff to provide academic assessors for each part of the programme to meet NMC Standards for student supervision and assessment.

(Standards for pre-registration nursing programmes, R4.2; Standards for student supervision and assessment R6.1)

Post Event Review

Condition one: The head of department of nursing, health and wellbeing confirmed that there are sufficient academic staff resources within each field of nursing practice to provide an academic assessor for each part of the programme to meet the SSSA.

The evidence presented includes a clear breakdown of academic staff available within each field and calculation of staff required to support the numbers of students undertaking the pre-registration nursing programme. Assurance is provided that academic staff for each field of nursing will be regularly reviewed to ensure compliance with NMC standards.

Condition one is now met. Standards for pre-registration nursing programmes, R4.2 and Standards for student supervision and assessment R6.1 are met.

Evidence:

•   Response to the standard requirements and conditions following the periodic review of pre-registration nursing programmes: MSc and BSc (Hons) Nursing at the University of Hertfordshire, school of health and social work with the NMC on 20 March 2019, 23 April 2019

•   Confirmation from the head of department of nursing, health and wellbeing about sufficient academic staff resources, 23 April 2019

•   Breakdown of academic staff within each field of nursing and calculation of staff required to support the numbers, undated

Condition met: 23 April 2019

Revised outcome:

Condition one is now met.

Assurance is provided that Standards for pre-registration nursing programmes, R4.2 is met.

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Assurance is provided that Standards for student supervision and assessment R6.1 is met.

Standard 5: Qualification to be awarded

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

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

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

Findings against the standards and requirements

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

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

    YES ☒ **NO** ☐

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

    YES ☒ **NO** ☐

Fall Back Award

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

YES ☐ **NO** ☐ **N/A** ☒

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

If no or not applicable, please state why:

There is no fall back exit award with NMC registration.

Documentation clearly confirms that there are only two exit awards with registration as a nurse: the BSc (Hons) nursing and MSc nursing in adult, child, mental health and learning disabilities fields of nursing. NMC standards and proficiencies are met with these awards.

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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 standards is met.

Date: 20 March 2019

Sources of evidence

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

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

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:

CQC reports, various dates including:

Howe Dell Manor, Hatfield, unannounced visit 24 October 2018

Report published: 13 March 2019

NMC AEI and practice partners annual self-assessment report 2017-2018, 25 November 2017

Recognition of prior learning claim examples, various dates

Post approval visit 23 April 2019

Response to the standard requirements and conditions following the periodic review of pre-registration nursing programmes: MSc and BSc (Hons) Nursing at the University of Hertfordshire, school of health and social work with the NMC on 20 March 2019, 23 April 2019

Confirmation from the head of department of nursing, health and wellbeing about sufficient academic staff resources, 23 April 2019

Breakdown of academic staff within each field of nursing and calculation of staff required to support the numbers of students undertaking the pre-registration nursing programme, 23 April 2019

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

Additional comments:

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

	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: 10 students including: 2 x child nursing (year 3) 1 x adult & mental health nursing (year 1) 1 x child & mental health nursing (year 1) 1 x child & mental health nursing (year 2) 4 x adult nursing (year 3) 1 x adult nursing (year 1)		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation		
Additional comments:		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning	☐	☒

Virtual learning environment		
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners Aspray House Barking Havering & Redbridge University Hospital NHS Trust Barnet, Enfield and Haringey Mental Health NHS Trust Bedford Hospital Cassiobury Court East & North Hertfordshire NHS Trust Erskine Hall Care Centre Hampshire Hospitals NHS Foundation Trust Hemel Hempstead General Hospital Howe Dell Manor Hatfield Imperial College Hospital NHS Trust Isle of Wight NHS Trust North Middlesex University Hospital Portsmouth Hospital NHS Trust Potters Bar Clinic Princess Alexandra Hospital Queens Hospital Southern Health NHS Foundation Trust The Priory Hospital North London West Hertfordshire Hospital NHS Trust Wokingham Community Hospital	☒	☐
If you stated no above, please provide the reason and mitigation This is an established AEI. There was no requirement to check the facilities.		
Additional comments:		

The university library and simulation resources were viewed by a member of the approval panel who reported findings to the approval panel.

Issue record			
Interim Report			
Author:	Peter Thompson	Date:	
Checked by:	Judith Porch	Date:	
Final Report			
Author:	Peter Thompson	Date:	23 April 2019
Checked by:	Judith Porch	Date:	14 May 2019
Approved by:	Andrea Bacon	Date:	20 May 2019
Submitted by:	Amy Young	Date:	21 May 2019