

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	University of Winchester
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	HHFT Hampshire Health Foundation Trust Dorset County Hospital NHS Foundation Trust Frimley Health NHS Foundation Trust PHT Portsmouth Health Trust Salisbury NHS Foundation Trust UHS University Hospital, NHS Foundation Trust Southampton Private, voluntary and independent health care providers'
<b>Programmes reviewed:</b> <i>(Tick all that apply)</i>	<i>Pre-registration nurse qualification leading to</i> Registered Nurse – Adult <input checked="" type="checkbox"/> Registered Nurse – Child <input type="checkbox"/> Registered Nurse - Learning Disabilities <input checked="" type="checkbox"/> Registered Nurse - Mental Health <input checked="" type="checkbox"/>
<b>Title of programme(s):</b>	BN (Hons) Nursing (Adult) BN (Hons) Nursing (Mental Health) BN (Hons) Nursing (Learning Disabilities)
<b>Academic levels:</b>	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse – Child	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7

	<p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p>								
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p>								
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p>								
<b>Date of approval visit:</b>	12 June 2019								
<b>Programme start date:</b>	<table border="1"> <tr> <td>RN – Adult</td> <td>16 September 2019</td> </tr> <tr> <td>RN – Child</td> <td>N/A</td> </tr> <tr> <td>RN - Learning Disabilities</td> <td>16 September 2019</td> </tr> <tr> <td>RN - Mental Health</td> <td>16 September 2019</td> </tr> </table>	RN – Adult	16 September 2019	RN – Child	N/A	RN - Learning Disabilities	16 September 2019	RN - Mental Health	16 September 2019
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RN - Learning Disabilities	16 September 2019								
RN - Mental Health	16 September 2019								
<b>QA visitor(s):</b>	<p>Registrant Visitor: Bernie Wallis</p> <p>Lay Visitor: Sophia Hunt</p>								

**Section two**

**Summary of review and findings**

The University of Winchester (UoW) (the university) is a long-established education institution which currently comprises of four academic faculties including the faculty of education, health and social care. The faculty provides a range of programmes including social work, community and social care studies and since 2018, physiotherapy. The university faculty structure will change as from 1 August 2019 and a new faculty of health and well-being will be created.

The programme presented for approval is a three-year full-time undergraduate pre-registration nursing programme with pathways in three fields of nursing practice; BN (Hons) nursing (adult); BN (Hons) nursing (mental health) and BN (Hons) nursing (learning disabilities). In addition, the university is seeking approved education institution (AEI) status to become a provider of NMC approved programmes. The nursing programme will be part of the education provision in the new faculty of health and well-being with an initial intake of 60 students.

The programme has been mapped to the Standards for pre-registration nursing programmes (SPNP) and the Future nurse: Standards of proficiency for registered nurses (NMC, 2018). The programme meets the requirements of the Standards for student supervision and assessment (SSSA) (NMC, 2018). The Standards framework for nursing and midwifery education (SFNME) are not met at programme level as conditions apply.

Findings of the approval process and our engagement with a range of stakeholders including students and service users and carers during the two-day approval visit confirms evidence of strong and effective partnership working between the university and stakeholders in the co-production and planned delivery of the programme at both strategic and operational level. The strength and quality of the practice learning partnerships was acknowledged by the approval panel. During visits to practice learning environments we met a range of staff and students and found managers and forthcoming practice supervisors and assessors well informed, enthusiastic and confident about supporting students from the UoW programme. At meetings with senior staff of the university, senior staff of practice learning partners (PLPs) and Health Education England (HEE) Wessex we found a clear and strong commitment to supporting the nursing programme to strengthen and help retain the local nursing workforce.

The faculty has established a small academic nursing team with a visiting professor of nursing. There's clear evidence the academic and support staff resource and expertise will be increased over the next year. The programme team have drawn on the experience and the expertise of physiotherapy and social work colleagues in the faculty to inform and develop systems and processes to support the nursing programme including an expanded placements team that will fulfil a cross faculty function. Other academic staff in the faculty will contribute to programme delivery and the wider faculty staff have been kept informed of the

nursing developments and will be fully briefed about the new programme following formal approval. We found clear evidence of the readiness of wider university staff and facilities to receive the new nursing students. There's a strong and developing formal partnership with Hampshire Hospitals NHS Foundation Trust (HHFT) which is co-located on the same site as the university campus and provides ready access to the trust teaching facilities and simulation suites for the pre-registration nursing programme.

A key feature included in the programme is the HEE 'maximising leadership learning in the pre-registration healthcare curricula', developed by the NHS leadership academy. The practice assessment documentation (PAD) and ongoing achievement record (OAR) used within the programme have been developed collaboratively with the pan-south practice learning group, coordinated by HEE Wessex. This initiative provides a consistent approach to the assessment of practice which is understood and welcomed by the PLPs we met with.

Although currently there are no UoW students in practice learning environments, UoW has been part of ongoing communication and collaborative action plans between HHFT and all associated AElS in response to issues raised in the CQC report dated 26 September 2018. Progress and completion of collaborative actions continues to be monitored providing assurance any risks to current and future students' practice. Learning is mitigated.

The programme is recommended to the NMC for approval subject to four NMC conditions.

The UoW made three recommendations, that will be reviewed by the senate academic development committee and these may become university conditions, in line with the internal programme approval processes of the institution.

Updated 12 July 2019

Evidence was provided that the changes required to meet the conditions have been made. The conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended to the NMC for approval <input type="checkbox"/> Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
	<b>Effective partnership working: collaboration, culture, communication and resources:</b>

<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>Condition four: Update all applicant information sources including the university website to ensure consistency with the programme documentation including digital and technological literacy requirements. (SPNP R1.1.4-R1.1.7; SFNME R2.6)</p> <p><b>Practice learning:</b></p> <p>Condition one: Provide a more detailed risk assessment tool and process which addresses the NMC requirements for the self-managed placement. (SFNME R2.15; SPNP R2.1)</p> <p>Condition two: In student facing documentation clarify and differentiate between the role of a practice supervisor and practice assessor and include the role of the academic assessor. (SFNME R3.5; SPNP R4.1)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition three: Provide a clear section in the programme documentation that details how all EU requirements and associated practice experiences are addressed including consistency of module hours. (SPNP R2.11)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>12 July 2019</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Review the wording of learning outcomes to ensure that they are appropriate for further and higher qualification qualifications levels two. (University recommendation)</p> <p>Recommendation two: Clarification and consistency of exit awards. (University recommendation)</p> <p>Recommendation three: Ensure consistency and accuracy of documentation. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Programme resources including staffing and facilities for teaching and simulation.</p>

	Implementation of policies and processes such as fitness for practice and recognition of prior learning (RPL).
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**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

Revised documentation provided evidence that the changes required to meet the conditions have been made.

A more detailed risk assessment and additional supporting documentation for the self-managed placement module practice experience provides evidence that condition one is now met.

A revised student programme handbook provides evidence of clarification and differentiation of the roles of practice supervisor and practice and academic assessor. Condition two is now met.

A revised skills passport submitted by the programme team provides clear evidence of how students will meet the requirements of the European Directive 2005/36/EC. Consistency of module hours are addressed in revised modules. Condition three is now met.

Programme documentation including programme web page information provides evidence that the changes in relation to programme entry requirements, including digital and technological capability are now met. Condition four is now met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	A correction was required in the summary of review and findings section of the report regarding reference to the HEE leadership feature in the programme. This correction has been made.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	12 July 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)

**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 analysis and findings from the approval visit provide strong evidence of effective partnership working between the university, the programme team, PLPs, students and service users and carers. The programme team's commitment to working with key stakeholders to co-produce, deliver and continually enhance the programme is clearly evidenced. A variety of stakeholder events were hosted by the university to ensure inclusive consultation during programme development. At the approval visit PLPs, health students (from the faculty), and service users and carers confirmed the effectiveness of the partnerships. PLP representatives described the relationship with UoW as good and are impressed with the university's ability to listen and its emphasis on developing the person.

We heard evidence from these key stakeholders that their role and contribution to programme development is valued. PLPs gave examples of how they influenced the programme design. These examples included the sequencing of skills development and associated simulation-based learning as well as the students starting their first year of practice learning experiences in community-based settings. Service users and carers told us that when they reviewed the final programme design they could see where they had influenced it. One student told us how they had influenced the use of reflection in the programme and support for students with lived experience 'as a student as a service user'.

The university is proactive and working collaboratively with existing AEIs within the Wessex region and HEE Wessex to ensure a sufficient and diverse range of practice learning experiences; a consistent approach to practice learning and assessment, and the implementation of the SSSA. The university also has a collaborative approach to educational audit and risk assessment with other AEI that share the same practice learning environments. The university has clear and comprehensive systems, processes and supporting infrastructures for programme development and delivery. There's clear investment in increasing the teaching and skills laboratory resources, placement allocation software and appropriate teaching staff to support the pre-registration nursing programme. The strategic leadership of the university are committed to the development of the new health faculty, including providing additional staffing and teaching and learning space. There are effective partnerships at a strategic and operational level. The Dean Designate attends the education and employer partnership group (EEP) chaired by HEE Wessex. Link lecturers are supporting each PLP and each learning environment has a learning environment lead (LEL). The current curriculum development group will become the practice partnership committee (PPC) with all PLPs represented including the LELs. The university is a member of the South-central academic placement partnership and engages in working groups in developing the implementation of the SSSA. There's a clear commitment from the university and its stakeholders to work together to support the programme. There are clear plans for a programme management committee, that includes service user and carer and PLP representatives and students. PLPs are enthusiastic about the implementation of the NMC 2018 standards. They reported plans to up-skill their own staff and amend internal policies to facilitate student learning across the range of skills and procedures in annexe A and B of the future nurse: Standards of proficiency for registered nurses.

A student senate/student academic council is an integral part of the university infrastructure with a staff student liaison committee within the faculty. Health students we met from the faculty confirmed that the student voice is captured and acted upon.

The university has a service user and carer group representing a wide range of health and care needs. Representatives at the approval visit told us that they feel valued and respected as experts by experience and described the programme team as being person and patient centred. The faculty are working collaboratively with the group to explore the practicalities and meaningful engagement with the new pre-registration nursing programme. The team told us, and service users and carers confirmed they will be involved in the delivery and assessments of the modules.

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

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 programmes (NMC, 2018).

**Findings against the standard and requirements**

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

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

YES  NO

- 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

R1.1.4-R1.1.7 are not met. The stated entry requirements for the programme are inconsistent across the website and programme documentation and therefore will be unclear to applicants. (Condition four) (SPNP R1.1.4-R1.1.7, SFNME R2.6)

- 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. There are clear RPL processes in place. Applicants can claim up to 120 academic learning credits and 600 hours of experiential practice learning. This equates to the first year of the BN programme and is in line with the NMC maximum of up to 50 percent of RPL.

A comprehensive mapping document provides a robust process for assessing applicants' claims against the Standards of proficiency for registered nurses (NMC, 2018) and programme learning outcomes.

Exemptions to the university RPL policy supports the process and involvement of the external examiner is made explicit.

- 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. Programme documentation clearly states that registered nurse can claim up to 66 percent RPL which equates to 1400 practice hours of experiential learning and 240 academic credits. Mapping against the Standards of proficiency

for registered nurses and programme learning outcomes form the basis of the RPL claim.

Exemption to the university regulations identifies registered nurses are able to claim more than 50 percent RPL.

RPL applications are reviewed by the admissions lead and programme lead. They are then reviewed by the central quality team and an external examiner for the 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. There's comprehensive mapping of digital and technological literacy indicative content detailed in the programme documentation. The university has adopted the collaborative pan-south agreed OAR and PAD. Both documents are clearly linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. The module specifications evidence that students are required and supported to continuously develop their abilities in numeracy, literacy, digital and technological literacy in order to meet the NMC requirements and programme outcomes.

The virtual learning environment CANVAS is used to support programme learning and acts as a communication medium between the programme team and students. Interactive technology is used to support learning, teaching and assessments including blogs, vlogs and the on-line medicines management system Safe Medicate. Simulation based learning also aids the students technological and digital skills development. Health numeracy is tested in each year of the programme with opportunities for repeat testing. In the practice learning environments students learn to use SYSTEM ONE and RIO that support patient and service user care delivery.

**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**

Not applicable as this programme has never been provided by the university and therefore has no previous students.

*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**

This programme has never been provided by the university before and therefore has no previous students.

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

**YES**  **NO**

R1.1.4 - R1.1.7 are not met.

The stated entry requirements for the programme are inconsistent across the website and programme documentation. The information is currently not clear and transparent to applicants. (Condition four)  
(SPNP R1.1.4 - R1.1.7; SFNME R2.6)

**Outcome**

**Is the standard met?**

**MET**  **NOT MET**

R1.1.4 - R1.1.7 are not met. Confirmation on entry to the programme is required of capability in numeracy, and literacy skills, English language proficiency and digital and technological literacy. However, the stated entry requirements for the programme are inconsistent across the website and programme documentation and doesn't meet SFNME R2.6 as the information is unclear to applicants.  
(Condition four)

Condition four: Update all applicant information sources including the university website to ensure consistency with the programme documentation including digital and technological literacy requirements. (SPNP R1.1.4 - R1.1.7; SFNME R2.6)

**Date:** 29 June 2019

**Post event review**

**Identify how the condition(s) is met:**

Condition four: The programme team provided revised programme documentation and website information that evidences the changes required to meet condition four. All sources of applicant entry information to the programme have been updated. This includes the requirement for digital and technological literacy capability and how this is determined. These requirements are clearly specified on the revised university website applicant information details. This information demonstrates consistency with the updated programme specification. The evidence provides assurance that entry requirements to the programme including digital and technological literacy are comprehensive and consistent. Condition four is now met.

**Evidence:**

UoW, BN Hons nursing, revised website applicant information, undated  
UoW, BN Hons nursing programme specification, version eight, 2019

**Date condition(s) met:**

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

Condition four is now met.

Assurance is provided that the SPNP R1.1.4- R1.1.7 are now met.

Assurance is provided that the SFNME R2.6 is now met.

**Standard 2: Curriculum**

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

*Standards framework for nursing and midwifery education specifically:*

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

R5.1 - R5.16.

*Standards for student supervision and assessment specifically:*

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

### Findings against the standard and requirements

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

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

YES

NO

R2.1 is not met. We found SFNME R2.15 isn't met. We found there's a four-week formative 'self-managed placement experience' module with a written summative assessment, a reflection on the practice experience, in year two of the programme. The practice learning hours of this module are formative and contribute to the overall programme hours. This experience may be undertaken anywhere in the UK or outside of the UK and there's evidence of a risk assessment as part of the preparatory arrangements. However, this risk assessment on its own doesn't provide assurance of compliance with SFNME R2.15 in relation to the NMC requirements for all periods of learning undertaken outside the UK. The current risk assessment focuses on health and safety, this needs to be developed further to incorporate appropriate arrangements for student learning. For example, the supervision and support for student learning by appropriately qualified and experienced individuals including capacity, programme information and briefing resources for staff supporting the student, public liability insurance and key policies. (Condition one) (SPNP R2.1, SFNME R2.15)

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

YES  NO

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

YES  NO

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

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

MET  NOT MET

R2.4 is met. Documentary evidence and findings at the approval visit provides assurance that the programme will support students to gain experience across the four fields of nursing practice in theory and practice. There's shared learning in the core generic modules which apply across the four fields of nursing practice. Clear reference is made within the module specifications to care across the lifespan care which provides assurance that all students will develop knowledge of the child field of nursing practice. A teaching plan template necessitates the module leader to specify how the module learning outcomes and content reflect all four fields of nursing practice and provide reasons if all fields aren't reflected in the delivery. Scheduled teaching sessions in the university address the other fields including maternity care. This approach was confirmed by the programme team.

Students have one other 'field' practice learning experience and exposure to the remaining two fields are gained through opportunistic learning in the practice

learning setting. This opportunistic learning is identified with the practice supervisor and recorded in the PAD.

The programme adopts a hub and spoke practice learning allocation model. All students are supported to gain experience across the four fields of nursing practice through their hub and spoke approach. These learning experiences are recorded in the south PAD and clinical skills passport. Practice staff we met confirmed this and gave examples of experiences they enable students to gain in the other fields. They provide students with advice regarding insight visits and opportunities for achieving a greater understanding of and exposure to the other fields of nursing practice.

- 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. The programme documentation and evidence provided by the programme team, PLPs and service users at the approval visit provide assurance that the programme will prepare students to enter the register in their chosen field of nursing practice. The programme incorporates core generic modules and two field specific modules. Field specific learning outcomes and content are included in the relevant module descriptors. Each generic module also has at least one learning outcome that applies to the students chosen field of nursing practice. Small group activities and at least two seminars in the generic modules are applied to the students chosen field.

Students are allocated to hub practice learning experiences throughout the programme according to their chosen field. There's clear evidence of comprehensive skills mapping incorporating annexe A and B of the Standards of proficiency. This mapping includes a skills passport for each field of nursing practice which is linked to the field specific modules. The passport clearly demonstrates how the skills are developed to a greater depth appropriate to the specific field of nursing practice.

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

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

**YES**  **NO**

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

**YES**  **NO**

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

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

**MET**  **NOT MET**

R2.8 is met. Mapping of the Standards of proficiency for registered nurses and module specifications clearly identify where the law, consent, pharmacology and medicines administration and optimisation are taught and assessed within the students chosen field of nursing practice.

A separate mapping document evidences how safeguarding is addressed in each year of the programme and applied to the students chosen field.

- 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. Documentary analysis and findings at the approval visit evidence an equal balance of theory and practice in the programme. The designated hours are identified in the module descriptors and practice learning allocations. Simulation is included in the practice modules and accounts for 120 hours of the overall programme. We are assured by the programme team and PLP that provides shared teaching facilities that the design and delivery of simulation-based practice learning hours has been carefully planned and that sufficient resources are in place. The number of theory and practice hours are clearly specified for each part of the programme providing full assurance that the NMC and EU requirements will be achieved by the end point. The programme team and placements manager described the mechanisms in place to ensure achievement of the required programme hours.

Learning and teaching strategies are clearly specified in the programme documents as are modules learning outcomes and indicative content. Half of the modules are dedicated to practice learning which are underpinned by the hub and spoke model combined with students following service user pathways to form the structure of the practice learning experiences. The practice allocation model varies by field of nursing practice and provides assurance that each student will demonstrate achievement of the designated hours. Student facing information is of

a high standard and provides clear guidance to students of what to expect within the programme.

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

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

YES  NO  N/A

The programme is delivered in England.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11).

YES  NO

R2.11 is not met. We found, programme outcomes are mapped against content for nurses responsible for general care, the adult field, including theoretical and clinical instruction. However, the specific content is not fully included in module specifications for the adult nursing field such as general and specialist medicine and general and specialist surgery. The practice learning experiences for the adult nursing field are detailed separately but don't include all the EU requirements. Evidence of achievement of the EU Directive requirements is recorded in the skills passport, PAD and OAR but aren't fully explicit to provide assurance students will meet the requirements for entry to the register in the adult field of nursing practice. There are inconsistencies between the learning hours in the learning disabilities module specifications in contrast to the module specifications for the other fields. This must be addressed to provide assurance the overall programme for each field of nursing practice meets the 4600 hours required within the EU Directive. (Condition three) (SPNP R2.11)

- 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

This programme leads to NMC registration in only one field of nursing practice.

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

YES  NO

This programme only leads to NMC registration.

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

SPNP R2.1 is not met. We found the year two 'self-managed placement experience' module requires a risk assessment completed as part of the preparatory arrangements. However, this risk assessment on its own doesn't clearly demonstrate compliance with the NMC requirements for all periods of learning undertaken outside the UK as specified in SFNME R2.15. (Condition one) (SPNP R2.1, SFNME R2.15)

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**

SPNP R2.1 requires that the programme meets the SFNME. The 'self-managed placement experience' module may be undertaken anywhere in or outside of the UK. The risk assessment that's part of the preparatory arrangements for this practice experience doesn't ensure compliance with the NMC requirements all periods of learning undertaken outside the UK and therefore doesn't meet SFNME R2.15. (Condition one)

Condition one: Provide a more detailed risk assessment tool and process which addresses the NMC requirements for the self-managed placement. (SPNP R2.1, SFNME R2.15)

SPNP R2.11 requires that the content for nurses responsible for general care Directive 2005/36/EC leading to registration in the adult field of nursing practice is mapped in the programme. A range of mapping is provided across the programme documentation. However, it isn't clear that all this content including associated practice learning experiences are addressed in the programme for the adult nursing field. In addition, the total module hours across the learning disabilities route differs from the other field routes and doesn't meet the EU Directive hours. (Condition three)

Condition three: Provide a clear section in the programme documentation that details how all EU requirements and associated practice experiences are addressed including consistency of module hours. (SPNP R2.11)

**Date:** 26 June 2019

**Post event review**

**Identify how the condition(s) is met:**

Condition one: The programme team provided revised as well as additional documentation that evidences the requirements to meet condition one. A more detailed risk assessment tool based on the university policy, guidelines and

procedures is part of a wider package of information provided. The risk assessment includes requirements for appropriately qualified and experienced supervisory staff to support the student, core organisational policies and an indemnity statement. The information package also includes an introductory letter to the host practice learning environment which has embedded information links about the programme. There is information and resource links and requirements for the practice supervisor and assessor including the following; programme information, the SSSA, the Code and the relevant part of the programme PAD. A detailed application process to be undertaken by the student has also been provided linking the aims of the self-managed placement module. The evidence provides assurance of compliance with the NMC requirements for practice learning for all periods of learning undertaken outside of the UK.

Condition one is now met.

Evidence:

UoW self-managed placement student application process including guidelines, undated

UoW updated risk assessment tool, undated

UoW nursing programme, introductory letter to host placement, undated

UoW fieldwork and overseas travel; health and safety policy and guidance version 1.3.1, 25 August 2017

Condition three: The programme team provided a revised nursing skills passport and relevant updated module specifications that evidence the changes required to meet condition three. The revised skills passport comprehensively incorporates all of the minimum requirements students must meet in relation to the European Directive 2005/36/EC. The document specifies both theoretical and clinical instruction as well as practice learning experiences. The requirements for adult nursing students are clearly identifiable. Evidence of achievement of the requirements is recorded and verified in the skills passport. Updated module specifications for the learning disabilities pathway reflect consistency with the modules hours in the other pathways and the EU Directive. The evidence provides assurance that all of the European Directive 2005/36/EC for the adult nursing field of nursing practice and EU Directive hours are met across all pathways in the programme. Condition three is now met.

Evidence:

UoW updated BN Hons nursing skills passport, version three, 2019

UoW BN Hons nursing updated module specifications, various, undated

**Date condition(s) met:** 12 July 2019

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

Conditions one and three are now met.

Assurance is provided that the SPNP R2.1 and R2.11 are met.

Assurance is provided that the SFNME R2.15 is met.

**Standard 3: Practice learning**

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

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

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

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

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

R3.1 is met. Programme documentation and findings at the approval visit provide assurance that practice learning opportunities will allow students to develop and meet the Standards of proficiency for registered nurses across the four fields of nursing practice. The programme team and the placement allocation planner for each field confirms students have one scheduled placement in another field of nursing practice. Spoke experiences combined with opportunistic learning enables students to gain experience in the remaining fields. These experiences are recorded and verified in the student's practice documentation.

Over the two-day approval visit we found the clinical managers and future practice supervisors and assessors we met are very confident about providing a wide range of learning opportunities to enable students to meet the care needs of a diverse range of people. The programme team and PLPs told us they'll work with individual students to help them tailor their own practice learning experiences to enable them to meet the Standards of proficiency for registered nurses. This includes support to plan a self-managed placement in year two of the programme. The PLPs told us how they work collaboratively with the programme team to ensure that students practice learning experiences will be safe and effective. They confirmed the hub and spoke model is used to structure practice learning experiences which when combined with following the patient/service user journey reflects an integrated care model. The PLPs provided examples of the diversity of opportunities they make available including exposure to the other fields of nursing practice. The diversity of learning experiences is captured in individual placement profiles and educational audits available to students for each practice learning environment. We viewed examples of these for each placement we visited.

HEE Wessex provides guiding principles to inform learning in practice environments to maximise student learning opportunities and achievement.

- 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 analysis and findings at the approval visit confirms the hub and spoke placement allocation model is designed to ensure students are allocated to a variety of practice learning experiences to meet the holistic needs of

people of all ages. The university placement team allocates placements according to the experiences required to meet the Standards of proficiency for registered nurses in the student's chosen field of nursing practice. Achievement of the proficiencies is monitored through the south PAD and OAR and includes feedback from service users and carers about the care the student has provided to them.

Processes for assessing, monitoring and evaluating the quality and standard of the practice learning environments used within the programme include educational audit and student evaluation of practice learning experiences. AEIs that share the same practice learning environments have access to educational audit outcomes through the south-central academic placement partnership group. The university placement manager and HEE Wessex work in partnership with PLPs to ensure that the number of students allocated to an area corresponds with audited numbers and current capacity to ensure patient safety and practice learning is not compromised. Each learning environment has a LEL who will be part of the university practice partnership committee that will have oversight of the quality of the practice learning. These processes were confirmed by the programme team, the LELs and the PLPs.

Faculty students and PLP representatives confirmed the process for evaluating students experiences of their practice learning. We saw evidence of student evaluations in practice learning environments we visited. One PLP told us about their senior professionals committee which has student nurse representatives which captures feedback about student learning experiences. All of the students we met are aware of how to raise or escalate concerns regarding any aspect of their practice learning experiences including concerns about care.

The programme team, PLP senior nurses and HEE Wessex told us that when there are adverse outcomes of external quality reviews they assess the risks to students practice learning and develop action plans when required to address concerns. UoW is part of ongoing communication and collaborative action plans between HHFT, HEE Wessex and other AEIs in response to the adverse findings detailed in the CQC report dated 26 September 2018. They provided assurance that any risks to current and future students' practice learning is mitigated.

There are clear processes for identifying and managing any cause for concern about a students conduct, behaviour and achievement. PLPs, LELs and future practice supervisors and assessors gave examples of how they manage concerns about students and concerns raised by students as well as the importance of engaging with the university. A UoW link lecturer supports each PLP and is a point of contact for students practice staff.

- 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. The communication and relationship management skills and nursing procedures set out in the Standards of proficiency for registered nurses are clearly mapped against the modules and skills passport. There are comprehensive skills passports for each field of nursing practice which clearly illustrate the nursing procedures and the range and depth of communication and relationship management skills development appropriate to the students chosen field. The passports provide a guide for the students and practice supervisors and assessors and are used to assess and record achievement alongside the south PAD.

The programme team and future practice assessors and supervisors we met provided assurance of how they will facilitate and assess communication and relationship management skills at an appropriate level for the students chosen field of nursing practice. The PLPs told us that they are currently identifying and amending trust policies to include the student's role in relevant procedures as appropriate.

- 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**  **NOT MET**

R3.4 is met. Documentary evidence and findings at the approval visit provides assurance interactive technology and simulation-based learning are used effectively and proportionately to support learning and assessment in the programme and comply with the EU directive. The virtual learning environment CANVAS, blogs, vlogs and the on-line medicines management system Safe Medicate are used to support learning, teaching and assessments. Clinical managers told us students learn to use SYSTEM ONE and RIO in the practice learning environment that support patient and service user care delivery. The programme team confirmed simulation-based learning will be used to develop students' clinical skills in nursing procedures using increasingly complex based case studies as the programme progresses. We visited the simulation facilities which use a range of high and low fidelity technology. On line learning, teaching and assessment is an integral part of the programme delivery. Service users and carers told us they expect to be involved in the simulation-based learning and assessment.

- 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. There's comprehensive evidence of clear processes in place to ensure that students' individual needs and personal circumstances are accounted for within placement allocations. There's a clear operating procedure and flowchart to follow. The south PAD and educational audit also ensure reasonable

adjustments are considered and recorded. There's clear signposting for students in the programme handbook to the range of supportive services available.

The university placements manager told us that student choice and reducing travel time will inform an individualised approach to the allocation of practice learning experiences for the pre-registration nursing programme. This approach has been trialed and has worked well for the university physiotherapy programme.

PLPs gave examples of making reasonable adjustments for students. The students we met in the university and during visits to practice learning environments report positive experiences of their personal circumstances and reasonable adjustments being considered when allocated to practice learning environments.

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

**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: 30 June 2019

**Standard 4: Supervision and assessment**

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

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

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

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

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

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

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

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

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

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

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

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 analysis and findings at the approval visit confirm that students are supported in learning, teaching and assessment by appropriately qualified academic staff. There's a clear faculty plan and commitment from the university to appoint additional academic staff for the programme over the next academic year.

Students are allocated a personal tutor who provides pastoral support and monitors ongoing progression throughout the programme. All staff and service users who input into the programme are required to complete equality and diversity training and this was confirmed by the stakeholders we met.

We are assured from the documentary evidence and from PLPs we met that implementation plans are underway to prepare and support future practice supervisors and practice and academic assessors for new roles in supporting students learning and assessment in practice. However, we found the information in the programme handbook is unclear about the new roles and they ways in which they will support and assess students. The handbook doesn't clearly differentiate the role and responsibilities of the practice supervisor and the practice assessor. In addition, there's no clear information provided regarding the role of the academic assessor. This lack of clear information for students about the support, supervision and assessment when they are in practice learning environments doesn't meet the requirements of the SFNME. (Condition two) (SFNME R3.5, SPNP R4.1)

The LELs will work collaboratively with named link lecturers attached to each practice learning environment in providing appropriate support to practice supervisors and practice assessors. Clinical staff we met during the practice visits told us that UoW staff are already actively engaging with staff in the practice learning environments.

The south PAD and associated guide provide a robust framework and consistent approach for practice learning and assessment of the proficiencies for students, practice supervisors and practice and academic assessors. Academic staff, prospective practice supervisors, assessors and LELs provided examples of how they identify students individual learning needs and ensure objective assessment of the students.

Clear processes are in place to enable students and educators to raise concerns or complaints.

PLP representatives described a range of support mechanisms for students, including regular forums to capture their feedback and address any issues when in the practice environment.

- 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 met. Documentary analysis and findings at the approval visit confirm SSSA implementation plans are well underway. There's a university SSSA implementation plan which complements the HEE Wessex SSSA plan which guides and informs the PLP local implementation plans. HEE working with PLPs have mapped the placement and current mentor capacity to inform practice learning opportunities and ensure a sufficient supply of practice supervisors and assessors.

All placement agreements have been signed between UoW and PLPs demonstrating commitment to ensuring the NMC standards are met. The educational audit of practice learning environments now incorporates the requirements of the SSSA to ensure these standards are being met.

There are clear role specifications for the practice supervisor, practice assessor and academic assessor. Supported time to fulfil the additional responsibilities of the academic assessor role and ongoing development needs was confirmed by the faculty senior team and is incorporated into the UoW workload model. PLPs confirm that the supported time required for practice supervisor and assessor preparation and ongoing support and development to fulfil their roles is incorporated into the staff appraisal and re-validation process.

There are processes in place for the allocation of students to practice supervisors and practice and academic assessors. We found arrangements for communication and engagement between the roles to ensure continuity in practice learning and assessment of students is understood by the PLPs and the academic staff we met. Future practice supervisors and assessors told us that communication between the roles will be straightforward through regular meetings with the student. These processes are clearly outlined in the programme documentation. PLPs confirm the LEL for each practice learning environment provides support to practice supervisors and assessors and students. The LEL liaises with the link lecturer and academic assessor as appropriate. LELs across the area have regular meetings as a strategic group, ensuring standards for practice learning are being met and enhanced.

PLPs told us that they've been involved in the development of the programme and the LELs have kept them informed about the SSSA. PLPs told us how they influenced and guided the development of the programme in relation to the different skills required for the different fields of nursing practice.

The documentary analysis and discussion at the approval visit provides assurance that there are processes in place to identify practice assessors and practice supervisors and prepare them for their role. A HEE Wessex task and finish group has identified support and preparation for the practice supervisor and practice assessor roles. PLPs confirmed current mentors are already undertaking practice assessor preparation, based on the south Wessex guidance and principles document. HEE Wessex confirmed that one third of the nursing workforce have

already been prepared as practice assessors and supervisors. All current mentors we met confirmed they have either completed the transition training to become practice assessors or are booked to complete it. Supervisors are also being prepared through supported learning. A new practice assessor and practice supervisor course is currently in development for roll out in the autumn which is designed for newly qualified nurses who have had no previous mentor experience. PLPs told us that the majority of practice supervisors will initially be NMC registrants however they are working proactively to expand the number of supervisors who are health and social care professionals from other disciplines. All health and social care professionals will be able to access the same preparation training to supervise nursing students. The PLPs also told us that they intend to keep a database of practice assessors and supervisors and annual updates will be maintained.

**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. Mapping of formative and summative assessments through the programme is clearly detailed in the programme documentation providing opportunities for feedback on student's performance and achievement. Feedback and feed forward are integral parts of the assessment strategy. Feedback is also provided within and at the end of teaching sessions, via tutorials, from the personal tutor and through personal and professional development planning that the student engages in throughout the programme. PLPs and students we met during practice visits told us feedback is also a feature of practice learning and assessment. The PAD and OAR incorporates feedback from service users and carers, peers and other health and social care professionals. The faculty students we met at the approval visit told us that feedback on their academic work was timely, clear and helped them to improve.

- 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. Comprehensive mapping of the programme outcomes and Standards of proficiency for registered nurses including the skills and procedures in annexe A and B is provided and illustrates how these are met for each of the fields of nursing practice. The south PAD is also clearly mapped against the proficiencies. PLPs told us they are reviewing and updating their policies and the upskilling/reskilling needs of their staff to enable students to learn and practice these skills and procedures.

A placement planner for the mental health and learning disabilities pathways across the three years demonstrates a range of care settings across the age continuum. The placement planner for the adult pathway also demonstrates a range of care settings. We are assured that opportunities for working with children are also a part of the planned journey in the adult pathway and this is monitored in the skills passport.

**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 requires that students are supervised and supported in practice learning in accordance with the SSSA. The information provided in the student handbook doesn't differentiate between the roles of the practice supervisor and practice assessor and lacks information about the academic assessor role. The information for students is unclear and doesn't provide assurance that support, supervision, learning, and assessment complies with the SFNME. (Condition two) (SFNME R3.5, SPNP R4.1)

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

YES  NO

**Outcome**

**Is the standard met?**

MET  NOT MET

The programme handbook doesn't clearly differentiate the role and responsibilities of the practice supervisor and the practice assessor or detail the role of the academic assessor. This information for students about the support, supervision and assessment when they are in practice learning environments is unclear and doesn't meet SFNME R3.5 and SPNP R4.1. (Condition two)

Condition two: In student facing documentation clarify and differentiate between the role of a practice supervisor and practice assessor and include the role of the academic assessor. (SFNME R3.5, SPNP R4.1)

**Date:** 30 June 2019

**Post event review**

**Identify how the condition(s) is met:**

Condition two: Revised documentation provided by the programme team evidences the required changes to meet condition two. A revised student programme handbook clearly identifies and differentiates the roles of practice supervisor and practice assessor. Details of the role of the academic assessor is also clearly specified. The evidence provides assurance that information for students about the support, supervision and assessment when they are in practice learning environments is clear and comprehensive. Condition two is now met.

Evidence:

UoW updated BN Hons nursing student programme handbook, version nine, 2019

**Date condition(s) met:** 12 July 2019

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

Condition two is now met.

Assurance is provided that the SPNP R4.1 is met.

Assurance is provided that the SFNME R3.5 is met

**Standard 5: Qualification to be awarded**

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

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

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

**Findings against the standards and requirements**

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

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

YES  NO

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

YES  NO

**Fall Back Award**

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

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

YES  NO  N/A

There are no fall-back exit awards with NMC registration.

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

	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 30 June 2019		

**Section four**

**Sources of evidence**

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

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

Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>Exemptions to university regulations for the pre-registration nursing programme, 15 May 2019</p> <p>Presentation from the Dean Designate including faculty plan and timeline for additional staffing resource for the pre-registration nursing programme, 13 June 2019</p> <p>Post event to evidence the conditions are met.</p> <p>UoW self-managed placement student application process including guidelines, undated</p> <p>UoW updated risk assessment tool, undated</p> <p>UoW BN nursing programme, introductory letter to host placement, undated</p> <p>UoW fieldwork and overseas travel; health and safety policy and guidance 1.3.1, 25 August 2017</p> <p>UoW updated BN Hons nursing student programme handbook, version nine, 2019</p> <p>UoW updated BN Hons nursing skills passport, version three, 2019</p> <p>UoW BN Hons nursing updated module specifications, various, undated</p> <p>UoW BN Hons nursing, revised website applicant information, undated</p> <p>UoW BN Hons nursing programme specification, version eight, 2019</p>		

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

There isn't a separate practice learning handbook for practice supervisors and assessors specific to the programme or academic assessor focused information. All relevant information is integrated into the one practice learning handbook.

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please identify cohort year/programme of study:

During practice visits we met the following students from other AEIs;

2 x final year learning disabilities students

2 x final year adult

1 x first year adult

1 x first year children's nursing students

We also met in the university x 8 UoW physiotherapy students

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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, state where visited/findings:</p> <p>Avalon house, community nursing team, Southern Health NHS Foundation Trust</p> <p>Avalon house, community mental health team, Southern Health NHS Foundation Trust</p> <p>Melbury Lodge, Southern Health NHS Foundation Trust</p> <p>Community learning disabilities team, Poles Copse, Southern Health NHS Foundation Trust</p> <p>Clarke Ward, Hampshire Hospitals NHS Foundation Trust</p> <p>Kemp Welch Ward, Hampshire Hospitals NHS Foundation Trust</p>		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list</p> <p>System Regulator Reports List</p> <p>CQC quality report Hampshire Hospitals NHS Foundation Trust, 26 September 2018</p>		
<p>If you stated no above, please provide the reason and mitigation:</p>		
<p>Additional comments:</p> <p>Day one practice visits, meetings with; clinical managers x 8; future practice supervisors and assessors x 2</p> <p>Senior manager for HHFT teaching and simulation facilities</p> <p>Day one university meetings with; Vice Chancellor, Dean designate and senior faculty staff; university senior librarian</p>		



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**Issue record**

**Final Report**

Author:	Bernie Wallis	Date:	17 June 2019
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Approved by:	Leeann Greer	Date:	28 August 2019
Submitted by:	Holly Stallard	Date:	22 August 2019