Nursing & Midwifery Council

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Programme approval visit report

Section one

Programme provider name:	University of Liverpool
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	The Walton Centre NHS Foundation Trust St Helens and Knowsley Teaching Hospitals NHS Trust The Royal Liverpool and Broadgreen University Hospitals NHS Trust Liverpool Heart and Chest Hospital NHS Foundation Trust Wirral University Teaching Hospital NHS Foundation Trust The Clatterbridge Cancer Centre NHS Foundation Trust North West Boroughs Healthcare NHS Foundation Trust Mersey Care NHS Foundation Trust Liverpool University Hospitals NHS Foundation Trust Private, voluntary and independent health care providers
Programme(s) reviewed: Programme: Pre-registration nursing - Adult Title of programme: Bachelor of Nursing (Hons) Nursing (Adult) Programme start date: 21 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 6	
Date of approval	11 May 2020
QA visitor(s):	Registrant Visitor: Ursula Chaney Lay Visitor: Philip Stephenson

Summary of review and findings
The school of health sciences (the school) at the University of Liverpool (UoL) presented documentation for the approval of a three-year full-time Bachelor of Nursing (BN) (Hons) nursing (adult). This is a full-time direct entry programme. The programme is proposed for delivery from September 2020 with an expected intake of 70 students. The approval visit was undertaken remotely. The programme is mapped to the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018). Programme documentation and evidence at the approval visit show that the programme aims to encourage students to look at patients holistically considering wider concerns and not just the condition. The fundamental principle underpinning the teaching and learning strategy is the effective integration of clinical learning and academic study to ensure a robust relationship between nursing theory and practice. Programme documentation and the approval process confirm effective partnership working between the approved education institution (AEI) and practice learning partners (PLPs). The AEI has partnership processes with service users and carers (SUCs) and students. There's a range of placement opportunities with PLPs including NHS trusts, general practice and independent providers. UoL has also developed a wide range of simulation opportunities to support and enhance practice learning across all four fields of nursing. Documentation and evidence from the approval visit shows a clear partnership approach between the AEI and their PLPs, who confirm they've been involved in the development of this programme. There are clear processes and effective communication strategies to manage and mitigate any risks to student learning. UoL works in collaboration with PLPs when issues of concern are identified through inspections from the Care Quality Commission (CQC) or raised by individuals regarding practice learning environments. UoL completes the annual self-assessment report and any exceptional reporting as required. The UoL has adopted the pan London practice assessment document (PLPAD) for the BN (Hons) nursing (adult) programme. The Standards framework for nursing and midwifery education (SFNME) (NMC,

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2018) are not met at programme level as two conditions apply.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval subject to two NMC conditions and four university conditions. The visitors made two recommendations.

Updated 9 June 2020:

UoL has provided documentation to meet the NMC conditions and the AEI conditions. All conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition one: The AEI must provide evidence to demonstrate how applicant capability in digital and technological literacy is confirmed on entry to the programme. (SPNP R1.1.7) **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition two: The AEI must finalise the practice assessment document to ensure it provides clear and accurate information aligned to the proposed programme. (SFNME R3.2; SPNP R2.1) Condition three: Review of and clarification on the

| | imbalance of credit across the semesters in year three. (University condition)

Condition four: To revise the inclusivity and diversity field in the programme specifications to reflect the extensive information and good work of the programme. (University condition)

Condition five: In the programme specification, the field 'variation to academic regulations' needed to be corrected to refer to the academic quality and standards committee. (University condition)

Condition six: The formatting and legibility of the table that maps learning outcomes against the NMC standards needs to be improved. (University condition) |
|---|---|
| **Date condition(s) to be met:** | 2 June 2020 |
| **Recommendations to enhance the programme delivery:** | Recommendation one: The AEI is recommended to review the SUC strategy to make more explicit at programme level, showing the current and future involvement of SUCs. (SFNME R1.12, R2.7, R5.14)

Recommendation two: The AEI is recommended to consider revising the recognition of prior learning (RPL) policy to allow more than one third RPL on entry to the programme. (SPNP R1.5) |
| **Focused areas for future monitoring:** | Implementation of the SSSA. |

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: The programme team have provided evidence that capability in digital and technological literacy will be aligned to the online application process, is confirmed on entry to the programme, and is explicit in outward facing material. Condition one is now met. The programme team have provided evidence of the finalised practice assessment documentation. This provides clear and accurate information aligned to the proposed programme. Condition two is now met. An updated programme specification has been submitted that provides evidence the programme team have met all university conditions. The programme is recommended to the NMC for approval.	
AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	2 June 2020

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for pre-registration nursing programmes (NMC, 2018)* *Future nurse: Standards of proficiency for registered nurses (NMC, 2018)*

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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

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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 demonstrates UoL work in partnership with their stakeholders. Stakeholders including PLPs, SUC and students told us they work in partnership with the programme team. UoL works closely with the Cheshire and Merseyside consortium and their curriculum development and validation group (CDVG) to ensure programme outcomes and mapping to the NMC proficiencies can be effectively met in practice. This involves addressing any resourcing issues and action planning for any areas of deficit. This has led to two additional (part-time) advanced nurse practitioners working at the AEI, contributing to the teaching and simulation of specific proficiencies. There are also plans to develop bespoke continuing professional development (CPD) sessions to upskill and support UoL staff to ensure effective facilitation of specific proficiencies.

PLPs tell us there's educational link nurse meetings, these are held regularly, at one of the trust's hospitals. This provides updates regarding any changes in supervision and assessment roles and university guidance is shared. Documentary evidence from the programme team tells us they've workshops and link lecturers for each trust and provide updates alongside practice education facilitators, with a standardised resource package developed as part of the pan north west student supervision and assessment resources.

PLPs are aware of fitness to practise processes for students and are included in panel membership in any such instances. The school and PLPs work together to mitigate against any circumstances causing concern to student practice learning

experiences (PLE) or compromise to patient safety. The university and school have processes for programme governance. UoL have fitness to practise policies, internal quality assurance processes, including annual subject review, module evaluations, student consultation committees and programme management meetings (which PLPs attend). UoL have a practice lead for the programme. There are link lecturers for each trust who work in partnership with the trusts to ensure a safe and effective learning environment.

Discussions at the approval visit demonstrate commitment from PLPs and the AEI to work in partnership to deliver the programme.

A range of PLPs are identified and include NHS trusts, private and voluntary sectors. UoL works closely with PLPs from across Cheshire and Merseyside, and other AEIs in the region, to ensure that the placement circuit provides extensive opportunities in all four fields of nursing practice.

The four regional AEIs work closely together and have an established relationship in developing shared systems and procedures.

Documentation and evidence from the approval visit confirms that SUCs have been consulted extensively about the proposed programme and how they could be further involved. They tell us they're already actively involved in planning and delivery through teaching and assessment, as well as in recruitment and selection. Training and briefing sessions, both face-to-face and online, are offered to all SUCs. This includes equality and diversity, discrimination and unconscious bias training. UoL has a specific SUC group 'focus on involvement' with over 100 members covering a wide range of experiences and perspectives in all four fields of nursing and across the lifespan. The SUC strategy is currently brief and generic. It's recommended that the strategy is made more explicit at programme level to show the additional involvement of SUC both currently and in the future (recommendation one). SUCs tell us they've a very positive relationship with the university and feel well supported and very much part of the team. They can identify changes to the programme brought about through their feedback. Service users tell us that it's always a pleasure to talk to the students at UoL as they're always responsive and highly motivated.

Documentation and evidence from the approval visit shows consultation with students from all three years of the current programme feeds into the AEIs curriculum planning strategy and has helped the development of the proposed programme. These meetings have taken place on a regular basis since last year. The students tell us they've been shown the proposed programme structure and confirm their feedback around different methods of assessment led to changes, with a focus on examinations for specific skills and practice, and timings of placements and holidays. Their feedback also led to the length of placements being shortened in the proposed programme, with more simulation being added to support learning.

Students tell us there's effective partnership working, and they've mechanisms to give feedback. There are student representation forums where any issues or concerns can be raised. Students tell us they're aware of the ways in which they can escalate any concerns and feel supported to do so both in practice and university. Documentary evidence demonstrates students from each year group are members of the programme management board. Students undertake inter-professional learning (IPL) within the university setting. Students say they're supported by their academic advisor to develop personal development plans. Student documentation signposts students to support services.

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

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

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

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:

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

pre-registration nursing programme

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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No

Recruitment and selection documentation hasn't made clear how applicant capability for digital and technological literacy on entry to the programme is determined. Therefore, a condition is applied. (Condition one)

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

Yes

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

Yes

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

Yes

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

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

Met

R1.5 is met. There's evidence of RPL processes that ensure compliance with article 31(3) of directive 2005/36/EC.

There's documentation to show mapping to the Standards of proficiency for registered nurses and programme outcomes. University policy states the most students can RPL is up to one-third of the programme. It's recommended that additional consideration be given to the current RPL policy with a view to permitting more than one third RPL, up to a maximum of 50 percent. (recommendation two)

Any applicant who's eligible for RPL can discuss this with the RPL advisor. The RPL assessor then scrutinises experiential and academic evidence and maps these against the programme learning outcomes which are mapped to the platforms from the NMC Standards for proficiency for registered nurses. Documentation of the process identifies the external examiner is involved.

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

Met

R1.6 is met. There's evidence that for NMC registered nurses', RPL is capable of being mapped to the Standards of proficiency for registered nurses up to one third of the programme as per university policy. It was recommended that additional consideration be given to the current RPL policy with a view to permitting more than one third RPL for NMC registered nurses. (Recommendation two)

Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

Met

R1.7 is met. Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes. UoL use a digital platform, virtual interactive teaching at Liverpool (VITAL), to support learning and teaching activities across the programme. Students tell us they feel well supported and are offered a wide range of workshops, one-to-one support and online self-help resources to support the development of digital and literacy skills. This includes revision techniques, reading and referencing and writing tips. Students tell us they appreciate the additional support offered through the UoL library services and workshops.

Students develop numeracy and calculation skills through taught sessions which focus on developing the skills needed by students to calculate medication doses safely and accurately. Students also use 'safeMedicate' to practise and support

development in numeracy skills throughout the programme. Students are required to pass a numeracy assessment in year one of the programme and achieve a 100 percent pass mark.

Literacy and digital technology form a significant part of the programme and require students to demonstrate academic writing skills (supported by online tutorials such as knowhow on VITAL) and competent use of digital technology to complete assessment tasks. Students are also required to use technology in a variety of practice learning environments; this is assessed as part of their practice learning and captured in the placement modules across all parts of the programme. The PLPAD requires students to demonstrate they have met numeracy, literacy and digital and technological skills in the episodes of care and medicines management assessments across the parts.

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

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

Yes

Proposed transfer of current students to the programme under review

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

Met

Students transferred to the SSSA from September 2019 and confirm they've been working with practice supervisors (PS) and practice assessors (PA) in practice learning environments. Students say they've more flexibility for learning experiences with this approach.

Documentary evidence confirms mapping of the existing programme to the proposed programme outcomes and the Standards of proficiency for registered nurses. The BN (Hons) 2019 cohort will transfer to the proposed programme from September 2020. Students who commenced the programme in the academic year 2019 confirm that they've been informed and consulted about the changes.

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

Met

Evidence identifies RPL can be considered up to one third of the programme. RPL is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes.

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

Yes

Outcome

Is the standard met?

Not Met

Programme documentation doesn't evidence how applicant capability in digital and technological literacy is confirmed on entry to the programme. Therefore, the programme team are required to provide documentary evidence to confirm that this requirement is met. (Condition one)

Condition one: The AEI must provide evidence to demonstrate how applicant capability in digital and technological literacy is confirmed on entry to the programme. (SPNP R1.1.7)

Date: *11 May 2020*

Post Event Review

Identify how the condition is met:

The programme team have provided evidence that capability in digital and technological literacy will be aligned to the online application process, is confirmed on entry to the programme, and has been made explicit in outward facing material.

Evidence:
UoL response to conditions, 2 June 2020
Nursing applicant information, 2 June 2020
BN recruitment information on digital literacy, 2 June 2020

Condition one is met.

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Date condition(s) met: 2 June 2020

Revised outcome after condition(s) met:

Met

Condition one is met.

Standard 2. Curriculum

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

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

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

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

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

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

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

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

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

No

The PLPAD with UoL programme specific information hasn't been finalised. The evidence doesn't indicate that students will receive accurate information about practice assessment, relevant to the proposed programme. Therefore, a condition is applied. (Condition two)

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

Yes

Mapping to show how the curriculum and practice learning content reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)

Yes

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

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

Met

R2.4 is met. There's evidence to show how the design and delivery of the programme will support students in both theory and practice to experience learning across all four fields nursing practice.

Documentation shows the quality assurance mechanisms in place at UoL are detailed and ensure safe and effective values-based learning opportunities. There are robust quality assurance mechanisms, partnership working with stakeholders and a curriculum which is thorough and fit for purpose. Part-time teaching staff have recently been appointed who are also local advanced nurse practitioners. This will strengthen the taught and simulation-based learning elements of the programme and also allow for upskilling of university staff for teaching particular nursing procedures included in annexe B of the Standards of proficiency for registered nurses.

The programme team confirm students have opportunities to achieve cross field experience in practice and in theory. Students are allocated to PLE through the 'Inplace' software. 'Inplace' enables AEI's to manage and allocate student placement experiences. A hub and spoke approach to PLE is used. UoL organise student's spoke experiences, that include children's, learning disability and mental health nursing practice. Students say their spoke experiences have included school nurse, health visitor, learning disability and mental health.

The programme team tell us that simulation-based learning scenarios include cross-field exposure for students. Students are exposed to case studies that capture the four fields of nursing practice. The nursing team consists of academics

who have mental health and child health experience. Learning disability nurses are invited to deliver specific learning opportunities related to this field of nursing practice.

The PLPAD provides opportunities for students and PS to evidence the student's exposure to all four fields as part of their practice learning opportunities. The academic assessor assures the NMC Standards are met and confirms achievement of proficiencies in the practice placement. Students tell us they feel the move to the SSSA has been a positive one as it provides a more flexible way forward (compared to the mentor model).

Opportunities for IPL are organised separately from BN modules and occur at regular intervals in all three years of the programme. Documentary evidence demonstrates IPL sessions are mandatory for students. These IPL sessions are part of the students' timetable.

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

Met

R2.5 is met. There's clear evidence in the programme and module specifications that the programme will prepare students to enter the register in their chosen field of nursing practice (adult). Field specific practice allocation is sufficient to enable students to meet the proficiencies and scope of learning required for their chosen field of practice. There's opportunity for students to have PLE across all fields of nursing practice. Students confirm they feel supported and ready for 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

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)

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Yes

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

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

Met

R2.8 is met. There's evidence to demonstrate field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation into the adult field of nursing practice. This has been mapped across all years as shown in the programme and module specifications.

These aspects are mapped within the PLPAD and are included in assessment across the BN (Hons) programme.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.
There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

Met

R2.9 is met. The programme documentation and the approval process confirm an equal balance of theory and practice learning across the three years of the programme. This is detailed in the programme specification and the programme handbook. Students undertake 150 hours of simulation, which contribute to practice learning hours across the programme. This occurs as four one-week simulation experiences. Two weeks in year one and one week in years two and three. These experiences are designed to prepare students for practice, consolidate skills learning and provide opportunity for students on different parts of the programme to learn from each other.

Various learning and teaching strategies are detailed within the programme

specification and each of the modules. Students will undertake lectures, practical sessions, simulation, seminars, tutorials group work and e-learning activities including online quizzes. Programme handbooks signpost students to the programme structure and content.

Practice learning hours are verified by the PA. Students are required to have their timesheet in practice signed weekly.

Students must complete all hours in both theory and practice to be able to complete the programme. Students confirm that any hours which are missed at university or during practice learning must be made up. Students have the opportunity to attend 'make up' sessions. The programme team say students are required to meet with their academic advisor to demonstrate they've caught up.

Evidence provides assurance that the following QA approval criteria are met

Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

N/A

The programme is only 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

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

Yes

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

No

The programme is for single field registration in adult nursing.

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

No

The programme doesn't lead to nursing registration and registration in another profession.

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

No

The PLPAD with UoL programme specific information hasn't been finalised. The evidence doesn't indicate that students will receive accurate information about practice assessment, relevant to the proposed programme. Therefore, a condition is applied. (Condition two)

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

Yes

Outcome

Is the standard met?

Not Met

As the PLPAD hasn't been finalised to include information specific to the proposed programme, the evidence doesn't indicate that students will receive accurate information about practice assessment. Therefore, the programme team are required to finalise the PLPAD. (Condition two)

Condition two: The AEI is must finalise the practice assessment document to ensure it provides clear and accurate information aligned to the proposed programme. (SFNME R3.2 and SPNP R2.1)

Date: *11 May 2020*

Post Event Review

Identify how the condition is met:

The programme team have provided evidence of the finalised practice assessment documentation available to students on the practice assessment record and evaluation (PARE).

Evidence:
UoL response to conditions, 2 June 2020
UoL demonstration ongoing achievement record (OAR) (on PARE), 2 June 2020
UoL demonstration PLPAD part 1 (on PARE), 2 June 2020
UoL demonstration PLPAD part 2 (on PARE), 2 June 2020
UoL demonstration PLPAD part 3 (on PARE), 2 June 2020

Condition two is met.

Date condition(s) met: 2 June 2020

Revised outcome after condition(s) met:

Met

Condition two is met.

Standard 3. Practice learning

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

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

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

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-

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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

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

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

Met

R3.1 is met. Documentary evidence and the approval visit demonstrates there's a variety of practice placements enabling students to 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. Documentation shows students' practice learning journey is mapped to ensure that they're given opportunities to achieve the proficiencies over the duration of the programme, as evidenced in the PLPAD, and meet the learning outcomes of the practice placement modules.

Students tells us that the range of practice placements offer opportunities in all four fields of nursing and further possibilities are available through the hub and spoke approach. This assists students in meeting their learning needs and proficiencies for the programme. The students' experiences are logged in the online platform 'Inplace' which is available to all academic staff as well as PLPs.

The PLPAD includes a review of each PLE and requires students to record and reflect on additional learning opportunities associated with each PLE.

PLPs confirm they work collaboratively with UoL and students are supported in their PLE.

Academic assessors can view student practice learning journeys.

Students work with a variety of registered health and social care professionals and support staff whilst on their practice placements so they can gain experience of team-working and the multi-disciplinary approach to care.

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

Met

R3.2 is met. Documentary evidence and the approval process show how PLEs enable students to meet the holistic needs of people in all ages. PLEs are allocated across hospital and community settings. Students are allocated PLEs which enable them to meet the Standards of proficiency for registered nurses. Proficiencies are assessed within the PLPAD. Each PLE requires initial, mid-point and final review with the PA, this includes review of knowledge, skills, attitudes and values.

Documentary evidence confirms there's a range of systems and processes in place to ensure that the quality of PLEs is monitored. Documentation confirms that academic assessors work closely with PSs and PAs to promote an understanding of the different aspects of holistic nursing to students. Students tell us they're seeing the benefits of the changeover to the SSSA and the greater flexibility it provides for them.

PLPs tells us they receive student evaluation of PLE's and liaise with UoL if action plans are implemented.

PLPs confirm where external regulatory reports identify real or potential impact on student learning they work in partnership with UoL to mitigate and manage risk.

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

Met

R3.3 is met. There's evidence 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, relevant to the adult field of nursing practice.

UoL and their PLPs have worked with the Cheshire and Merseyside consortium to ensure programme outcomes and mapping to the NMC proficiencies can be met in practice. PLPs say that preparation has included looking at gaps within PLP organisations and there's to be planned upskilling of staff through bespoke CPD modules. PLPs confirm that advanced nurse practitioners are invited into the classroom to collaboratively facilitate learning. Communication and relationship management skills are assessed through the PLPAD across the parts of the programme.

Some of the staff at UoL who remain part-time in practice will assist in the teaching of specific skills. As part of their academic role, they also offer support in upskilling PLPs to be able to facilitate the development of clinical skills across a larger network of placements. This range of experiences will support students' development of skills to work with people across the lifespan. The programme team and documentary evidence confirm students have theoretical instruction in relation to communication and relationship management skills and nursing procedures. The programme team say simulation is planned to give opportunities for students to develop effective communication skills with other healthcare colleagues and service users and their families.

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

Met

R3.4 is met. Programme documentation including module descriptors provides evidence to assure us technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment.

There are three simulation suites where students practise clinical skills in a safe but realistic environment and receive feedback to help improve their skills and confidence. Simulation-based learning includes scenarios across four fields of nursing practice. Students learn in suites which are set up as wards and there are smaller rooms for different scenarios. The students are introduced to strategies to

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improve safety and quality of care and have opportunities to work alongside students from other year groups. Documentation indicates that simulation is facilitated in-house by academic staff, service users and actors; 150 hours of UoL-based simulation is included within the programme. UoL also use a range of experts from charities and voluntary organisations as visiting speakers to provide up to date practical and pertinent learning opportunities for the students.

Students use the digital platform VITAL to support learning and teaching activities. They also use PARE, which is an online system for students where they access their practice assessment document and give feedback.
Students use 'safeMedicate' for formative and summative assessment of numeracy skills.

Simulation-based learning and practice learning opportunities in the adult field comply with article 31 (5) of directive 2005/36/EC.

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

Met

R3.5 is met. Programme documentation and the approval process confirm that UoL has robust policies and procedures to ensure students' individual needs and circumstances are taken into account. Each student has a designated academic assessor and an academic advisor to support them during the programme. There's also a disability, diversity and equality tutor for students. The tutor provides support and liaises with the disability support team to develop specific support plans and if appropriate reasonable adjustments for the practice environment. Students are informed of all additional support mechanisms and departments during their induction and signposted if needed. The PLPAD also provides written opportunity to evidence supportive conversations which may take place between the PS/PA and the student. Each PLE signposts reasonable adjustments as a topic of discussion in the placement orientation/initial interview with the PS and/or PA. Students tell us they receive excellent and timely support from the university and feel well prepared for their practice placements. Peer mentors are also assigned for all first-year students through the students' society and post-graduate students are also available on a one-to-one basis.

PLPs confirm that reasonable adjustments are assessed for each student individually.

Signed agreements secure the commitment to providing supernumerary status and this was also confirmed by students at the visit.

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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

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

Yes

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

Yes

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

Yes

Outcome
Is the standard met? *Met* **Date:** *11 May 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:**

N/A

Standard 4. Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out inArticle 31(7) of Directive 2005/36/EC for pre-registration nursing

programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

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

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

Met

R4.1 is met. Programme documentation and the approval process provide evidence of how supervision, support, learning and assessment complies with the NMC SFNME.

Documentary evidence demonstrates PLEs are audited. Audit processes review the learning environment, education governance and leadership, supporting educators, developing and implementing curricula and developing a sustainable workforce. This is a collaborative process between PLPs and UoL. If necessary, action plans are generated. Students are required to give feedback on their PLE via PARE.

PLPs confirm they've collaborative working relationships with UoL and academic staff attend link meetings. PLPs confirm their involvement in student recruitment.

Programme and practice handbooks signpost students to support available, learning opportunities and assessment information.

Students confirm they're supported in both the practice learning and the academic setting. There's an 'open door' policy with the programme team. Students have allocated academic advisors and an allocated academic assessor. Students confirmed they're aware of the importance of escalating concerns and there's a variety of ways they can do this. They confirmed they feel supported to raise any

All programme resources are sufficient to meet learning outcomes and facilitate meeting the Standards of proficiency for registered nurses.

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

Met

R4.2 is met. Documentation and evidence from the approval visit confirms that the SSSA were adopted from September 2019 and this has been in place across Cheshire and Merseyside since this time. The PLPAD complies fully with the SSSA, ensuring that students are supported in their practice-based learning by a designated PS.

PLPs tell us staff who were established mentors transitioned to the roles of PS and PA. Workshops were held for PS and PA. PARE provides a further resource for PS and PA about these roles. 'Link days' with PLPs and UoL provide updates on supervision and assessment roles.

Assessment is conducted by a separate PA with support from an academic assessor.

PLPs confirm that PS's and PA's are supported in practice and its mandatory they are released from the practice area to attend link days.

Student facing documentation, the PLPAD and practice learning handbook identify the roles and responsibilities of PSs, PAs and academic assessors. Evidence demonstrates that this has been applied to the programme.

Students confirm they've been allocated PS's and PA's in the PLE.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

Provide an evaluative summary from your documentary analysis and evidence

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AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

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

Met

R4.4 is met. Documentary evidence and the approval visit identify student feedback processes. Students confirm they're aware of various feedback mechanisms available to them in practice and in the university.

There are appropriate mechanisms in place to provide students with formative and summative feedback throughout the programme to support their development. Students confirm their feedback is timely and they've opportunities to undertake formative assessments. Students meet with their academic advisor and assessor at least once during the taught semester and during placement to share feedback related to academic writing, results and practice experiences. This leads to a personal development plan which is recorded on VITAL, the online learning platform.

The PLPAD is structured to ensure students have initial and mid points meetings during their PLE. This provides opportunity for formative and summative feedback from PSs and PAs. SUC feedback is incorporated with each PLE. Students are required to reflect on their learning as part of the PLPAD.

Students can provide feedback on the modules they take, and this is used to feed into curriculum development. The existing final year students also provide a programme evaluation which is used to continuously develop the programme to ensure it meets the students' needs.

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

Met

R4.5 is met. Programme documents evidence that the Standards of proficiency for registered nurses are mapped to the students' field of practice.

The Standards for proficiency for registered nurses have been mapped to the programme learning outcomes, modules and across the three parts of the programme, identifying which proficiencies must be achieved in each part of the

PLPAD.

The programme team confirm PLEs enable students to meet the programme learning outcomes and NMC Standards of proficiency for registered nurses. PLPs confirm they work collaboratively with UoL in the implementation of the SSSA and to ensure PLE's provide opportunity for students to meet the standards.

Students say they feel confident about their programme and they're prepared for registration.

Evidence provides assurance that the following QA approval criteria are met

There is evidence that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *11 May 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5. Qualification to be awarded

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20

N/A

There isn't a fall back award with NMC registration in this programme.

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

Yes

Outcome
Is the standard met? *Met* **Date:** *11 May 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation: Post visit documentation: UoL response to conditions, 2 June 2020	

Nursing applicant information, 2 June 2020
BN recruitment information on digital literacy, 2 June 2020
UoL demonstration OAR (on PARE), 2 June 2020
UoL demonstration PLPAD part 1 (on PARE), 2 June 2020
UoL demonstration PLPAD part 2 (on PARE), 2 June 2020
UoL demonstration PLPAD part 3 (on PARE), 2 June 2020
BN (Hons) nursing programme specification, 2 June 2020
BN (Hons) nursing development of existing provision proposal, 2 June 2020

Additional comments:

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

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Mersey Care NHS Foundation Trust, CQC inspection report, 5 April 2019	

If you stated no above, please provide the reason and mitigation
This is an established AEI and visits to facilities were not needed.
Additional comments:

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Issue record			
Final Report			
Author	Ursula Chaney Philip Stephenson	Date	12 May 2020
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Submitted by	Lucy Percival	Date	18 June 2020
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