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

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Programme approval visit report

Section one

Programme provider name:	University of Stirling
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	NHS Forth Valley NHS Lothian NHS Ayrshire and Arran NHS Borders NHS Dumfries and Galloway NHS Tayside Private, voluntary and independent heath care providers Education and social care providers
Programme(s) reviewed: Programme: Pre-registration nursing - Adult Title of programme: BSc Nursing / BSc (Honours) Nursing Programme start date: 14 September 2020 Academic level(s): SCQF: Level 9 Level 10 Programme: Pre-registration nursing - Mental Health Title of programme: BSc Nursing / BSc (Honours) Nursing Programme start date: 14 September 2020 Academic level(s): SCQF: Level 9 Level 10	
Date of approval	11 February 2020
QA visitor(s):	Registrant Visitor: Rachel Game Lay Visitor: Caroline Thomas

Summary of review and findings
The University of Stirling (UoS) faculty of health sciences and sport (the faculty) present for approval BSc nursing (three year) and BSc (Hons) nursing (four year) pre-registration nursing programme (adult and mental health) against the Standards for pre-registration nursing programmes (NMC, 2018) and the Standards of proficiency for registered nurses (NMC, 2018). Programme documentation and the approval process confirm evidence of effective partnership working between the approved education institution (AEI) and key stakeholders. These include practice learning partners (PLPs), service users and carers (SUCs) and students who contribute to the development and co-production of the programme. The programme is developed in partnership with regional health and social care employers. The AEI is a member of the national Scottish practice assessment document (PAD) group working with other AEI's across Scotland. They contribute to the development of the Scottish PAD to meet the Future Nurse: Standards of proficiency for registered nurses (NMC, 2018). The Standards framework for nursing and midwifery education (SFNME), (NMC, 2018), the Standards for student supervision and assessment (SSSA), (NMC, 2018) and the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) are not met at programme level. The programme is recommended for approval subject to four specific NMC conditions. Updated 30 March 2020 UoS has provided documentation to meet the NMC 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
	Effective partnership working: collaboration, culture, communication and resources:

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Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	Condition one: The AEI must produce an implementation plan of how they intend to incorporate SUCs into the ongoing delivery, assessment and evaluation of the programme. (SFNME R1.12, R5.14; SPNP R2.1) Condition two: The AEI must develop an implementation plan that demonstrates how interprofessional learning (IPL) will be incorporated into the academic learning of the programme. (SFNME R1.13, R3.16; SPNP R2.1) **Selection, admission and progression:** None Identified **Practice learning:** Condition three: The AEI must provide a copy of the Scotland national plan on how they will implement preparation of staff for the roles of practice supervisor, practice assessor and academic assessor. (SFNME R2.4, R4.1; SSSA R5.1, R5.2, R8.1, R10.2; SPNP R2.2, R4.1, R4.2) **Assessment, fitness for practice and award:** Condition four: The AEI must update the programme specification and student facing documentation in relation to any exit awards with NMC registration. (SFNME R3.10; SPNP R2.1) **Education governance: management and quality assurance:** None Identified
Date condition(s) to be met:	30 March 2020
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	SUCs involvement in the ongoing delivery, assessment and evaluation of the programme. IPL in the theory component of the programme.

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised copies of the programme documentation provide evidence that the conditions are met.

An implementation plan and revised action plan identifies SUCs involvement in the ongoing delivery, assessment and evaluation of the programme.
Condition one is met.

An implementation plan details how IPL will be incorporated into the academic learning of the programme.
Condition two is met.

Implementation plans clearly identify how national resources will be used to prepare practice supervisors, practice assessors and academic assessors for their roles.
Condition three is met.

The revised programme specifications and student programme handbook detail clear information relating to the exit awards with NMC registration.

Condition four is met.

The programme is recommended 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:	30 March 2020

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders
Please refer to the following NMC standards reference points for this section: Standards framework for nursing and midwifery education (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC Standards for student supervision and assessment

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

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

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

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

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

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

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

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

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

R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

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

R1.8 students have opportunities to learn from a range of relevant people in

practice learning environments, including service users, registered and non-registered individuals, and other students as appropriateStandard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

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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

There's robust and effective partnership working between the AEI and all key stakeholders. There's evidence of extensive co-production with PLPs, SUCs and students who have a shared philosophy centred on relationship development, agreed themes for the programme structure and a scenario-based approach to the development of teaching and learning strategies. National priorities for Scotland including building resilience, mental health, prevention of suicide, therapeutic dialogue and communication are key features of the proposed programme.

Students, SUCs and PLPs tell us they're involved in the recruitment process. SUC representatives confirm they undertake equality and diversity and unconscious bias training prior to participating in the interview process.

Documentary evidence and the approval visit confirm the student voice is captured through programme evaluation. Student's describe how evaluation mechanisms are in place enabling them to provide and receive feedback. A you said, we did

evaluation tool ensures their voice is heard and responded to. Students tell us the programme team and PLPs act on their feedback to improve programme provision. An example in response to student evaluation is an increased focus on the application of theory to practice in the number of objective structured clinical examinations (OSCEs).

There's evidence of SUC involvement in the current programme. SUC representatives tell us they contribute to simulation-based learning, mental health sessions and SUC experiences of care sessions where they share their experiences of care received with students. They confirm the programme team prepare them for programme delivery and they receive feedback on their contribution to this. SUC representatives tell us they're not involved in the assessment process. Students tell us they value SUC involvement in the programme and the feedback they receive from SUCs in the practice learning environment.

SUCs tell us they've informed programme development. A SUC focus group support improvements to the PAD SUC feedback form. Whilst their contribution informs themes in the existing programme, they tell us they are unclear about their contribution to the proposed programme. SUC involvement in specific modules is not clearly identified in programme documentation. There's no clear plan which confirms how SUCs contribute to the proposed programme. (Condition one) (SFNME R1.12, 5.14; SPNP R2.1)

There's little evidence of interprofessional learning (IPL) within the programme. The programme team tell us the AEI is waiting for approval of a paramedic programme, once approved there will be shared learning with paramedic students. Students tell us there's no shared learning with other students on the programme. The AEI must develop an implementation plan to demonstrate how IPL will be incorporated into the academic learning of the programme. (Condition two) (SFNME R1.13, R3.16) (SPNP R2.1)

The programme team and PLPs tell us there are plans to implement the SSSA which are informed by Scotland's future nurse and midwife programme board and NHS education for Scotland. The national plan to prepare staff for the supervision and assessment of students will be published in March 2020. The programme team and some PLPs are however not able to say how practice supervisors, practice assessors and academic assessors will be prepared to supervise and support students on the programme. They tell us they're waiting for the publication of the Scotland national plan to inform the development of how they will implement the preparation of staff locally. (Condition three) (SFNME R2.4, R4.1; SSSA R5.1, R5.2, R8.1, R10.2; SPNP R2.2, R4.1, R4.2). Once the national plan is received the AEI will need to evidence how this will be operationalised.

Students tell us they are recently introduced to the new programme structure and provide feedback on the new programme. They provide their opinion on what issues they see may arise with the new programme. They tell us they're supported

on the programme in both theory and practice, they know who to go to for help and find responses from staff to requests are timely. Students tell us they are introduced to the SSSA and understand how this will affect them. They demonstrate knowledge of the SSSA.

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

Not Met

It's not clear how SUCs will continue to be involved in the delivery, assessment and evaluation of the programme.

There's limited evidence of IPL within the theory content of the programme.

There's no implementation plan in place which demonstrates how practice supervisors, practice assessors and academic assessors will be prepared to supervise and support students on the programme.

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

Not Met

There's no implementation plan in place which demonstrates how practice supervisors, practice assessors and academic assessors will be prepared to supervise and support students on the programme.

If not met, state reason

It's not clear how SUCs will continue to be involved in the delivery, assessment and evaluation of the programme.

Condition one: The AEI must produce an implementation plan of how they intend to incorporate SUCs into the ongoing delivery, assessment and evaluation of the programme. (SFNME R1.12, R5.14; SPNP R2.1)

There's limited evidence of IPL within the theory content of the programme.

Condition two: The AEI must develop an implementation plan that demonstrates

how IPL will be incorporated into the academic learning of the programme. (SFNME R1.13, R3.16; SPNP R2.1)

There's no implementation plan in place which demonstrates how practice supervisors, practice assessors and academic assessors will be prepared to supervise and support students on the programme.

Condition three: The AEI must provide a copy of the Scotland national plan on how they will implement preparation of staff for the roles of practice supervisor, practice assessor and academic assessor. (SFNME R2.4, R4.1; SSSA R5.1, R5.2, R8.1, R10.2; SPNP R2.2, R4.1, R4.2)

Post Event Review

Identify how the condition is met:

Condition one:
UoS has provided an implementation plan and revised action plan which clearly identifies how SUCs will be involved in the ongoing delivery, assessment and evaluation of the programme.
Evidence:
Revised, partnership in education strategy for involvement action plan, March 2020
Partnership in education strategy for involvement curriculum implementation plan, March 2020
Condition one is met.

Condition two:
UoS has provided an implementation plan which details how interprofessional learning will be incorporated into the academic learning of the programme.
Evidence:
Implementation plan IPL in theoretical component of programme, undated
Condition two is met.

Condition three:
UoS has provided implementation plans which clearly identifies how national resources will be used to prepare practice supervisors, practice assessors and academic assessors for their roles.
Evidence:
Implementation plan practice supervisor and practice assessor roles, March 2020
Self-reflection practice supervisor and practice assessor transition document, undated
Implementation plan academic assessor role, March 2020
Condition three is met.

Date condition(s) met: 30 March 2020

Revised outcome after condition(s) met:

Met

Conditions one, two and three are 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

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any cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully.

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code.

Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Met

R1.5 is met. Documentary evidence confirms recognition of prior learning (RPL) processes are in place; university regulations allow up to 50 percent RPL. This can be applied where a claim is mapped to the programme outcomes and complies with Article 31 (3) of Directive 2005/36.EC. Documentary evidence confirms a mapping exercise against programme outcomes and Article 31 (3) of Directive 2005/36/EC has been undertaken to support the transfer of students onto the proposed programme. Successful RPL claims are reviewed and ratified through the assessment board process which includes scrutiny by an external examiner.

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. Documentary evidence confirms that for registered nurses the RPL process allows a claim of more than 50 percent RPL. The claim must be capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes.

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. Programme documentation and the approval process confirms entry requirements for literacy, digital and technological literacy and numeracy. Competence in English language is assessed through entry criteria and by the completion of the online universities and colleges admissions service (UCAS) form. The AEI use multiple mini interviews where candidates are assessed at a number of interview stations and for English language via their responses to instruction and questions. The programme team tell us digital literacy is assessed at a station where candidates review the NMC website and answer questions related to this, for example, about the use of social media.

Numeracy skills are assessed at entry to the programme. The programme team tell us they're confident the programme ensures progression and achievement of the numeracy skills required to meet the programme outcomes.

There's detailed mapping of programme outcomes to the NMC Standards of proficiency for registered nurses. Programme documents identify indicative content and programme outcomes. Documentary evidence confirms technological literacy is fundamental to the curriculum. Students tell us they use multimedia approaches to support learning. The virtual learning environment (VLE) supports online submission of assessments and access to learning resources including for example, Wiley plus for anatomy and physiology development and authentic world safeMedicate. Students' technology skills are assessed by undertaking a digital essay and film.

The Scottish PAD is adopted to support developing and recording ongoing achievement of proficiency outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Programme documentation confirms how for example, the module developing fundamental clinical skills further supports the development of numeracy, literacy and digital technology skills.

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

Current second and third year students on the pre-registration nursing programme will continue on the BSc nursing and BSc (Hons) nursing programme based on the NMC (2010) pre-registration nursing Standards. Students who commenced the programme in September 2019 (year one) will transfer to the SSSA and the 2018 NMC Standards in September 2020. Programme documentation and the approval process confirm arrangements for students to transfer to the new pre-registration nursing programme Standards. Students tell us they're consulted about the new Standards and programme arrangements. The programme team demonstrate how students who transfer to the NMC (2018) programme will achieve the new skills and proficiencies in the 2018 pre-registration nursing programme.

Documentary evidence confirms plans are in place for students who interrupt their

studies during the transition phase. All interrupted students will return to the new programme with support from the programme director and year leader.

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

Documentation evidences RPL is capable of being mapped against the Standards of proficiency for registered nurses (NMC, 2018) and the programme learning 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?

Met
Date: *11 February 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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Standard 2. Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.1 is not met. It's not clear how SUCs will continue to be involved in the delivery, assessment and evaluation of the programme. (Condition one) (SFNME R1.12, R5.14; SPNP R2.1)

There's limited evidence of IPL within the theory content of the programme. (Condition two) (SFNME R1.13, R3.16; SPNP R2.1)

There's no implementation plan in place which demonstrates how practice supervisors, practice assessors and academic assessors will be prepared to supervise and support students on the programme. (Condition three) (SFNME R2.4, R4.1; SSSA R5.1, R5.2, R8.1, R10.2; SPNP R2.2, R4.1, R4.2) Programme documentation including student facing documentation and programme specifications do not include information relating to this exit award. (Condition four) (SFNME R3.10; SPNP R2.1)

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

No

R2.2 is not met. There's no implementation plan in place which demonstrates how practice supervisors, practice assessors and academic assessors will be prepared to supervise and support students on the programme. (Condition three) (SFNME R2.4, R4.1; SSSA R5.1, R5.2, R8.1, R10.2; SPNP R2.2, R4.1, R4.2)

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

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. Documentary evidence and the approval process confirm the design and delivery of the programme supports students in practice across all four fields of nursing practice. Mapping to Annex A and B of the Standards of proficiency for registered nurses confirms students experience theory and practice learning. Students tell us they're confident they meet the diverse needs of people across practice placement experiences. Practice placement allocation is managed by an electronic allocation model which ensures students access practice learning across all four fields of nursing practice. The AEI provide evidence of signed practice agreements

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. The programme structure, design and delivery confirm content that's specific to fields of practice and allows students to enter the register to a single field of nursing practice nursing. The module descriptors detail how students will achieve field specific skills and expertise across the programme.

Students tell us the variety of practice learning experiences they undertake prepare them to meet the requirements for their specific field of nursing.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

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

Met

R2.8 is met. There's mapping to field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. Curriculum design is thematic with law, safeguarding, consent, pharmacology, medicines administration and optimisation identified, students confirm they learn about these topics. PLPs and students confirm there's opportunities in practice to learn in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation.

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.

There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

Met

R2.9 Is met. The BSc has an equal balance of theory and practice learning. The BSc Honours (Hons) require students to undertake an additional academic year after completing all theory and practice hours and programme outcomes. This constitutes theoretical learning for the honours award.

Programme documentation and evidence from discussion with students and the programme team at the visit indicates a range of learning and teaching approaches across each stage of the programme. These include lectures, seminars, simulation-based learning and skills education. Module outlines provide aims, descriptors and outcomes of teaching and learning strategies.

Programme planners show when students will be based in practice and practice placements are allocated using an electronic allocation model. Processes are in place to enable students to retrieve any unmet theory and practice hours due to absence or other reasons. Students confirm practice learning opportunities and bespoke experiences working with a range of health and social care professionals enabling them to develop skills and expertise within their specialist fields.

Evidence provides assurance that the following QA approval criteria are met

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

N/A

This programme is only delivered in Scotland.

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 only.

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

Yes

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

No

It's not clear how SUCs will continue to be involved in the delivery, assessment and evaluation of the programme.

There's limited evidence of IPL within the theory content of the programme.

Programme documentation including student facing documentation and programme specifications do not include information relating to exit awards.

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

No

There's no implementation plan in place which demonstrates how practice supervisors, practice assessors and academic assessors will be prepared to supervise and support students on the programme.

Outcome
Is the standard met?

Not Met

It's not clear how SUCs will continue to be involved in the delivery, assessment and evaluation of the programme.

Condition one: The AEI must produce an implementation plan of how they intend to incorporate SUCs into the ongoing delivery, assessment and evaluation of the programme. (SFNME R1.12, R5.14; SPNP R2.1)

There's limited evidence of IPL within the theory content of the programme.

Condition two: The AEI must develop an implementation plan that demonstrates how IPL will be incorporated into the academic learning of the programme. (SFNME R1.13, R3.16; SPNP R2.1)

There's no implementation plan in place which demonstrates how practice supervisors, practice assessors and academic assessors will be prepared to supervise and support students on the programme.

Condition three: The AEI must provide a copy of the Scotland national plan on how they will implement preparation of staff for the roles of practice supervisor, practice assessor and academic assessor. (SFNME R2.4, R4.1; SSSA R5.1, R5.2, R8.1, R10.2; SPNP R2.2, R4.1, R4.2)

Programme documentation including student facing documentation and programme specifications do not include information relating to exit awards.

Condition four: The AEI must update the programme specification and student facing documentation in relation to any exit awards with NMC registration. (SFNME R3.10; SPNP R2.1)

Date: *11 February 2020*

Post Event Review

Identify how the condition is met:

Condition one:
UoS has provided an implementation plan and revised action plan which clearly identifies how SUCs will be involved in the ongoing delivery, assessment and evaluation of the programme.
Evidence:
Revised, partnership in education strategy for involvement action plan, March 2020

Partnership in education strategy for involvement curriculum implementation plan, March 2020
Condition one is met.

Condition two:
UoS has provided an implementation plan which details how IPL will be incorporated into the academic learning of the programme.
Evidence:
Implementation plan IPL in theoretical component of programme, undated
Condition two is met.

Condition three:
UoS has provided implementation plans which clearly identifies how national resources will be used to prepare practice supervisors, practice assessors and academic assessors for their roles.
Evidence:
Implementation plan practice supervisor and practice assessor roles, March 2020
Self-reflection practice supervisor and practice assessor transition document, undated
Implementation plan academic assessor role, March 2020
Condition three is met.

Condition four:
UoS has provided revised programme specifications and a revised student programme handbook which clearly detail information relating to the exit awards with NMC registration.
Evidence:
Revised, BSc Hons nursing 2020 programme specification, undated
Revised, BSc nursing 2020 programme specification, undated
Revised, programme handbook, undated
Condition four is met.

Date condition(s) met: 30 March 2020

Revised outcome after condition(s) met:

Met

Conditions one, two, three and four are met.

Standard 3. Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

Evidence that the practice learning opportunities allow students to develop

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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. The AEI in partnership with PLPs have robust procedures in place to ensure students deliver safe and effective care to a diverse range of people across the four fields of nursing.

Practice placement allocation is managed by an electronic allocation model which ensures learning opportunities for students are appropriate to deliver care to a diverse range of people across the four fields of nursing practice. There's evidence of a wide range of practice learning environments in the national health service (NHS), private, voluntary and independent organisations (PIVO). Educational audit identifies the availability of practice learning opportunities and confirms practice learning is relevant to the Standards of proficiency for registered nurses. Students undertake field specific and bespoke placements, which enable them to work with a range of allied health professional All learning experiences are recorded in the PAD. Students tell us practice placements support learning; they tell us practitioners provide appropriate learning experiences and are guiding and supportive.

Practice learning, progression, and monitoring of attendance are recorded in the PAD. Practice assessment is mapped against the proficiencies and across the seven platforms and annexes. The PAD is the mechanism for recording achievement of the proficiencies and programme outcomes at specific points in the programme. It provides the opportunity for students to reflect on their learning and the development of professional values and skills. SUCs provide feedback in the PAD; students must record their reflection on this.

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 confirm the programme ensures students will experience a variety of practice learning opportunities to meet the holistic needs of people in all ages. The practice allocation system ensures students have varied practice learning experiences. PLPs and the programme team confirm practice learning environments are audited on an18 month to two year cycle and evaluated by students after each practice placement. To evaluate and monitor practice learning the Scotland quality

management of the practice learning environment (QMPLE) is used.

Practice learning information is shared with the AEI and PLPs. Practice placement monitoring ensures there are effective mechanisms to support students raising concerns about practice learning. Academic staff undertake ongoing quality monitoring and liaise with students and practice learning staff, this can include addressing concerns. Students tell us they are aware of the process for raising a concern and how this will be addressed. Students confirm they receive feedback on actions taken as a result of reporting a concern. One student who reported a concern, confirms full support by practice learning staff, their personal tutor and the AEI counselling service.

PLPs confirm they report any issues which impact on the quality of practice learning environments raised by system regulators to the AEI. In all cases there is a partnership risk based approach which includes feedback from students and evidence from educational audits to determine the suitability of practice learning environments. Action plans are developed and are monitored in relation to student support and addressing concerns.

Documentary evidence confirms signed placement agreements are in place. Students tell us practice learning meets the requirements of the programme. They describe learning as a quality learning experience.

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. Programme documentation and the approval process confirm students experience appropriate practice learning opportunities to enable them to develop the communication and relationship management skills and the nursing procedures, as set out in the Standards of proficiency for registered nurses, within their fields of nursing practice. The taught content mapping document identifies where communication and relationship management skills are taught in the AEI and what exposure students will get in practice learning experiences. Students are assessed in these attributes in the PAD; practice supervisors and practice assessors support their development communication and relationship management skills.

There's a SUC feedback form in the PAD that provides SUC opportunity to comment on student communication skills.

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. Documentary evidence and the approval process confirm technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. The adult field of practice complies with Article 31(5) of Directive 2005/36/EC. Digital and technological literacy skills are integrated into programme themes and there's evidence they're further developed throughout the programme.

Technology enhanced and simulated-based skills are developed in partnership with a PLP skills working group. These skills are mapped to annexe A and annexe B skills in the Standards of proficiency for registered nurses. Technology enhanced learning is delivered through the use of the VLE and supports the development of theoretical learning and practice skills acquisition. Drug calculation and numeracy skills are developed using the safeMedicate e-learning resource. Students access the online national centre for simulation which supports the development of simulation-based learning. Clinical skills are further developed in a skills and simulation centre, students work in groups to practice nursing skills and procedures. OSCEs support student development in clinical skills associated with first level resuscitation. Developing these skills is embedded in scenarios enabling application to real life events in a safe environment. Skills are linked to assessment, decision-making and leadership. To further enhance simulation-based learning third year students have the opportunity to undertake intermediate support training for resuscitation on infants using infant mannikins and the assessment and support of cardiac arrest.

SUCs describe their role in simulation-based learning. Students tell us they recognise the importance of SUC contributions as effective in their preparation for practice learning and in practice learning.

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. Processes are in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. Guidance is provided for students in the practice learning handbook and PAD. There's a disability disclosure and

agreement of reasonable adjustments in practice (DDARAP) form which ensures reasonable adjustments can be identified and supported in theory and practice learning environments.

Students tell us they're encouraged to share the DDARAP form with PLPs and confirm practice supervisors and practice assessors support reasonable adjustments and report the effectiveness of these adjustments to their personal tutor.

There's documentary evidence to support the AEI and PLPs are responsive to short/medium term personal circumstances. Students tell us they feel well supported on the programme by their personal teacher, practice learning staff and peers. During practice placement their personal tutor keeps in contact using the VLE.

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 February 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4. Supervision and assessment

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

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

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

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

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

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

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

R4.7 ensure that students meet all communication and relationship management

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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)

Not Met

R4.1 is not met. Documentary evidence and the approval process confirm the AEI and PLPs have developed and agreed guidelines for the new roles of practice supervisor, practice assessor and academic assessor and how they'll be implemented. The programme team tell us about their contribution to the Scottish national approach to practice assessment group who lead the strategic approach to the implementation of the SSSA. The PAD details evidence of the responsibilities of PLPs and the programme team for practice supervision, progression and assessment. Whilst there's evidence of a strategic and

operational approach to the implementation of the SSSA, the preparation of the practice supervisor, practice assessor and academic assessor isn't clear. (Condition three) (SFNME R2.4, R4.1; SSSA R5.1, R5.2, R8.1, R10.2; SPNP R2.2, R4.1, R4.2)

Students tell us there's a range of academic support resources; they confirm they have access to this information and they're aware of university academic regulations, moderation and external examiner processes.

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)

Not Met

R4.2 is not met. Documentary evidence and the approval visit confirm there's evidence demonstrating the application of SSSA to the programme; the PAD is used to support and assess practice learning. PLPs tell us there are processes in place to identify practice supervisors and practice assessors and the preparation for the roles is underway with some PLPs. The programme team describe the national approach to the implementation of the SSSA across Scotland and how the PAD explicitly details the roles and responsibilities of practice assessors, practice supervisors and academic assessors. Some PLPs however, tell us they have a limited awareness of the role requirements and responsibilities of the SSSA. They confirm limited access to the PAD has resulted in a lack of clarity. Whilst there's confirmation that there's a partnership approach to the implementation of SSSA roles, preparation of the practice supervisor, practice assessor and academic assessor isn't clear. (Condition three) (SFNME R2.4, R4.1; SSSA R5.1, R5.2, R8.1, R10.2; SPNP R2.2, R4.1, R4.2)

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

There are processes in place to provide students with feedback throughout

the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

Met

R4.4 is met. Documentary evidence confirms there's processes in place to provide students with feedback throughout the programme to support their development. There's a formative and summative assessment strategy with a variety of assessments including group presentations, essays, seen and unseen examinations and OSCEs. Assessment feedback is given in a variety of formats. Verbal feedback supports formative assessments, electronic, written and audio feedback is given via the VLE for summative assessments.

The PAD provides opportunities for students to receive both formative and summative feedback on their progression and achievement from practice supervisors, practice assessors and SUCs.

Students confirm they receive timely feedback that is developmental and there's opportunity to review feedback with their personal tutor who monitors their academic progress for the duration of the programme.

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

Met

R4.5 is met. Appropriate mapping of the curriculum and practice learning environments ensure students have opportunities to meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult and mental health. Documentary evidence confirms there's a range of practice learning environments to ensure students gain learning experiences in the four fields of nursing practice.

Students tell us practice learning environments are varied, well managed and enable them to meet programme outcomes. PLPs provide placements for the four fields of nursing practice, students confirm practice learning ensures exposure to the 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 proficiencies and calculation of medicines

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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

No

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There's no implementation plan in place which demonstrates how practice supervisors, practice assessors and academic assessors will be prepared to supervise and support students on the programme.

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

No

There's no implementation plan in place which demonstrates how practice supervisors, practice assessors and academic assessors will be prepared to supervise and support students on the programme.

Outcome

Is the standard met?

Not Met

There's no implementation plan in place which demonstrates how practice supervisors, practice assessors and academic assessors will be prepared to supervise and support students on the programme.

Condition three: The AEI must provide a copy of the Scotland national plan on how they will implement preparation of staff for the roles of practice supervisor, practice assessor and academic assessor. (SFNME R2.4, R4.1; SSSA R5.1, R5.2, R8.1, R10.2; SPNP R2.2, R4.1, R4.2)

Date: *11 February 2020*

Post Event Review

Identify how the condition is met:

Condition three:
UoS has provided implementation plans which clearly identifies how national resources will be used to prepare practice supervisors, practice assessors and academic assessors for their roles.

Evidence:
Implementation plan practice supervisor and practice assessor roles, March 2020
Self-reflection practice supervisor and practice assessor transition document, undated
Implementation plan academic assessor role, March 2020

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Condition three is met.

Date condition(s) met: 30 March 2020

Revised outcome after condition(s) met:

Met

Condition three is met.

Standard 5. Qualification to be awarded

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

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

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

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

No

The programme team tell us students studying the BSc (Hons) programme can exit with a BSc ordinary degree as a fall-back award with eligibility for registration with the NMC. This requires successful completion and confirmation of meeting all theory and practice hours, programme outcomes, NMC Standards and proficiencies at the end of part three of the programme. Programme documentation including student facing documentation and programme specifications do not include information relating to this exit award. (Condition four) (SFNME R3.10; SPRNP R2.1)

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

No

There's no evidence in programme and student facing documentation that states there's a BSc fall-back exit award and registration with the NMC. (Condition four) (SFNME R3.10)

Outcome

Is the standard met?

Not Met

There's no evidence in programme and student facing documentation that states there's a BSc fall-back exit award and registration with the NMC.

Condition four: The AEI must update the programme specification and student facing documentation in relation to any exit awards with NMC registration. (SFNME R3.10; SPNP R2.1)

Date: *11 February 2020*

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Post Event Review
Identify how the condition is met: Condition four: UoS has provided revised programme specifications and a revised student programme handbook which clearly detail information relating to the exit awards with NMC registration. Evidence: Revised, BSc Hons nursing 2020 programme specification, undated Revised, BSc nursing 2020 programme specification, undated Revised, programme handbook, undated Condition four is met.
Date condition(s) met: 30 March 2020 **Revised outcome after condition(s) met:** *Met* Condition four is met.

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: UoS, 2020 BSc programme information session, September 2018 cohort, undated UoS, BSc (Hons) 2020-2024, flow chart VR, undated	

UoS, BSc hons nursing 2020, programme specification, undated
UoS, BSc Nursing 2020, programme specification, undated
UoS, BSc nursing and BSc (Hons) nursing clinical hours 2020, undated
UoS, Disability disclosure and agreement of reasonable adjustments in practice, undated
UoS, NHS Forth Valley, indicative content for educational preparation of practice supervisor and practice assessor roles, undated
UoS, NHS Forth Valley, quick guide to practice supervisor and practice assessor preparation and transition, undated
UoS, programme hours, BSc and BSc (Hons) nursing 2020, undated
UoS, September 2018 cohort response to questions meetings, undated
UoS, Scottish collaboration for the enhancement of pre-registration nursing, learning disability national learning outcomes paper, March 2019
UoS, responses to visitors comments,10 February 2020
Presentation by the programme team, 11 February 2020

Post Visit documentation:
Revised, partnership in education strategy for involvement action plan, March 2020
Partnership in education strategy for involvement curriculum implementation plan, March 2020
Implementation plan inter-professional learning in theoretical component of programme, undated
Implementation plan practice supervisor and practice assessor roles, March 2020
Self-reflection practice supervisor and practice assessor transition document, undated
Implementation plan academic assessor role, March 2020
Revised, BSc Hons nursing 2020 programme specification, undated
Revised, BSc nursing 2020 programme specification, undated
Revised, programme handbook, undated
Response to the conditions, 30 March 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: BSc Adult nursing, September 2017 cohort x two BSc (Hons) Mental Health nursing, September 2017 cohort x one	

BSc Adult nursing, September 2018 cohort x three
BSc Mental Health nursing, September 2018 cohort x one
BSc Mental Health nursing, September 2019 cohort x one
BSc (Hons) Adult nursing, September 2019 cohort x one

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 Health Improvement Scotland report, Highland hospice, 1 May 2019 Health Improvement Scotland report, NHS Tayside, 1 November 2017 Health Improvement Scotland report, Raigmore hospital, 17 April 2018	
If you stated no above, please provide the reason and mitigation UoS is an existing provider of a pre-registration nursing programme. Visits were not required as part of this approval visit.	
Additional comments:	

Author	Rachel Game Caroline Thomas	Date	13 February 2020
Checked by	Bernadette Martin	Date	16 April 2020
Submitted by	Lucy Percival	Date	24 April 2020
Approved by	Helen Shapcott	Date	28 April 2020