Programme approval visit report

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

Programme provider name:	University of Northampton
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	University Hospitals of Leicester NHS Trust Oxford University Hospitals NHS Trust Northampton General Hospital NHS Trust Devon Partnership NHS Trust Birmingham Women's and Children's NHS Foundation Trust Essex Partnership University NHS Foundation Trust University Hospitals Birmingham NHS Foundation Trust Great Ormond Street Hospital for Children NHS Foundation Trust Kettering General Hospital NHS Foundation Trust Luton and Dunstable Hospital NHS Foundation Trust Milton Keynes Hospital NHS Foundation Trust Oxford Health NHS Foundation Trust Northamptonshire Healthcare NHS Foundation Trust Hertfordshire Partnership University NHS Foundation Trust South Warwickshire NHS Foundation Trust Milton Keynes Community Health Services (Central and North West London NHS Foundation Trust) South Warwickshire NHS Foundation Trust Private voluntary and independent health care providers
Programmes reviewed:	Pre-registration nursing (adult, mental health, learning disabilities and child)

Title of programme(s):	BSc (Hons) Adult Nursing
	BSc (Hons) Mental Health Nursing
	BSc (Hons) Learning Disability Nursing
	BSc (Hons) Children and Young People's Nursing
Date of approval visit:	2 April 2019
Programme start date:	23 September 2019
Academic level:	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
QA visitor(s):	Registrant Visitor: Peter Thompson Lay Visitor: Sife Chikunya

Summary of review and findings
The University of Northampton (UoN) (the University) is an established approved education institution (AEI). The Faculty of health and society (the Faculty) delivers a range of programmes in nursing, midwifery, allied health professional and social work. The Faculty 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). These standards are clearly detailed and mapped within the programme. The proposed award is for a full-time three-year BSc (Hons) nursing in adult, children and young people, mental health and learning disabilities.

We found evidence of robust and effective partnership working between the University 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 University is a member of the Midlands, Yorkshire and East practice-learning group (MYE) and has worked closely with other AEIs in the development of a new practice assessment document (MYEPAD). To support the implementation of the MYEPAD 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 University 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 developmental action.

The programme is recommended for approval to the NMC with five conditions.

One recommendation is also made.

Updated 17 May 2019

The University submitted revised programme documentation which provides evidence that meets all of the conditions.

The programme is recommended to the NMC for approval.

Nursing & Midwifery Council

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

MOTT MACDONALD

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:** Condition one: The Faculty must provide content in module specifications to meet the NMC Standards for pre-registration nursing programmes (SPNP). (SPNP R2.7 and R2.8; Standards framework for nursing and midwifery (SFNME) R5.7) Condition four: The programme team must review all modules in relation to the vocabulary used to express learning outcomes to the appropriate academic level. (University) **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition two: The Faculty 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 (SSSA). (SPNP R4.2; SSSA R6.1) Condition three: The Faculty must provide assurance that the assessment of practice of current students transferring to the NMC 2018 SSSA complies with NMC standards. (SPNP R4.1; SFNME R3.5 and R3.8) **Education governance: management and quality assurance:**

Nursing & Midwifery Council

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

MOTT MACDONALD

	Condition five: The programme team, in conjunction with the curriculum team, is to proof read all curriculum documentation and amend all inaccuracies. (University)
Date condition(s) to be met:	17 May 2019
Recommendations to enhance the programme delivery:	Recommendation one: To review assessment strategies to ensure that there is coherence in developing academic writing skills towards level six. (University)
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. Supervision and assessment of transferring students. Programme content enables achievement of cross field and field specific proficiencies.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The Faculty has provided evidence that the content in the module specifications has been reviewed and updated which meets condition one.

SPNP R2.7 and R2.8 and SFNME R5.7 are now met.

The Faculty has provided confirmation that each field of nursing has sufficient academic staff to provide academic assessors for each part of the programme to meet condition two.

SPNP R4.2 and SSSA R6.1 are now met.

The Faculty has provided assurance that the assessment of practice of current students transferring to the SSSA meets condition three. SPNP R4.1 and SFNME R3.5 and R3.8 are now met.

The programme team has provided evidence that the vocabulary used to express learning outcomes to the appropriate academic level have been reviewed and amended to accurately reflect the academic levels across all parts of the intended programme which meets condition four set by the university.

The programme team, in conjunction with the curriculum team, has provided evidence that all curriculum documentation has been proof read and amended to remove all inaccuracies which meets condition five set by the university.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	Title of final award for children's nursing required amendment to 'children and young people'.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	17 May 2019

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for pre-registration nursing programmes* (NMC, 2018) *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018), *Standards framework for nursing and midwifery education* (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018) The Code: Professional standards of practice and behaviour for nurses and midwives QA Framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018)

NMC Nursing & Midwifery Council

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

MOTT MACDONALD

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 findings at the approval visit confirms the effectiveness of the partnership between the University and their PLPs, service users, students and other AEIs within the Midlands Yorkshire East Practice Learning Group (MYEPLG). All stakeholders demonstrate understanding and commitment to the proposed programme.

We found clear documentary evidence of partnership working with PLPs which relate to strategic levels of management. A shared vision and philosophy is evident for the proposed pre-registration nursing programme; transition arrangements for the current approved pre-registration nursing programme relating to implementation of the SSSA; and consultation relating to the nurse of the future. The academic team and PLPs confirmed this at the approval visit and provided details of shared approaches to fitness to practise, the selection, preparation, management and monitoring of the current and planned practice learning environments, and student support, supervision and assessment.

PLP representatives confirm that clear service level agreements are in place to ensure that practice learning environments provide safe and effective learning opportunities. Academic staff confirm that they work very closely with PLPs to ensure high quality learning environments that are effective in helping student nurses to achieve the proficiencies.

Documentary evidence and findings at the approval visit demonstrates that the proposed programme will empower students and provide them with a voice and appropriate learning opportunities to achieve the NMC proficiencies. Students tell us they are well supported in theory and practice and that they receive clear information from handbooks and from online learning resources. Current students tell us that they have been involved in the curriculum planning of the proposed programme and are assured that their voice has been heard.

Year one and year two students confirm that they have been consulted about the transfer to the new model of student, supervision and assessment. They are enthusiastic about the opportunity to transfer to the new model for supervision and assessment and look forward to being supported by a wider range of healthcare practitioners.

Documentation, including the MYEPAD and preparation plans for practice supervisors; practice assessors and academic assessors provide assurances that the University and PLPs will ensure that SSSA requirements are achieved.

PLPs demonstrate a clear understanding of and commitment to the roles of the practice supervisors, practice assessors and academic assessors and confirm that preparation workshops have been scheduled and have been agreed at senior strategic levels.

PLPs tell us that they are confident that they are able to provide a consistent approach to supporting current students transferring to the new SSSA model.

The University has a service users and carer strategy, which details the involvement of service users and carers. A range of service users has been recruited to the public and patient involvement group, which has a faculty-based coordinator. The group members we met confirm that they have a long-standing relationship with the University and are involved in all aspects of the pre-registration nursing programme. They told us about their participation and experiences in selection and recruitment of students, curriculum development, teaching and assessment which includes objective structured clinical examinations (OSCEs) and a summative debate assessment exercise, and in programme management with membership of the programme committee.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

MET ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

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

MET ☒   **NOT MET** ☐

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

---

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

adult, mental health, learning disabilities and

Nursing & Midwifery Council

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

MOTT MACDONALD

children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

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

Proposed transfer of current students to the programme under review

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

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R1.5 is met. Documentation, including the University policy and procedures and recognition of prior learning (RPL) mapping documents, and discussions at the approval visit confirm a robust approach to the RPL. All RPL claims are supported

Nursing & Midwifery Council

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

MOTT MACDONALD

within the Faculty and are subject to scrutiny by the external examiner and ratified at an assessment board.

The programme team tell us that candidates can enter the programme for the BSc (Hons) nursing programme through RPL. RPL has been mapped against programme outcomes, the Standard of proficiency for registered nurses and to EU requirements (Directive 2005/36/EC) for those entering the adult nursing field.

The award of RPL is compliant with the Standards for pre-registration nursing in permitting up to a maximum of 50 percent for candidates with prior learning in a health-related field such as a foundation degree leading to nursing associate.

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

MET ☒   **NOT MET** ☐

R1.6 is met. Documentary evidence and findings from the approval visit confirm that mapping documentation against programme outcomes and the Standards of proficiency for pre-registration nursing is clearly detailed. This permits NMC registered nurses to be awarded more than 50 percent and up to 70 percent for entry to the BSc (Hons) nursing programme.

Academic staff are confident that the University RPL policies and procedures provide a sound basis for the preparation and assessment of RPL claims for candidates seeking entry to the BSC (Hons) pre-registration nursing programme.

- 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 ☒   **NOT MET** ☐

R1.7 is met. Documentary evidence and finding at the approval visit confirm that literacy, numeracy and digital and technological literacy skills development are integrated into the programme. These skills are mapped against programme outcomes and the Standards of proficiency. The development and assessment of these skills is evident within the programme specifications, module outlines, ongoing record of achievement (ORA) and MYEPAD.

We found clear progression of these skills from entry to the final stages of the programme. At entry, English language is assessed using a digital and technological literacy station which requires applicants to switch on a laptop, locate

Nursing & Midwifery Council

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

MOTT MACDONALD

a health-related web site and to cut and paste material to produce a PowerPoint slide. Numeracy on entry is not tested but candidates are required to achieve the minimum requirement of GCSE maths or equivalent and academic staff confirm that this is sufficient evidence of capability to develop numeracy.

Numeracy skills are developed throughout the three years via medicines management modules in each year. Students numeracy skills are continuously assessed in practice which is evident within the MYEPAD documents.

The academic team confirm approaches to assessing these skills. Examples include the use of online medicines management software (safe medicines), online procedures software (Elsevier) simulation workshops using digitally enhanced real-life manikins and use of high technology equipment such as blue tooth stethoscope and medical devices training within specialised simulation suites.

Support strategies are in place through the University's additional student support and inclusion services team (ASSIST) through academic support at faculty level. Academic staff and students confirm that this support can aid numeracy, literacy and digital and technological skill development throughout the programme. We found this information along with disability support is clearly signposted in student handbooks and online.

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

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

YES ☒   **NO** ☐

Proposed transfer of current students to the programme under review

---

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

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

MET ☒   **NOT MET** ☐

The programme team confirm that current students will not transfer to the proposed programme. However, current students, with the exception of the final year three student cohort, will transfer to the SSSA from September 2019.

The current pre-registration nursing programme uses a curriculum-specific PAD based upon the Standards for pre-registration nursing education (NMC, 2010). This document needs to be revised to reflect the SSSA 2018 for current students transferring to the SSSA. (Condition three, see SPNP R4.1)

We found there's a clear plan for the transfer of students to the SSSA. The programme team and PLPs confirm that processes are in place to develop the practice supervisor, practice assessor and academic assessor infrastructure.

Students have been consulted and consent to the transfer. They are positive about the changes and see definite benefits in terms of improving access to support and supervision.

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

MET ☒   **NOT MET** ☐

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

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

YES ☒   **NO** ☐

Outcome

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

Date: 2 April 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 framework for nursing and midwifery education (R2.1)

  YES ☒   **NO** ☐

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

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

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

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

MET ☒   **NOT MET** ☐

R2.4 is met. Documentary evidence and findings at the approval visit confirm that the design and delivery of the proposed programme will support students in both theory and practice learning across all four fields of nursing practice.

Each nursing field pathway is designed to facilitate field specific development and exposure to other respective fields of nursing practice. Field-specific learning outcomes are clear in ensuring that nursing students will be provided with opportunities to gain exposure to different client groups and develop understanding of the holistic needs of all service users.

The programme team outlined the strategy for ensuring cross-field experience in theory and practice learning environments. The programme consists of generic and field specific modules. Generic module teams are made up of teaching staff from all four fields of nursing practice and field specific-contexts are developed through tutorial groups and online materials. A hub and spoke model is used for practice learning experiences and enables cross field learning. For example, years one and two students will have a field specific hub placement and they will have opportunities to experience all of the alternative fields in their spoke experiences. The practice supervisor, practice assessor and field tutor will provide guidance and support in enabling students to locate appropriate spoke learning experiences to ensure cross field exposure.

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

MET ☒   **NOT MET** ☐

R2.5 is met. Documentary evidence and findings at the approval visit confirm the programme structure, outcomes and module content identify specific fields of nursing practice.

There are field specific modules throughout the three years of the programme and learning and assessments are applied to the students chosen field of nursing

practice. Field specific practice learning experiences are sequenced through the programme and provide a range of appropriate learning opportunities.

The MYEPAD provides a structured approach to practice learning, assessment and achievement of the student's proficiencies within their chosen field of nursing practice.

The programme team is confident that the programme design will enable students to develop a strong field identity.

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** ☒

R2.7 is not met. Documentary evidence and findings at the approval visit identified a lack of detail within the module specifications. The module specifications are lacking in explicit content such that the approval panel couldn't be assured that mapping had been undertaken to set out the content necessary to meet programme outcomes for each field of nursing practice. (Condition one)

The approval panel also identified the vocabulary used to express module learning outcomes to the appropriate academic level are not consistent. (Condition four) (University)

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

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

MET ☐   **NOT MET** ☒

R2.8 is not met. Documentary evidence and findings at the approval visit identified a lack of detail within the module specifications relating to the law, safeguarding, consent, pharmacology and medicines administration as they relate to each of the four fields of nursing practice. We couldn't be assured that mapping had been undertaken to set out the content necessary to meet programme outcomes for each field of nursing practice. (Condition one)

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module

descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)   **MET** ☒   **NOT MET** ☐

R2.9 is met. The programme structure provides an equal balance of theory and practice. Academic staff and documentary evidence confirm there is 2,300 hours each of practice and theoretical learning. We found that all theory and practice learning modules specify the hours required to meet the learning outcomes. This is confirmed by PLPs.

Completed practice learning hours are recorded by the student in their MYEPAD and monitored by PLPs and academic staff.

Module specifications and programme handbooks show clear aims and outcomes and a variety of learning and teaching strategies including simulation.

The approval panel found some inaccuracies in the curriculum documentation. The programme team are required to proof read the documents and amend all inaccuracies. (Condition five) (university)

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

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

                                        YES ☐   **NO** ☐ **N/A** ☒

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

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

                                        YES ☒   **NO** ☐

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

The proposed programme does not have provision for a pathway leading to dual registration.

- 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)

Nursing & Midwifery Council

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

M M MOTT MACDONALD

| | YES ☐ | NO ☒ |

The proposed programme does not provide for a pathway 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 ☒**

R5.7 SFNME requirement is not met, as the detail of the module content is lacking. As a consequence, this doesn't enable students to manage their theory and practice learning effectively.

The module specifications are lacking in explicit content. The approval panel couldn't be assured that mapping had been undertaken to set out the content necessary to meet programme outcomes for each field of nursing practice.

Condition one: The Faculty must provide content in module specifications to meet the NMC Standards for pre-registration nursing programmes. (SPNP R2.7, R2.8: SFNME R5.7)

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

Outcome

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

R2.7 is not met. There's insufficient detail within the module specifications. Explicit content is lacking such that the approval panel couldn't be assured that mapping had been undertaken to set out content necessary to meet programme outcomes for each field of nursing practice. The content needs to be explicit to enable students to manage their learning effectively and meet SFNME R5.7.

Condition one: The Faculty must provide content in module specifications to meet the NMC Standards for pre-registration nursing programmes. (SPNP R2.7, R2.8; SFNME R5.7) R2.8 is not met. There's insufficient detail within the module specifications relating to the law, safeguarding, consent, pharmacology and medicines administration as they relate to each of the four fields of nursing practice. There's no evidence of mapping of this content to the specific fields of nursing practice. The content needs to be explicit to enable students to manage their learning effectively and meet SFNME R5.7.

Condition one: The Faculty must provide content in module specifications to meet the NMC Standards for pre-registration nursing programmes. (SPNP R2.7, R2.8; SFNME R5.7)

Condition four: The programme team must review all modules in relation to the vocabulary used to express learning outcomes to the appropriate academic level. (University)

Condition five: The programme team, in conjunction with the curriculum team, is to proof read all curriculum documentation and amend all inaccuracies. (University)

Date: 2 April 2019

Post event review

Identify how the condition(s) is met:

Condition one:

The programme team has reviewed and amended all module specifications. The content detail within the revised documentation provides assurances that the content necessary to meet programme outcomes for each field of nursing practice has been fully mapped and articulated. The revised content is explicit and will enable students to manage their learning effectively. SPNP R2.7 is now met.

The content of the revised module specifications relating to the law, safeguarding, consent, pharmacology and medicines administration has been explicitly related to each of the four fields of nursing practice. There's clear evidence of mapping of this content to the specific fields of nursing practice. The revised content is explicit and will enable students to manage their learning effectively. SPNP R2.8 is now met

Assurance is provided that SFNME R5.7 is met.

Evidence

University of Northampton summary of response to NMC conditions of approval, undated

Revised programme specification BSc (Hons) Nursing, adult, mental health, child, learning disabilities, undated

Revised module specifications for each field of nursing practice: adult, mental health, child, learning disabilities undated

The programme team has produced evidence to confirm that all module specifications have been reviewed. The vocabulary used to express learning outcomes has been amended where appropriate to reflect the appropriate academic level within all parts of the programme as required by the university Condition four is met.

Condition five:

The programme team, in conjunction with the curriculum team, have produced evidence to confirm that all curriculum documentation has been proof read and all inaccuracies have been amended as required by the University. Condition five is met.

Date condition(s) met: 17 May 2019

Revised outcome after condition(s) met: MET ☒ NOT MET ☐

SPNP R2.7 and R2.8 are met.

Assurance is provided that SFNME R5.7 is met.

Nursing & Midwifery Council

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

MOTT MACDONALD

Standard 3: Practice learning
Approved education institutions, together with practice learning partners, must: R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document) R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities R3.6 ensure students experience the range of hours expected of registered nurses, and R3.7 ensure that students are supernumerary. *Standards framework for nursing and midwifery education* specifically: R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12 *Standards for student supervision and assessment,* specifically R1.1 – R1.11
Findings against the standard and requirements
Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met. • Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.1) MET ☒   NOT MET ☐

Nursing & Midwifery Council

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

MOTT MACDONALD

R3.1 is met. Documentary evidence and the approval process confirms that the planned learning pathways in the programme offer a range of diverse practice learning experiences. These experiences incorporate contemporary healthcare in a range of health and social care settings to meet the Standards of proficiency for registered nurses. The University and PLPs have ensured in the programme design that practice learning experiences in year one provides students with opportunities to experience care within all fields of nursing practice. Within year two and year three students are provided with practice learning opportunities within their own chosen field. The PLPs are confident that there's capacity within the NHS, private and voluntary healthcare providers to support students with a diverse range of experiences which will meet the proficiencies detailed within the MYEPAD.

Students from each field outlined the range of practice learning experiences provided for them which have helped them to achieve their professional learning outcomes and competencies.

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

MET ☒   NOT MET ☐

R3.2 is met. Documentary evidence and the approval process confirms that all students will experience a variety of placements to meet the holistic needs of people of all ages. The programme team and PLPs have planned the practice learning experience schedules to ensure that all students will spend the majority of their practice hours within their specific field of nursing practice. The schedules also give students opportunities to have practice learning experiences within each of the other fields of nursing practice either through short scheduled experiences or by using a hub and spoke approach.

PLP representatives and senior academic staff confirmed the partnership arrangements to manage and mitigate any risks to student learning. We were told that all placements are assessed, monitored and evaluated to ensure that they are of suitable quality to enable students to achieve the proficiencies. There's clear evidence that the quality of practice learning environments is assured through annual educational audit, student evaluations and feedback; and link lecturer and academic assessor feedback. These processes are overseen by the office of placements and work-based planning and by the practice lead. Any issues of concern are discussed at regular meetings of the Nursing Cabinet which are held between University staff and senior staff from the PLPs.

There are clear policies and guidelines for raising and escalating concerns. Students and practice staff are aware of these and confident that issues will be acted upon effectively.

A review of quality reports by the CQC and exceptional reporting to the NMC relating to the University's associated PLP organisations identified one PLP Lakeside, had received an inadequate outcome following a CQC quality review.

The University provided a summary of subsequent actions taken in partnership with PLPs and other AEIs. In addition, the annual self-assessment reports evidenced detailed exceptional reporting to the NMC.

We conclude that the university works in partnership with PLPs and with other AEIs that share the same practice learning environments in responding in a timely and appropriate manner, following concerns raised by external quality monitoring which may impact on the practice-learning environment.

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

MET ☒   **NOT MET** ☐

R3.3 is met. We found that all practice-based modules specify the knowledge and understanding alongside skills and attributes that complement the practice outcomes detailed in the MYEPAD for each part of the programme. These include explicit requirements to achieve communication and relationship management skills in Annex A and nursing procedures in Annex B as set out in the Standards of proficiency for registered nurses.

Discussions with academic staff and PLPs demonstrate that they have a clear understanding of the opportunities and challenges of enabling students to achieve the skills required in annexe A and annexe B of the Standards of proficiency for registered nurses within the chosen fields of nursing practice. They confirm that students are given opportunities in the programme to develop these skills in a variety of ways. For example, using hub and spoke arrangements, and following the service users' pathway of care. Full mapping of the MYEPAD demonstrates how all 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.

PLPs are aware of the need to ensure that staff supervising and supporting students in practice are appropriately prepared to enable students to meet the proficiencies and skills set within Standards of proficiency for registered nurses. They told us that plans are being made within staff updates to review and enhance where necessary the skills needed by staff to teach the required skills to the future student nurses. PLPs and the programme team tell us that they are addressing skills deficits in their recruitment criteria by targeting academic and practice staff who are able to teach and cascade the skills detailed in the Standards of proficiency for registered nurses.

- 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)

R3.4 is met. The programme team outlined the designated 375 hours of simulated practice learning within the programme including the generic and field specific themes.

Simulation activities are used to prepare students for practice, developing and revisiting mandatory skills annually. For example, moving and handling; medicines management venepuncture, and field specific skills relating to physical assessment, assessment of mental state and communication skills. The simulation facilities provide opportunities for students to work with medical devices commensurate with those found in practice in a safe learning environment without risk to service users. Advanced patient monitoring equipment, low fidelity, hyper realistic mannequins and virtual reality immersion will provide a realistic learning experience.

Blended learning approaches using the Northamptonshire integrated learning environment (NILE) are a feature of the programme. Some student assessment incorporates simulation and use of online resources such Safemedicate. The programme team provided examples of OSCEs which will be carried out within the simulation suites.

The PLPs confirm that in practice learning environments, students will have access to online interfaces such as e-rostering, care plans and pathology. Students learn to use digital medical devices for client and patient monitoring and treatment.

There's clear mapping of how the adult nursing field meets the requirements of Article 31 (EC Directive).

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

MET ☒   NOT MET ☐

R3.5 is met. Documentary evidence and the approval process confirms that policies and procedures are in place to take account of students' individual needs and personal circumstances when allocating them to practice learning. Students, academic staff and PLPs confirm that individual agreements and reasonable adjustments are made, and students are directed to other available support.

Support mechanisms include occupational referral, student support plans, encouraging students to disclose their individual needs and to use the additional student support and inclusion services team (ASSIST). The MYEPAD document, the Northampton integrated learning environment information and the practice supervisors, and practice and academic assessor preparation and support information contain explicit details of support processes for students in practice.

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

Nursing & Midwifery Council

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

MOTT MACDONALD

their practice learning partners to manage and mitigate any risks to student learning.

Evidence provides assurance that the following QA approval criteria are met:
• Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6) **YES** ☒　　　**NO** ☐
• Processes are in place to ensure that students are supernumerary (R3.7) **YES** ☒　　　**NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met　**YES** ☒　　**NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met　**YES** ☒　　**NO** ☐

Outcome
Is the standard met?　　　　　　　　　**MET** ☒　　　**NOT MET** ☐
Date: 2 April 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%

Nursing & Midwifery Council

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

M M
MOTT MACDONALD

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

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

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

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

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in

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

Standards framework for nursing and midwifery education specifically*:*

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

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET ☐   **NOT MET** ☒

R4.1 is not met. Documentary evidence and findings at the approval visit confirm students are supported in learning, teaching and assessment by appropriately qualified academic staff. We found that all staff and service users involved in the programme are required to complete equality and diversity training.

Programme information including students support is detailed in the programme handbook. A number of formal support mechanisms are in place including from the programme leader, field tutor, and the personal tutor system which offer individual and group support. Academic staff tell us that field specific personal tutors provide pastoral care and support within individual group tutorial sessions. The Faculty offers a well-being drop in workshop for both students and staff which helps to develop reflection, promote sharing and disclosure and helps to develop resilience.

The academic staff and service users report that one particular theme within these workshops is mental health well-being which utilises service users as facilitators.

Students and academic staff told us that all students receive induction at the beginning of their programme of study and at the beginning of each subsequent year. Communication mechanisms include email and the online NILE learning environment. Module leaders confirm that guidance is given within modules which enables students to plan and organise their learning and prepare for assessments.

There's a clear infrastructure to support students in the practice learning environment. PLPs explained the processes in place to allocate students to their practice supervisors and practice assessors and how to raise concerns. These arrangements are clearly evident within the MYEPAD, including the roles and responsibilities of the practice supervisors and assessors. PLP representatives detailed the process and support available both from the education lead in each practice area and the University if a cause for concern is raised about a student's behaviour, conduct or performance. We are assured that academic and practice staff are fully aware of the roles and responsibilities within theory and practice to provide support, supervision and assessment.

The programme leader confirms that academic assessors will be selected from the practice module teams and allocated for each part of the student's programme. This will be documented within the MYEPAD and will ensure that each student receives a different academic assessor for each part of their programme.

The academic assessor communicates and collaborates with the practice assessor at relevant scheduled points during the part of the programme as directed in the PAD document. Communication will increase if the practice supervisor and practice assessor raise concerns about the student. This may be in person, via email, via the electronic PAD or telephone as appropriate. Academic staff confirm that pre-registration practice documentation and training for practice and academic assessors includes how to raise and respond to student conduct and competence concerns.

Student are assigned a practice supervisor, practice assessor and an academic assessor to support them within their practice learning experiences. Students are also assigned a lecturer in practice who fulfils a pastoral role and follows them throughout their practice learning journey. Students are also allocated a personal academic tutor who offers support and advice throughout their programme. Programme staff tell us that these approaches are effective in providing consistency in supporting students in practice learning environments.

The University, in partnership with the PLPs, has a clear plan of transition for current students transferring to the SSSA. However, the modified practice assessment documents for current students were not available for review to provide assurance that the supervision, support and assessment of practice learning arrangements are fully in place for these students. (Condition three)

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

MET ☐   **NOT MET** ☒

R4.2 is not met. Documentary evidence and the approval process confirms that the AEI is working in close partnership with PLPs to plan for and implement the SSSA requirements to support the proposed programme and transferring students.

The University, in close partnership working with PLPs, have 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 of student and this clarity is followed through in the MYEPAD. There are various approaches adopted which include, in some PLPs, the use of existing records of mentors to identify the staff to undertake these roles. Other PLPs are reviewing all staff and their potential to undertake the roles.

The programme team and PLPs confirm that training for the new roles has been agreed through the MYEPLG. Preparation workshops for practice supervisors, practice assessors and academic assessors are being rolled out which incorporates using the MYEPAD documentation. PLPs confirm that a detailed transition plan is in place to assist staff to transfer to the new roles and they demonstrate a clear understanding of their responsibilities.

The programme lead confirms that academic assessors will be selected from the practice module teams. An academic assessor will be allocated for each part of the student's programme.

Senior academic staff are confident that the academic workload distribution model will identify staff to fulfil the role of academic assessors. However, the programme lead was unable to confirm whether the numbers of academic staff within the module teams is sufficient to support the proposed programme across the four fields of nursing practice to meet the SSSA. (Condition two).

Academic staff are aware of their roles and responsibilities as academic assessors. The programme team confirm that preparation workshops for practice supervisors and assessors include preparation for the academic assessor role.

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

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

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

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

MET ☒   **NOT MET** ☐

R4.4 is met. Documentary evidence and the approval process confirms that the student's development is supported with feedback throughout their programme. The MYEPAD document ensures that students will receive feedback at a minimum of the mid-way point of their practice learning experience and at the final practice assessment. The MYEPAD also incorporates feedback from service users the student has cared for as well as a range of other staff involved in their learning.

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.

The programme team described the range of formative and summative assessments in the programme including OSCEs. Each assessment is followed by detailed feedback to students using a standardised rubric. Students are then invited to demonstrate their response to their feedback using a feed forward model which is submitted with the next assignment.

The approval panel identified that there is a lack of coherence in some of the module assessments to enable students to develop their academic writing skills towards academic level six. The programme team recommended that the programme team reviews the assessment strategies to ensure that there is coherence. (Recommendation one) (University)

Students told us that the University and practice staff are supportive in providing feedback which they find useful in guiding development.

Service users, involved in all aspects of the programme, tell us that they're able to provide feedback when engaged in selection, teaching and curriculum 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)

MET ☒   **NOT MET** ☐

R4.5 is met. Documentary evidence and the approval process confirm that the curriculum and module structures have been mapped to the Standards for proficiency for registered nurses. The practice modules are directly linked to the planned practice learning experiences and each practice module is clearly mapped.

The programme team and practice staff described the generic and field-specific programme details. They contextualised clearly how proficiencies, including skills

and procedures in annexe A and annexe B are achieved in practice in all four fields of nursing practice.

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** ☒

SFNME R3.5 and R3.8 require that the programme is compliant with SSSA. The modified practice assessment documents for current students transferring to the SSSA were not submitted as part of the approval process. The supervision, support and assessment arrangements for practice learning for these students are not fully in place for their programme.

Condition three: The Faculty must provide assurance that the assessment of practice of current students transferring to the NMC 2018 SSSA complies with NMC standards. (SPNP R4.1; SFNME R3.5, R3.8)

Nursing & Midwifery Council

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

MOTT MACDONALD

Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ are met

YES ☐   **NO** ☒

SSSA R6.1 requires that students are assigned a different academic assessor for each part of the programme. We're not assured there's sufficient academic staff across the four fields of nursing practice to be academic assessors to meet this requirement.

Condition two: The Faculty 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 SSSA. (SPNP R4.2; SSSA R6.1)

Outcome

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

R4.1 is not met. The modified practice assessment documents for current students transferring to the SSSA weren't submitted as part of the approval process. The supervision, support and assessment arrangements for practice learning for these students aren't fully in place for their programme SPNP R4.1.

Condition three: The Faculty must provide assurance that the assessment of practice of current students transferring to the NMC 2018 SSSA complies with NMC standards. (SPNP R4.1; SFNME R3.5, R3.8).

R4.2 is not met. The programme lead was unable to confirm how many academic assessors would be required to support the proposed programme across the four fields which doesn't meet SSSA R6.1.

Condition two: The Faculty 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 (SSSA). (SPNP R4.2; SSSA R6.1)

Recommendation one: To review assessment strategies to ensure that there is coherence in developing academic writing skills towards level 6. (University)

Date: 2 April 2019

Post event review

Identify how the condition(s) is met:

Condition three:

The modified practice assessment documents for current students transferring to the SSSA have been submitted. This evidence provides assurances that the supervision, support and assessment arrangements for practice learning for these students are fully in place for their programme. These documents are fully compliant with NMC standards. SPNP R4.1 is now met

Assurance is provided that SFNME R3.5 and R3.8 are met.

Evidence

UoN summary of response to NMC conditions of approval, undated

UoN modified practice assessment documents for current students transferring to the SSSA, undated

Condition two:

The Faculty has submitted evidence that a full review of academic staff resources has been carried out. A staffing allocation plan mapped against the current student numbers clearly demonstrates that there are sufficient staff to provide academic assessors for each part of the programme to meet SSSA requirements. SPNP R4.2 is now met.

Assurance is provided that SSSA R6.1 is met

Evidence

UoN summary of responses to NMC conditions of approval, undated

Allocation mapping of academic staff (nursing) against existing and prospective student numbers, all fields of nursing practice, undated

Academic assessor responsibilities in SSSA and rationale for mapping of staff, undated

---

Date condition(s) met: 17 May 2019

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

SPNP R4.1 and R4.2 are met.

Assurance is provided that SFNME R3.5 and R3.8 and SSSA R6.1 are 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:

NMC Nursing & Midwifery Council

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

M **M**
MOTT
MACDONALD

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Fall Back Award

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

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

YES ☐   **NO** ☐ **N/A** ☒

Documentation clearly confirms that there is only one exit award with registration as a nurse; a BSc (Hons) nursing in adult, children and young people, mental health and learning disabilities fields of nursing practice. All NMC requirements and proficiencies are met within this award.

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

YES ☒   **NO** ☐

Outcome

| **Is the standard met?** | **MET** ☒ | **NOT MET** ☐ |

Date: 2 April 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

AEI and PLP annual self-assessment report 2017-2018, 01 December 2017

RPL claim examples, various dates

Post event:

UoN summary of responses to NMC conditions of approval, undated

Revised programme specification BSc (Hons) Nursing, adult, mental health, children and young people, learning disabilities, undated

Revised module specifications for each field of nursing practice: adult, mental health, children and young people, learning disabilities, undated

Allocation mapping of academic staff (nursing) against existing and prospective student numbers, all fields of nursing practice, undated

Academic assessor responsibilities in SSSA and rationale for mapping of staff, undated

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: Nine students as follows: Child nursing (year one) Child nursing (year two) Adult nursing (year one) Adult nursing (year three) x 2 Mental health nursing (year two) x 2 Learning disabilities nursing (year two) x 2		
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	☐	☒
If yes, system regulator reports list		
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:		

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record			
Final Report			
Author:	Peter Thompson	Date:	27/05/2019
Checked by:	Bernie Wallis	Date:	6/06/2019
Approved by:	Leeann Greer	Date:	27/06/2019
Submitted by:	Lucy Percival	Date:	28/06/2019