

Programme approval visit report

Section one

Programme provider name:	University of York
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Harrogate & District NHS Foundation Trust Humber NHS Foundation Trust Leeds & York Partnership NHS Foundation Trust South West Yorkshire Partnership NHS Trust Tees, Esk & Wear Valleys NHS Trust York Hospitals NHS Foundation Trust Private, voluntary and independent health care providers
Programmes reviewed: <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 checked="" type="checkbox"/> Registered Nurse - Learning Disabilities <input checked="" type="checkbox"/> Registered Nurse - Mental Health <input checked="" type="checkbox"/>
Title of programme(s):	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Mental Health) BSc (Hons) Nursing (Learning Disabilities) BSc (Hons) Nursing (Child) MNursing (Adult) MNursing (Mental Health) MNursing (Learning Disabilities) MNursing (Child)
Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" 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 checked="" type="checkbox"/> Level 6 <input checked="" 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 - Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" 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 - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" 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								
Date of approval visit:	13 June 2019								
Programme start date:	<table border="1"> <tr> <td>RN – Adult</td> <td>30 September 2019</td> </tr> <tr> <td>RN – Child</td> <td>30 September 2019</td> </tr> <tr> <td>RN - Learning Disabilities</td> <td>30 September 2019</td> </tr> <tr> <td>RN - Mental Health</td> <td>30 September 2019</td> </tr> </table>	RN – Adult	30 September 2019	RN – Child	30 September 2019	RN - Learning Disabilities	30 September 2019	RN - Mental Health	30 September 2019
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QA visitor(s):	Registrant Visitor: Isobel Ryder Lay Visitor: Caroline Thomas								

Section two

Summary of review and findings

The department of health science (DHS), university of York (UoY), programme team presented programme documentation for the approval of the three-year full-time BSc (Hons) programme in adult nursing, mental health nursing, learning disabilities nursing and child nursing and the four-year full-time MNurse programme in adult nursing, mental health nursing, learning disabilities nursing and child nursing. All students on all programme routes undertake the same core modules across the four fields of nursing. Students specialise in their fields within practice learning placements.

Documentation for each route indicates the curriculum content, modes of delivery and practice learning experiences are designed to meet the new Nursing and Midwifery Standards: NMC (2018) Standards for pre-registration nursing programmes (SPRNP); NMC (2018) Future Nurse: Standards of proficiency for registered nurses and NMC (2018) Standards for student supervision and assessment (SSSA). The Standards of proficiency for registered nurses (NMC, 2018) are detailed and mapped in the programme.

A model has been devised for practice learning. Practice learning partners (PLPs) have adopted the use of the Midlands, Yorkshire and East of England practice assessment document (MYEPAD). Systems are in place to enable supervision and assessment of students. There is clear separation of roles for practice assessors and academic assessors. Issues of concern relating to practice learning environments or those arising from the care quality commission (CQC) are managed by effective communication between the programme team and PLPs and mitigate any risks to student learning. There's good evidence of a shared PLP approach to the preparation of practice supervisors, practice assessors and academic assessors.

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME). Arrangements at programme level meet the Standards for student supervision and assessment.

The programme is recommended to the NMC for approval subject to two conditions. The university made one condition. Visitors made three recommendations.

Updated 19 August 2019.

Evidence is provided to meet the conditions. The conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</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>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>Condition two: To clarify in student facing documentation that there is no compensation in assessment in the BSc and MNurs. (SFNME R5.16 SPRNP R2.1)</p> <p>Condition three: To clarify in applicant and student facing information the UoY's limits for recognition of prior learning (RPL) for applicants, in the context of the NMC standards. (SFNME R2.8; SPRNP R1.5, R1.6)</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: To update student facing documentation (in particular programme design documents and student handbooks) to ensure it provides an accurate and comprehensive record for prospective and current students of the programme. (University condition)</p>
Date condition(s) to be met:	21 July 2019
Recommendations to enhance the programme delivery:	<p>Recommendation one: To provide ongoing support for "legacy" students so that they are reassured that they will not be disadvantaged by the change in standards and that opportunities will be provided for them to upskill in preceptorship programmes. (University recommendation)</p>

	<p>Recommendation two: To ensure ongoing implementation of the service users and carers intention document. (SFNME R1.12)</p> <p>Recommendation three: To maintain the momentum concerning student engagement and partnership in programme development and review. (SFNME R1.12)</p>
Focused areas for future monitoring:	Service user and carer preparation for engagement in student selection processes.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:	
<p>UoY has provided revised copies of programme design documents and student handbooks for BSc and MNurse programmes which meet the requirements of condition two. Condition two is now met. (SFNME R5.16 SPRNP R2.1)</p> <p>UoY has provided revised copies of practice module descriptors programme design documents and student handbooks linked to the updated UoY RPL policy for BSc and MNurse programmes which meet the requirements of condition three. Condition three is now met. (SFNME R2.8; SPRNP R1.5, R1.6)</p> <p>Revised student facing documentation correcting typographical errors and a comprehensive record for prospective and current students of the programme is provided. This meets the university condition.</p>	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	25 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.

There is evidence in documentation and at the approval visit that the AEI is committed to robust and effective partnership working with all stakeholders including; students, service users and carers (SUC) and PLPs in the development, delivery and evaluation of the programme at strategic and operational levels. Mechanisms are in place in theory and practice learning for stakeholders to give timely feedback to students and promote their reflective learning. Quality enhancement processes between DHS and PLPs ensure evaluation and feedback is robust, recorded, and addresses any issues raised.

There's good evidence of a shared PLP approach to the preparation of practice supervisors, practice assessors and academic assessors.

Students have opportunities throughout the programme to collaborate and learn with and from academic staff, other professionals, service users and peers. Student evaluation of theory and practice elements of the programme is evidenced in programme documentation and at the visit. Students confirm they are consulted about the new programme. Examples of improvements for the new programme includes removing academic assessments whilst students are in practice learning. This contributes to a better work-life balance and aligns the programme with wider university terms. (Recommendation three) (SFNME R1.12). Students say mechanisms for feedback on action taken to improve programme provision include

the introduction of a 'You said, we did' feedback system. UoY, in conjunction with PLPs, propose not to transfer students from the current programme to the 2018 Standards for pre-registration nursing programmes but enhancements to these students' experiences are indicated, so that they align to the Future nurse: Standards of proficiency for registered nurses (2018). Current students will be prepared for and transition to the SSSA from September 2019. Students confirm they're aware of this and indicate they will be developed as practice supervisors (incorporated into the third-year preceptorship module) and as new graduates. (Recommendation one)

SU are engaged in programme development and delivery. SU describe being well prepared to work with students and feel their perspectives and contributions are valued by DHS and students. SU are consulted over new multi-mini interview selection procedures for the proposed programme but have not yet participated in the process. The programme team give assurance SU will be prepared to contribute to student selection procedures. The approval panel recommended the university continues to implement its strategy for service user engagement and monitors these developments, particularly the preparation for engagement by service users and carers in student selection processes. (Recommendation two) (SFNME R1.12)

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**
- 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 not met. There is an institution maximum of one third RPL and 25 percent (for integrated masters programmes) but this is not explicit in student facing documentation. The AEI has terms of reference for departmental RPL committees and provides mapping templates. DHS processes for RPL include external review. RPL claims are presented to and approved at an assessment board. (Condition three) (SFNME R2.8; SPRNP R1.5, R1.6)

Mapping documents and templates demonstrate robust processes for RPL. Guidance for applicants is available.

- 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 not met. There is an institution maximum of 33 percent RPL (and 25 percent for integrated masters programmes), including registered nurses seeking registration in another field, but this is not explicit in student facing documentation. The AEI has terms of reference for departmental RPL committees and provides mapping templates. (Condition three) (SFNME R2.8; SPRNP R1.5, R1.6) Mapping documents and templates demonstrate robust processes for RPL, including oversight and approval at an assessment board. Guidance for applicants is available.

- 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**

R 1.7 is met. Numeracy, literacy, digital and technological literacy are assessed on entry to the programme (admission information and through the application process) and are mapped in programme documentation. The programme team indicate a range of teaching and learning resources, for example, the virtual learning environment (VLE), library services used to further develop these skills, and this is supported by students, who indicate the resources available are helpful.

Assessment opportunities include a variety of online assessments and exams, presentations using technology and the OAR and PAD.

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

DHS and PLPs do not propose to transfer students from the current programme to the new programme but will transfer current students to the SSSA in September 2019. Students on the 2010 Standards will be in the same learning environment as students on the new programme and PLPs indicate they are able to support all students appropriately. Current students are aware they will remain on the existing pre-registration nursing programme and understand the new roles of practice supervisor and practice assessor which will be in place to support them. Students and the programme team indicate enhancements to existing students' practice learning experiences are intended to build their confidence and capabilities throughout the remainder of the programme and align them closer to the Standards of proficiency for registered nurses (NMC, 2018). Student development will include preparation as practice supervisors in the final year of the programme.

PLPs explain how they will manage SSSA for all students in the practice learning environment and provide detail about the extent and range preparation of a range of staff for new roles as practice supervisors and practice assessors.

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

Not met. There is an institution maximum of 33 percent RPL (and 25 percent for integrated masters programmes), including registered nurses seeking registration in another field, but this is not explicit in student facing documentation. (Condition three) (SFNME R2.8; SPRNP R1.5, R1.6)

The AEI has terms of reference for departmental RPL committee which provide mapping templates and considers RPL claims on an individual basis.

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

YES NO

There is an institution maximum of 33 percent for undergraduate BSc programmes (and 25 percent for integrated masters) but this is not explicit in student facing documentation. (Condition three) (SFNME R2.8; SPRNP R1.5, R1.6)

Outcome

Is the standard met? MET NOT MET

There is incomplete information for prospective and current students on the programme.

Condition three: To clarify in applicant and student facing information that the UoY's limits for RPL for applicants, in the context of the NMC standards. (SFNME R2.8; SPRNP R1.5, R1.6)

Date: 18 June 2019

Post event review

Identify how the condition(s) is met:

Condition three:

Documentation is provided clarifying UoY RPL policy and information in applicant and student facing documents linked to the UoY RPL policy for BSc and MNurse programmes which meet the requirements of condition three.

Evidence:

UoY RPL policy, 2019

Practice module descriptors, 2019

Programme design documents, 2019

Student handbooks (BSc and MN), July 2019

Condition three is met.

Date condition(s) met: 25 July 2019

Revised outcome after condition(s) met: MET NOT 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. Programme design documents and student handbooks do not clearly identify how NMC standards are met for no compensation in assessment. (Condition two) (SFNME R5.16 SPRNP R2.1)

- 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 of the curriculum shows there is an even split between theory and practice and this is confirmed by the programme team and PLPs at the visit. Students have generic shared modules for learning across fields and these are supplemented by field specific learning, delivered by subject specialists. Practice learning, in a hub and spoke model and practice placements outside of their chosen field, enables students to care for people with complex and diverse needs through the lifespan. Students and PLPs confirm that support in theory and practice learning provides experience to support the specific field 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 specifications and module descriptors provide evidence that each route enables students to enter the NMC register in a single field of nursing practice and the programme team, students and PLPs explain how differentiation between the fields is achieved, building on learning from practice. The design and delivery of all pre-registration nursing routes includes field specific mapping, across modules and practice placement planners.

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. Documentation and the approval process confirms extensive mapping in the programme design to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation, relevant to the field, is included in programme documentation and modules for all routes. External input from across all fields of nursing and PLPs is included in the curriculum development process and confirmed at the visit.

- 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. Documentation and the approval visit confirms the programme structure demonstrates an equal balance of theory and practice learning throughout the programme which meets the NMC requirements. An appropriate and detailed range of learning and teaching methods are presented in the documentation and outlined at the visit. The programme team give examples of the range of learning and teaching opportunities that will be used, including lectures, seminars, simulated practice and directed online learning activity. The programme aims are mapped to the Standards for pre-registration nursing programmes (NMC, 2018) and programme planners show how students will experience a variety of practice learning environments, including the range of practice learning opportunities and the 24 hour nature of care. PLPs and students confirm that the programme and practice placement planners support the designated hours to meet the NMC requirements.

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**

Not applicable. The programme is delivered only 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**

- 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**

Not applicable for this programme. The programme is for single field registration only.

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

YES **NO**

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

Programme design documents and student handbooks do not clearly identify how NMC standards are met particularly for no compensation in assessment. (Condition two) (SFNME R5.16 SPRNP R2.1)

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**

Programme design documents and student handbooks do not clearly identify how NMC standards are met particularly for no compensation in assessment.

Condition two: To clarify in student facing documentation that there is no compensation in assessment in the BSc and MNurs. (SFNME R5.16 SPRNP R2.1)

Date: 18 June 2019

Post event review

Identify how the condition(s) is met:

Condition two:

Documentation is provided clarifying that there is no compensation in assessment in student facing documentation.

Evidence

Programme design documents, 2019

Student handbooks (BSc and MNurs), July 2019

Condition two is met.

Date condition(s) met: 25 July 2019

Revised outcome after condition(s) met: **MET** **NOT 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. The AEI in partnership with PLPs has robust processes in place to ensure students will deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice to meet the Standards of proficiency for registered nurses. This includes making sure students experience a variety of appropriate practice learning environments, which is confirmed by PLPs and students. The allocation process takes into account the need for students to have a diverse range of practice learning placements, including community, acute and

independent sectors and takes account of the programme of study and nursing field. There's documentary evidence to support intended engagement with SUCs in the programme. This is confirmed by SUCs.

- 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. The AEI, in partnership with PLPs has robust processes in place to ensure students will experience a variety of practice learning experiences with a diverse range of people, across the four fields of nursing practice. These practice learning opportunities are audited and robustly evaluated. There are processes in place to enable escalation of concerns, including in response to care quality commission (CQC) reports, between the AEI and PLPs. PLPs and students confirm practice learning experiences offer opportunities to meet the holistic needs of people of all ages and fields. The programme development team and PLPs confirm students have opportunities to engage in a diverse range of practice placement experiences and environments enabling them to meet the holistic needs of people of all ages. Current students provide assurance that their practice learning needs are met and are of good quality. Students and PLPs support the new practice learning model. The approval visit confirms good communication exists between the university and practice learning environments to jointly monitor the quality of the learning environment using the regional audit tool, manage risk and enable student progression. UoY initiate audits of practice learning environments. Audits are undertaken in consultation with all professions and other AEIs using that practice placement. Link lecturers visit and support students on practice placement. Documentation and evidence from the approval panel indicates there's appropriate procedures for assessing and monitoring practice learning experiences, including systems for raising and escalating concerns. All practice placements are audited for use by the university. Students complete practice evaluations and have opportunities to feedback on their experiences in various forums. There are regular practice placement and partnership meetings to monitor the practice learning opportunities available and student experiences.

- 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. Partnership working between the AEI and PLPs ensures practice learning opportunities are provided for 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. Programme documentation, including planners for each field of

nursing and findings at the approval visit confirm students experience appropriate practice learning opportunities for them to develop communication and relationship management skills and nursing procedures, as set out in the Standards of proficiency for registered nurses across the four areas of nursing and within their chosen field of nursing practice. Students, practice supervisors and practice assessors can access the skills required at each progression point which are detailed in MYEPAD. Time is built in at the end of each academic year for students to retrieve unmet practice learning hours. PLPs perceive plans to retrieve limited practice learning hours is manageable. Mechanisms are in place to enable a student to interrupt studies, if required.

- 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. Programme documentation and findings at the approval visit indicate technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Technology-enhanced learning is supported through the VLE and student completion of electronic MYEPAD, including compliance with Article 31(5) of Directive 2005/36/EC in the adult field.

There is clear documentary evidence of technology-based teaching, learning and assessment, including low, medium and high-fidelity simulation to support practice learning and this is confirmed by students and PLPs. The programme team have reviewed best practice in simulated learning and include more opportunities for this in the new programme. Students confirm existing simulation learning arrangements enable them to rehearse skills and develop confidence in clinical learning tasks. They receive feedback from staff. Service users contribute providing feedback to students in simulation-based learning, including objective structured clinical examinations and interpersonal skills and this is increased in the new simulation strategy. The university seeks to use up to 15 percent practice learning time for simulations, across the first three years of the programme.

- 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 documentary evidence that individual needs and personal circumstances are considered when allocating practice learning and this is confirmed by students at the approval visit. Individual learning needs are recognised and supported through the programme. There is a mitigating circumstance process and students say there is support available. The programme team explain when reasonable adjustments are required for individual students, the link lecturer contacts the practice learning environment and is involved in the

induction of students. Students confirm they're aware reasonable adjustments can be made for disability.

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: 18 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, R3.8, 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 met. The AEI works in partnership with a large number of PLPs and has robust processes in place to monitor the support, supervision, learning and assessment available. Partnership agreements detail roles and responsibilities of each organisation. Processes comply with the NMC Standards framework for nursing and midwifery education. These are confirmed by the programme team and PLPs, who give examples of how they are developing their staff to support the requirements of the new programme. There is support in theory and practice learning environments for students' health and wellbeing, provision of IT support,

enabling services, and library services. Students are supported by a personal academic tutor. There's evidence of student support services for anyone needing help with learning or other needs. Students say they're supernumerary in practice learning placements and are confident about processes for raising concerns in practice and related support.

- 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. The AEI, in partnership with PLPs has a robust framework for monitoring and reviewing student progress. At the approval visit the practice supervisor, practice assessor and academic assessor roles were discussed and all PLP representatives have a clear understanding of role requirements to meet the Standards for student supervision and assessment (NMC, 2018). The AEI and PLPs confirm mentors will take on practice assessor or practice supervisor roles and the programme management team will identify academic staff who will take on the role of academic assessor. The academic assessor role forms part of personal development plans for AEI staff. To ensure equitable support in practice a placement learning charter is used throughout the region. This is available to students, PLPs and academic staff. PLPs confirm preparation for the roles of practice supervisor and practice assessor has started through a series of conjoint preparation events, which include developing allied health professionals to become practice supervisors.

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. A partnership agreement exists in relation to support and supervision of students in practice and practice assessors monitor, support and assess students through the OAR and MYEPAD documents. These map practice learning and assessment to outcomes and proficiencies. Academic and practice learning staff contribute to student assessments. For academic assessments students receive formative feedback for up to 500 words and summative feedback, which current students say enables their academic achievement. In practice, students

receive feedback via the MYEPAD. This includes service user feedback on each practice learning placement through a form which can be completed directly or with the support of a practice assessor.

The AEI and PLPs have agreed guidelines which say how the new roles of practice assessor, practice supervisor and academic assessor will be implemented. These include how people in these roles will be prepared and developed. Preparation will include feedback to inform action planning for future practice learning, and 'grading' of an episode of care. The programme team and service users and carers tell us service users are involved in the assessment process in both theory and practice. The range of assessment strategies are appropriate for each part of the programme in both theory and practice.

- 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. There is evidence of comprehensive mapping of programme documentation to ensure students meet the Standards of proficiency for registered nurses and programme outcomes for their field of nursing practice. Students explain they are assessed in practice learning environments to ensure they achieve these proficiencies which are identified in MYEPAD. All modules in the programme are compulsory, ensuring NMC Standards of proficiency for registered nurses, and programme outcomes for the field of nursing practice are achieved.

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**

<ul style="list-style-type: none"> 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 <i>Standards of proficiency for registered nurses</i> (R4.10) 	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> 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) 	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p>	
<p>Is the standard met?</p>	<p>MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>Date: 18 June 2019</p>	

<p>Standard 5: Qualification to be awarded</p>
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and</p> <p>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.</p>
<p>Findings against the standards and requirements</p>
<p>Evidence provides assurance that the following QA approval criteria are met:</p> <ul style="list-style-type: none"> 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)
<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

- 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 is no fall back or interim exit awards conferring eligibility to apply for entry to the NMC register in the BSc programme.

Student recruited to the four-year integrated MNurse programme, who complete all modules up to the end of year three, will have completed all programme hours and learning outcomes to meet NMC Standards and proficiencies in their single field of practice. If all modules are successfully completed the exit award at the end of year three in the four-year MNurse programme is BSc (honours) degree, and eligibility for entry to the register in that single field of nursing.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 18 June 2019

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input 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>Curriculum timetable development tool, 21 May 2019</p> <p>MYEPAD mapping document, 2019</p> <p>Student engagement notes, 2018 and 2019</p> <p>Approval event curriculum presentation, 13 June 2019</p> <p>Course Plan, 2019</p> <p>Modules-concepts-topics-stage progression-practice learning outcomes, 29 March 2019</p> <p>SUCs intentions document update circular, May 2019</p> <p>Post visit evidence:</p> <p>UoY RPL policy, July 2019</p> <p>BSc Programme design document, 2019</p> <p>MNurs Programme design document, 2019</p> <p>BSc Practice module descriptors, 2019</p> <p>MNurs Practice module descriptors, 2019</p> <p>BSc student handbook, September 2019</p> <p>MNurs student handbook, September 2019</p> <p>Email exchange with the NMC, 18 July 2019</p>		
If you stated no above, please provide the reason and mitigation:		

Additional comments:

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<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: Adult nursing year three x two Adult nursing year two x one Adult year one x one Mental health nursing year one x one Child nursing year three x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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 type="checkbox"/>	<input checked="" type="checkbox"/>

Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list CQC report Barchester healthcare homes, Stanford Bridge Beaumont, 2018. CQC report York teaching hospitals NHS foundation trust, February 2018.		
If you stated no above, please provide the reason and mitigation: This is an established AEI. There is no requirement to visit these facilities.		
Additional comments:		

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Issue record

Final Report

Author:	Isobel Ryder	Date:	12 July 2019
Checked by:	Monica Murphy	Date:	22 August 2019
Approved by:	Leeann Greer	Date:	2 September 2019
Submitted by:	Lucy Percival	Date:	2 September 2019