

Programme approval visit report

Section one

Programme provider name:	University of Dundee
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>NHS Tayside NHS Fife Abbotsford Care Limited Balhousie HC-One Limited Privately Owned Barchester Healthcare Ltd Renaissance Care Four Seasons Health Care Danshell Adult Healthcare Kingdom Homes Limited Scottish Association for Mental Health (SAMH) Kennedy Care Group Bughties Limited Forebank Ltd Caring Homes NHS Forth Valley Enhance Healthcare Ltd Living Ambitions Thistle healthcare Brookesbay Care Group Priority Care Group Bryden Foods (Perth) Limited Larchwood Care Woodroyd Care Carewise Homes Ltd Hudson Healthcare Children's Hospice Association Scotland NHS Highland Avondale Care (Scotland) Ltd Central Scotland Healthcare (St Andrews) Ltd Scottish Council of Independent Schools Abbeyfield Charitable Organisation</p>
<p>Programme(s) reviewed:</p> <p>Programme: Pre-registration nursing - Adult Title of programme: BSc Adult Nursing / BSc (Hons) Adult Nursing / MSc Adult Nursing</p>	

Programme start date: 14 September 2020

Academic level(s):

SCQF:

Level 9

Level 10

Level 11

Programme: Pre-registration nursing - Mental Health

Title of programme: BSc Mental Health Nursing / BSc (Hons) Mental Health
Nursing / MSc Mental Health Nursing

Programme start date: 14 September 2020

Academic level(s):

SCQF:

Level 9

Level 10

Level 11

Programme: Pre-registration nursing - Child

Title of programme: BSc Child Nursing / BSc (Hons) Child Nursing / MSc Child
Nursing

Programme start date: 14 September 2020

Academic level(s):

SCQF:

Level 9

Level 10

Level 11

Date of approval

26 November 2019

QA visitor(s):

Registrant Visitor: Jo Benn

Lay Visitor: Sophia Hunt

Section two

Summary of review and findings

The University of Dundee (UoD), (the university) is an NMC approved education institution (AEI). The school of nursing and health sciences delivers approved NMC pre-registration nursing programmes across two academic sites at Dundee and Kirkcaldy. The student experience is consistent across both campuses.

The university seeks approval for a pre-registration nursing programme with three routes. Each route is three years long, BSc adult nursing, BSc child nursing, BSc mental health nursing; BSc (Hons) adult nursing, BSc (Hons) child nursing, BSc (Hons) mental health nursing and MSc adult nursing, MSc child nursing, MSc mental health nursing. The pre-registration nursing programme is delivered across two campuses with comparable resources to ensure equitable delivery of the programme.

The proposed programme is mapped against the Standards for pre-registration nursing programmes (SPRNP) (NMC, 2018) and the Standards of proficiency for registered nurses (NMC, 2018).

Programme documentation and the approval process confirm effective partnership working between the university and its stakeholders. Students and service users confirm they're well supported by the university and feel their views are valued. There is scope for development with these stakeholders to ensure co-production and full engagement in programme management and evaluation.

The joint partnership oversight committee ensures there is a robust and effective approach to implementing the new programme and the Standards for student supervision and assessment (SSSA).

Practice learning partners (PLPs) and students tell us there's a diverse range of practice learning experiences enabling students to meet programme learning outcomes and the Standards of proficiency for registered nurses across the lifespan including the specific EU directive 2005/36/EC for adult field of practice students.

The university works collaboratively with PLPs to address any concerns raised by individuals or from Health Improvement Scotland (HIS) inspections. Action plans are in place to address areas of concern and where necessary students are removed from practice learning areas. There is clear evidence of exceptional reporting to the NMC.

The university is a member of the all Scotland practice learning network which has developed a national framework for practice supervisors, practice assessors and academic assessors in Scotland. The university works in partnership with other

AEIs to develop, maintain and evaluate the all Scotland practice assessment documentation (PAD). This initiative provides a consistent approach to the assessment of practice which is understood and welcomed by PLPs.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level. The SSSA (NMC, 2018) are met at programme level.

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

Updated 10 January 2020

UoD has submitted revised documentation which evidences the changes required to meet all three NMC conditions. UoD confirm the university condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<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>Condition one: To supply an action plan for partnership working demonstrating co-production, evaluation and course management with all stakeholders. (SFNME R1.12; SPRNP R2.1)</p> <p>Condition three: Clearly articulate how service users are prepared and supported for their engagement in all selection and recruitment activities. (SFNME R2.7; SPRNP R2.1)</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p>

	<p>Condition two: Clearly articulate the process for monitoring and evaluating student supernumerary status. (SFNME R3.18; SPRNP R3.7)</p> <p>Assessment, fitness for practice and award: None identified</p> <p>Education governance: management and quality assurance: Condition four: Review the programme and module specification document in relation to written feedback provided. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>9 January 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: We recommend that the programme team enhance student empowerment to escalate concerns regarding their practice learning experiences. (SFNME R3.18; SPRNP R3.2)</p> <p>Recommendation two: We recommend that the programme team consider enhancing the transparency of the content which addresses the EU directives within module descriptors. (SFNME R5.1; SPRNP R2.5)</p>
<p>Focused areas for future monitoring:</p>	<p>Review the action plan implementation for including all stakeholders in the programme development, co-production, management and evaluation.</p> <p>Review the new raising and escalating concerns process for implementation, effectiveness and timely resolution of raised concerns.</p> <p>Review monitoring and evaluation of student supernumerary status.</p> <p>Review effectiveness, training and support offered for service users selection and recruitment processes.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team has provided a comprehensive action plan identifying actions to enhance partnership working between the university, students, service users and carers and PLPs. Condition one is now met. SFNME R1.12 and SPRNP R2.1 are now met.

Documentary evidence demonstrates measures taken to ensure students and PLPs understand the nature of, and requirement for supernumerary status. Monitoring mechanisms are in place. Condition two is now met. SFNME R3.18 and SPRNP R3.7 are now met.

The programme team has provided a comprehensive action plan identifying the areas for service user preparation and support for their engagement in all selection and recruitment activities. Condition three is now met. SFNME R2.7 and SPRNP R2.1 are now met.

The revised programme documentation demonstrates the changes requested by the university and this is confirmed by the approval panel chair. Condition four is now met (University condition).

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	9 January 2020

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for pre-registration nursing programmes (NMC, 2018)

Future nurse: Standards of proficiency for registered nurses (NMC, 2018)

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 review and discussion with PLPs and the programme team confirm a robust and effective approach to partnership working between them. There are effective partnerships at both strategic and operational levels. The university has clear and comprehensive systems, processes and supporting infrastructures for programme development and delivery.

The relationship between the university, employers and PLPs is one of mutual respect and there is evidence of a cohesive and constructive approach to the development of the programme and practice learning environments. Practice learning experiences are proactively planned to ensure students gain experience across all fields of nursing practice and holistic care across the lifespan.

There's a commitment from the university and its stakeholders to work together to support delivering the programme. Programme management includes student and PLP representatives; however, service user representation is currently vacant due to recent service user withdrawal from illness.

Students tell us they feel well supported and their voice is heard through evaluations they provide. They welcome the longer practice placements in the proposed programme. They have access to a range of support mechanisms within the university and these are signposted and valued by the students.

The university engages service users and carers to enhance learning and teaching. Service users tell us they feel valued and respected as experts by experience. They tell us their involvement with the programme delivery enhances and enriches the student learning experience.

Service users, students and some PLPs tell us they have limited involvement in developing the proposed programme. They would have welcomed more opportunities to actively engage in programme development, including programme management and evaluation. (Condition one) (SFNME R1.12; SPRNP R2.1)

Students tell us they can see changes made in the proposed programme in response to their evaluations of current experiences. The longer practice learning experiences in the proposed programme are an example of this. Students tell us they're aware some of them will transfer to the new programme.

Service users representing all fields of practice are not all directly involved in recruitment events. Currently only mental health service users are attending and they tell us they have not undertaken equality and diversity training. (Condition three) (SFNME R2.7; SPRNP R2.1)

Students understand the new standards and roles for supporting and assessing them in practice.

PLPs are enthusiastic about implementing the NMC 2018 standards and the programme. PLPs tell us there are plans to upskill their own staff and amend internal policies to facilitate student learning across the range of skills and procedures in annexes A and B of the Future nurse: Standards of proficiency for registered nurses.

There is robust oversight of practice learning at a national level with the establishment of the national future nurse and midwife programme development board and the national framework for practice supervisors, practice assessors in Scotland. The university contributes to these developments. The university is proactive and working collaboratively with other AEIs in Scotland to ensure a consistent approach to practice learning and assessment. PLPs and the programme team tell us there are sufficient prepared practice supervisors, practice assessors and academic assessors in place to support the programme.

Assurance is provided that the AEI works in partnership with their practice

learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education

Not Met

There's limited evidence the programme is designed, developed or co-produced with service users, students and some PLPs. (Condition one) (SFNME R1.12; SPRNP R2.1)

Service users representing all fields of practice are not all directly involved in recruitment events. Currently only mental health service users are attending and they tell us they have not undertaken equality and diversity training. (Condition three) (SFNME R2.7; SPRNP R2.1)

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

Met

If not met, state reason

There's limited evidence the programme is designed, developed or co-produced with service users, students and some PLPs.

Condition one: Supply an action plan for partnership working demonstrating co-production, evaluation and course management with all stakeholders (SFNME R1.12; SPRNP R2.1)

Service users representing all fields of practice are not all directly involved in recruitment events. Currently only mental health service users are attending and they tell us they have not undertaken equality and diversity training.

Condition three: Clearly articulate how service users are prepared and supported for their engagement in all selection and recruitment activities. (SFNME R2.7; SPRNP R2.1)

Post Event Review

Identify how the condition is met:

Condition one:

The programme team has provided a comprehensive action plan identifying actions to enhance the partnership working between the university, students, service users and carers and PLPs. This includes mechanisms for monitoring and evaluation achieved through the university quality assurance infrastructure. There is a lead for public engagement. SFNME R1.12 and SPRNP R2.1 are now met.

Evidence:

UoD, Post approval pre-registration programmes conditions response, undated

UoD, Post approval service user revised strategy and action plan 2019-2020, undated

UoD, Post approval role descriptor, public engagement lead, undated

UoD, Post approval pre-registration stakeholder involvement action plan, undated

UoD, Post approval pre-registration students partnership agreement, October 2019

UoD, Post approval pre-registration student action plan, October 2019

Condition one is met.

Condition three:

The programme team has provided a comprehensive action plan identifying the areas for service user preparation and support for their engagement in all selection and recruitment activities. preparation includes equality and diversity training. SFNME R2.7 and SPRNP R2.1 are now met.

Evidence:

UoD, Post approval pre-registration programmes conditions response, undated

UoD, Post approval service user revised strategy and action plan 2019-2020, undated

Condition three is met.

Date condition(s) met: 9 January 2020

Revised outcome after condition(s) met:

Met

SPRNP R2.1 is now met.

Assurance is provided that SFNME R1.12 and R2.7 are met.

Student journey through the programme

Standard 1. Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

pre-registration nursing programme

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Met

R1.5 is met. There is a robust approach to the recognition of prior learning (RPL). The programme specification states RPL can only be applied up to a maximum of 50 percent of the programme. The programme team confirm the maximum RPL and processes used to map prior learning and experience. The university is working with local colleges offering Higher National Certificate (HNC) programmes to establish a direct entry route to year two of the BSc and BSc (Hons) routes. This is due to commence 2021. Mapping documentation is provided, ensuring consistency and robust process is applied to support RPL claims for admission to the programme. Documentation demonstrates compliance with Article 31(3) of Directive 2005/36/EC. RPL applications are reviewed by the admissions lead and programme lead before review by the central quality team and an external examiner for the programme. Candidates applying for RPL are subject to the

programme's entry and selection processes.

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

Met

R1.6 is met. There is a robust approach to the RPL. The programme specification states RPL can only be applied up to a maximum of 50 percent of the programme. The programme team confirm the maximum RPL and processes used to map prior learning and experience for registered nurses. Mapping documentation is provided ensuring consistency and robust process is applied to support RPL claims for admission to the programme. Documentation demonstrates compliance with Article 31(3) of Directive 2005/36/EC. RPL applications are reviewed by the admissions lead and programme lead before review by the central quality team and an external examiner for the programme. Candidates applying for RPL are subject to the programme's entry and selection processes.

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

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

Met

R1.7 is met. Mapping in documentary evidence and module specifications demonstrates students will be required and supported to continuously develop their abilities in numeracy, literacy, digital and technological literacy to meet the NMC programme outcomes. The programme team and students confirm this content is addressed and developed throughout the programme. The focus on digital and technologically enhanced learning follows the university strategy and is evident from admission, where candidates complete online activities to completion of the programme through formative and summative assessments. Students can access additional support to meet individual learning needs and students tell us they value this support. The university has adopted the collaborative all Scotland PAD which links to competence requirements for numeracy, literacy, digital and technological literacy to meet programme outcomes. The PAD assesses these requirements in the practice setting. Numeracy is examined annually with a pass rate of 80 percent in the first year, 90 percent in the second year and 100 percent

in the third year of the programme.

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

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

Yes

Proposed transfer of current students to the programme under review

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

Met

Documentary review and discussion with the programme team and students confirms current student learning is mapped to programme standards, SSSA standards and Standards of proficiency for registered nurses. We are satisfied transfer arrangements meet the NMC and Directive 2005/36/EC Article 31(5) requirements. Students transferring to the new programme in September 2020 identify the benefits of moving to the new standards particularly with regard to the increased focus upon practice skills and readiness to undertake a prescribing programme following qualification.

Students entering their third year will remain on their current programme but adopt the SSSA from September 2020. Amendments are made to the PAD to reflect this move. All students understand the practice assessor and practice supervisor roles. They feel supported in the opportunity to transfer and tell us they feel the new practice assessor and practice supervisor roles will enhance their learning and assessment process. They tell us opportunity to work with and gain feedback from a variety of health and social care professionals reflects the way in which some practice areas already work and will positively inform assessment decisions. Students are aware of the academic assessor role and feel this enhances practice learning. Students on interrupted studies are considered on a case by case basis and RPL processes are applied on return to the programme.

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

Candidates applying for RPL are subject to the programme's entry and selection processes. There's documentary evidence demonstrating capability of mapping registered nurses' qualifications, skills and experience on an individual basis. We're assured arrangements meet the NMC requirements.

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

Yes

Outcome

Is the standard met?

Met

Date: 26 November 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2. Curriculum

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

R2.1 ensure that programmes comply with the NMC Standards framework for

nursing and midwifery education

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

No

There's limited evidence the programme is designed, developed or co-produced with service users and students. (Condition one) (SFNME R1.12; SPRNP R2.1)

Service users representing all fields of practice are not all directly involved in recruitment events. Currently only mental health service users are attending and they tell us they have not undertaken equality and diversity training. (Condition three) (SFNME R2.7; SPRNP R2.1)

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

Yes

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

Yes

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

There is evidence to show how the design and delivery of the programme

will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

Met

R2.4 is met. Documentary analysis and discussion with the programme team and PLPs at the approval visit confirms the programme will support students in theory and practice to gain experience across all four fields of nursing. There's documentary evidence of comprehensive skills mapping incorporating annexes A and B of the Standards of proficiency for registered nurses. This approach ensures students are adequately prepared to demonstrate a greater breadth of knowledge and the additional more advanced skills and procedures required in their field of practice.

Students complete field specific modules in the programme. Remaining modules are generic and all are core modules. Modules are mapped against the adult, mental health and child fields of practice and health conditions. Reference is made in the module specifications to lifespan care and learning disabilities care, ensuring students' knowledge of all fields of practice is developed.

The programme team tell us how learning activities in generic and field modules are developed for students to explore different fields of nursing practice. In one module students must focus their summative assessment to a field other than their own.

A hub and spoke practice allocation model is used in the programme. Students are supported to gain experience across the range of nursing practice through their hub and spoke experiences. This is recorded in the PAD. Practice learning experiences are verified as completed by the advisor of studies. There are signed practice agreements between the university and PLPs.

Experiences across four fields of practice widens access to a range of health and social care professionals. Inter-professional learning is integrated into the taught sessions including simulation-based learning opportunities and a major incident exercise. Students tell us they value inter-professional learning on campus and in practice learning environments and have insight into the needs of all client groups.

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

Met

R2.5 is met. Programme documentation illustrates programme structure, design

and delivery is appropriate and planned according to students' specific field of nursing practice.

Students complete field specific modules in programme theoretical taught components. Field specific learning outcomes and content is included in relevant module descriptors.

Practice learning experiences are proactively planned to ensure students gain experience in all fields of nursing practice and are able to meet the needs of clients across the lifespan.

Students are allocated to hub practice learning experiences according to their field of practice. Spoke experiences enable them to consolidate and develop their learning and practice skills across all nursing fields.

For students undertaking the adult field of practice achieving EU2005/36/EC requirements is present in some programme documents. However, this content can be enhanced by including specific reference in module descriptors.
(Recommendation two) (SFNME R5.1; SPRNP R2.5)

Programme documentation and discussions with stakeholders provides assurance the programme will prepare students to enter the register in one named field of practice.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

There is evidence that mapping has been undertaken to ensure that field

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

Met

R2.8 is met. Documentary evidence signposts field specific content required for entry to the register in one field of nursing practice. The programme team tell us content addressing the law, safeguarding, consent, pharmacology and medicines administration and optimisation is tracked through the programme. The breadth of knowledge and skills for this content is addressed and tailored to the students' field of nursing practice. Students tell us they receive instruction on this content and are assessed in theory and practice. The PAD evidences summative assessment of these attributes.

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

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

Met

R2.9 is met. The programme structure demonstrates an equal balance of theory and practice learning. The programme specifications and delivery planners provide sufficient detail for the designated hours in module descriptors and practice learning allocations. Total programme hours are 4820.

The number of theory and practice hours are specified for each part of the programme providing full assurance that the NMC and Directive 2005/36/EC Article 31 (5) requirements will be achieved by the end point. The programme team and PLPs can describe mechanisms in place to ensure achievement of required programme hours. This supports documentary evidence viewed.

Hours are monitored and students are required to retrieve any unmet programme hours. Students tell us they're aware what the programme hours are and the need to complete these.

The range of learning, teaching and assessment strategies throughout the programme are detailed in the programme specification, programme handbook and module descriptors. Learning and teaching activities include lecturers,

workshops, seminars and online activities. Simulation-based learning includes role play and skills development using low to high fidelity facilities. Student facing information provides guidance regarding what to expect in the programme. Students tell us they value the approaches to learning and feel prepared for practice as a registered nurse. Assessments include online examinations, reflective assignments, case studies, poster presentations. leaflet and video production.

Module documentation identifies appropriate module aims, descriptors and outcomes. Proficiencies, skills and procedures are assessed in practice using the PAD. The practice allocation model varies by field of practice and provides assurance each student can achieve all designated hours throughout the programme. Students are advised regarding insight visits and opportunities for achieving greater understanding of and exposure to fields of practice other than their own.

Evidence provides assurance that the following QA approval criteria are met

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

N/A

The programme is not delivered in Wales.

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

Yes

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

Yes

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

No

Not applicable, this programme is for single award and registration in one field of 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

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

No

There's limited evidence the programme is designed, developed or co-produced with service users and students. (Condition one) (SFNME R1.12; SPRNP R2.1)

Service users representing all fields of practice are not all directly involved in recruitment events. Currently only mental health service users are attending and they tell us they have not undertaken equality and diversity training. (Condition three) (SFNME R2.7; SPRNP R2.1)

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

Yes

Outcome

Is the standard met?

Not Met

There's limited evidence the programme is designed, developed or co-produced with service users and students.

Condition one: Supply an action plan for partnership working demonstrating co-production, evaluation and course management with all stakeholders. (SFNME R1.12; SPRNP R2.1)

Service users representing all fields of practice are not all directly involved in recruitment events. Currently only mental health service users are attending, and they tell us they have not undertaken equality and diversity training.

Condition three: Clearly articulate how service users are prepared and supported for their engagement in all selection and recruitment activities. (SFNME R2.7; SPRNP R2.1)

Date: 26 November 2019

Post Event Review

Identify how the condition is met:

Condition one:

The programme team has provided a comprehensive action plan identifying actions to enhance the partnership working between the university, students, service users and carers and PLPs. This includes mechanisms for monitoring and evaluation achieved through the university quality assurance infrastructure. There is a lead for Public engagement. SFNME R1.12 and SPRNP R2.1 are now met.

Evidence:

UoD, Post approval pre-registration programmes conditions response, undated

UoD, Post approval service user revised strategy and action plan 2019-2020, undated

UoD, Post approval role descriptor, public engagement lead, undated

UoD, Post approval pre-registration stakeholder involvement action plan, undated

UoD, Post approval pre-registration students partnership agreement, October 2019

UoD, Post approval pre-registration student action plan, October 2019

Condition one is met.

Condition three:

The programme team has provided a comprehensive action plan identifying the areas for service user preparation and support for their engagement in all selection and recruitment activities. preparation includes equality and diversity training. SFNME R2.7 and SPRNP R2.1 are now met.

Evidence:

UoD, Post approval pre-registration programmes conditions response, undated

UoD, Post approval service user revised strategy and action plan 2019-2020, undated

Condition three is met.

Date condition(s) met: 9 January 2020

Revised outcome after condition(s) met:

Met

SPRNP R2.1 is now met.

Assurance is provided that SFNME R1.12 and R2.7 are met.

Standard 3. Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

Met

R3.1 is met. There's documentary evidence demonstrating students experience a range of practice learning opportunities enabling them to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care to a diverse range of people. This includes evidence of field specific experiences across the four fields of nursing practice.

Discussion with the programme team assures us students will be allocated to appropriate practice learning experiences of sufficient length and breadth according to their field of practice. The hub and spoke allocation model promotes using a diverse range of learning opportunities. Students can follow the service user journey reflecting integrated care models. Practice placements are planned for students to experience alternative fields of practice. Students are encouraged to document additional opportunistic learning and spoke experiences. This experience is verified by the student's advisor of studies.

The programme team and PLPs tell us they work with individual students to help them tailor their own practice experiences to enable them to meet the Standards of proficiency for registered nurses.

PLPs at the visit represent a range of service and practice learning areas. They tell us they work collaboratively with the programme team to ensure students' practice learning experiences will be safe and effective. Individual practice placement profiles and educational audits detail the learning opportunities in each practice learning environment.

PLPs confirm there are sufficient numbers of prepared practice assessors and practice supervisors to support students in practice. Initially these are current registered nurse mentors who are prepared for their new roles in supervising and assessing. PLPs tells us moving to practice supervisors and practice assessors is

a positive one and will provide effective support for students. PLPs are aware of the range of skills students need to develop and are analysing their staff skill base to identify any additional skills development.

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

Met

R3.2 is met. The hub and spoke practice placement allocation model is designed to allocate students to a variety of practice learning experiences to meet the holistic needs of people of all ages. Students are allocated practice placements according to the experiences required to meet programme learning outcomes and the Standards of proficiency for registered nurses. Achieving proficiencies is monitored through the PAD. Allocation processes are confirmed by the programme team and PLPs.

There are consistent and appropriate procedures for assessing, monitoring and evaluating the quality and standard of practice placements used in the programme. These include practice placement audit and structured student evaluation following practice learning experiences. Students confirm they complete practice placement evaluations and if issues are raised, they receive feedback on steps taken to address issues. PLPs confirm they have access to student practice placement evaluations and address areas of concern.

The university works in partnership with PLPs to ensure allocated students numbers correspond with audited numbers and current capacity for each area. A partnership approach is adopted to complete audits and review results of practice placement evaluations. Where issues are identified these are investigated and actions taken as required. External regulatory reports are shared with the university and action plans developed to address issues impacting on student learning. Action plans are reviewed through formal committees and where necessary students are withdrawn from areas and areas suspended until corrective actions are taken. Where concerns are raised from students or external regulatory review these are shared with other AElS sharing the same practice placement areas and are appropriately escalated to the NMC.

Documentary evidence is provided of a new raising and escalating concerns process. This process is known and confirmed by the programme team, practice supervisors, practice assessors, and PLPs. Students know about the new process and tell us they feel supported in escalating concerns about safe and effective care. However, they do not have the confidence to escalate concerns about their personal learning experience during practice placement. (Recommendation one) (SFNME R3.18; SPRNP R3.2)

Students say they understand the need for professional behaviour and are aware of fitness to practice processes.

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

Met

R3.3 is met. Achieving communication and relationship management skills and nursing procedures is evidenced through the PAD, these will be met within the student's own field of practice. This is identified and described in the programme specification.

PLPs tell us they're currently identifying and amending relevant policies to include support for student skills development and procedures included in the Standards of proficiency for registered nurses.

The breadth of knowledge and additional advanced skills identified in annexes A and B, Standards of proficiency for registered nurses are addressed dependant on the student's chosen field of practice. Prior to practice placements simulation-based learning experiences including service users as virtual patients prepare students for practice, enabling them to practise skills. Students tell us they value this experience.

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

Met

R3.4 is met. Documentary review and discussion with the programme team and students confirm technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Examples of these approaches include online activities, the virtual learning environment, MyDundee and access to Elsevier clinical skills interactive site. Through assessments students demonstrate technological skills by developing posters and leaflets, online examinations and presentations. The programme team discuss detailed plans for the role and value of simulation-based learning to enhance student learning experiences and promote safe and effective

care. Simulation-based learning complies with Directive EU2005/36 Article 31 (5) and does not directly contribute to practice learning hours for the adult field.

PAD is not currently electronic however students evaluate their placements electronically.

Service users and carers comment on the inclusive way the university engages with them to promote realistic learning experiences for students. An example is inclusion of service users with mental health needs serving prison sentences. This is a reciprocal relationship where service users share their experiences and receive a testimony contributing to parole board hearings.

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

Met

R3.5 is met. There's evidence processes are in place to ensure students' individual needs and circumstances are accounted for in practice placement allocations. PLPs tell us they're aware of and take action for making reasonable adjustments and personal circumstances. Students tell us about different support strategies used in the university to make reasonable adjustments in accordance with individual needs.

There's signposting for students in the programme handbook to the range of supportive services available.

We are assured students additional learning needs are comprehensively addressed with reasonable adjustments in the university and practice learning settings. Where appropriate students are referred to occupational health for additional support.

Evidence provides assurance that the following QA approval criteria are met

Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)

Yes

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

No

R3.7 is not met. Students tell us they are not consistently supernumerary in practice learning environments. This is usually due to staff shortages and work pressures in the practice environment. Students say in some practice placement areas they're recorded on noticeboards as part of the staffing requirement for safe and effective care in that environment. As a result, agency nurses may not be sought or declined in practice placement areas where students are present. Link lecturer visibility is variable in practice placement areas and this reduces the likelihood of students raising concerns about their supernumerary status. Students say because practice placements are short and will end soon, action can't be taken; it is easier not to raise a formal concern regarding staffing numbers and supernumerary status. PLPs and employers tell us they are unaware of any issues about supernumerary status and meet the requirements of the health and care (staffing) (Scotland) act. Students do evaluate their practice learning experience however they tell us there isn't a question relating to supernumerary status. (Condition two) (SFNME R3.18; SPNP R3.7)

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

No

Students tell us they are not consistently supernumerary in practice learning environments. (Condition two) (SFNME R3.18; SPNP R3.7)

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

Yes

Outcome

Is the standard met?

Not Met

Students tell us they are not consistently supernumerary in practice learning environments.

Condition two: Clearly articulate the process for monitoring and evaluating student (SFNME R3.18; SPRNP R3.7)

Date: 26 November 2019

Post Event Review

Identify how the condition is met:

Condition two:

Documentary evidence demonstrates the measures taken to ensure current and future students and PLPs understand the nature of, and requirement for supernumerary status. Monitoring mechanisms are in place. UoD has informed the other AEIs in Scotland and NHS education for Scotland, who are reviewing the placement evaluation tool, about the confusion over wording of the supernumerary question.

SFNME R3.18 and SPRNP R3.7 are now met.

Evidence:

UoD, Post approval pre-registration programmes conditions response, undated
UoD, Supernumerary information for practice supervisors and practice assessors, undated
UoD, Pre-registration handbook, amendments undated
UoD, Pre-registration nursing follow up post approval response to clarification request, undated
Email from Administrative assistant to NMC visitor, 17 January 2020

Condition two is met.

Date condition(s) met: 9 January 2020

Revised outcome after condition(s) met:

Met

SPRNP R3.7 is met.
Assurance is provided that SFNME R3.18 is met.

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

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

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

Met

R4.1 is met. There's a robust partnership infrastructure providing support, supervision, learning and assessment in university and practice learning environments. Governance and quality assurance structures and processes are in place to support programme learning and student achievement. Managing risks and concern processes are provided. There's a service user action plan and intention for engagement with service user and carer representatives throughout programme implementation, assessment and evaluation; however, this action plan is just developed and yet to be implemented. There's evidence of service user and carer engagement in learning and teaching, particularly simulation-based learning on the current NMC approved pre-registration nursing programme.

Documentary analysis and discussion at the approval visit provides assurance the programme team in collaboration with PLPs will ensure student support, supervision, learning and assessment complies with the SFNME. We see and hear evidence of how individuals are being prepared for their new roles of practice supervisor, practice assessor and academic assessor. Preparation for new roles adopts a partnership approach.

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

Met

R4.2 is met. Documentary analysis and discussion with the programme team and PLPs provides assurance processes are in place to identify practice assessors, practice supervisors and academic assessors and prepare them for their role.

A partnership approach is adopted to preparing academics and practice learning

staff for the roles of practice supervisor, practice assessor and academic assessor. PLPs explain how current mentors will undertake a self-reflection exercise against the SSSA requirements and additional preparation is provided including principles of objective assessment and communicating constructive feedback. Practice supervisors will be prepared through supported learning. They tell us the majority of practice supervisors will initially be NMC registered nurses however they are working proactively to expand the number of practice supervisors who are registered health and social care professionals. All health and social care professionals will be able to access the same preparation training to supervise nursing students.

PLPs tell us there are appropriate systems in place to monitor and assure capacity for practice supervision and assessment. The nominated person for each practice setting to actively support students and address student concerns is the practice supervisor who will be a registered nurse.

PLPs tell us they're prepared for the change over to the new roles in supervising and assessing students in practice. There is oversight of processes for implementing changes at national and regional levels and enthusiasm from PLPs for these changes and the new programme.

The programme team confirm the advisor of studies will be the academic assessor in the first year of the programme. A different academic assessor will be identified for each subsequent year of the programme. Academic staff are identified and undertake a self-reflection exercise against the SSSA requirements and additional preparation is provided.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

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

Met

R4.4 is met. There's detailed mapping of formative and summative assessments throughout the programme providing opportunities for feedback on student's performance and achievement. Feedback and feed forward are integral parts of the assessment strategy.

Ongoing verbal and written feedback in practice learning and assessment incorporates feedback from service users and carers, peers and other health and social care professionals. Service users are supported in offering feedback by practice supervisors and practice assessors.

Students tell us feedback on their academic work is timely, clear and helps them to improve and progress. They are aware of their right to appeal against process errors in the assessment of theory and practice.

BSc (Hons) route students can choose for academic reasons to switch to the BSc route. They must do this by the end of semester one in the year two of the programme. It is not possible for high achieving students on the BSc route to transfer to the BSc (Hons) route.

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

Met

R4.5 is met. There's comprehensive mapping of the Standards of proficiency for registered nurses including the skills and procedures in annexes A and B. Mapping illustrates how these are met for each of the fields of nursing practice. PLPs are aware they need to review and update their policies and staff capability to allow students to learn and practice these skills and procedures in a supportive environment.

A practice placements overview document for each route and field of practice across the programme demonstrates the range of care settings across the age continuum. The programme team and PLPs tell us planned practice experiences will enable students to achieve programme learning outcomes which are aligned to the Standards of proficiency for registered nurses.

The programme team confirm reviewing their staff skills base as an indicator for future staff development sessions.

All Standards of proficiency for registered nurses are included and assessed in the PAD.

The university and the PLPs are working in partnership, in accordance with the national approach, towards the implementation of the SSSA by September 2020.

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 26 November 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5. Qualification to be awarded

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

R5.1 ensure that the minimum award for a pre-registration nursing programme is a

bachelor's degree, and

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

Fall Back Award

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

Yes

There is no fall back exit award with eligibility for registration with the NMC in the BSc adult nursing, BSc child nursing, BSc mental health nursing. The BSc (Hons) route for all fields has a fall back exit award with eligibility to register as a nurse with the NMC as BSc.

There are no other fall back exit awards at academic levels lower than the BSc.

There are no fall back exit awards with eligibility to register with the NMC for the MSc nursing adult, MSc nursing child, MSc nursing mental health.

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

Yes

Outcome

Is the standard met?

Met

Date: 26 November 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	No
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	No
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
Screenshots from the university handbook accessed 1 November 2019. The ongoing record of achievement is incorporated into the PAD in the all Scotland approach.	

List additional documentation:

Presentation slides, undated

Post visit evidence:

UoD, Post approval pre-registration programmes conditions response, undated

UoD, Post approval service user revised strategy and action plan 2019-2020, undated

UoD, Post approval role descriptor, public engagement lead, undated

UoD, Post approval pre-registration stakeholder involvement action plan, undated

UoD, Post approval pre-registration students partnership agreement, October 2019

UoD, Post approval pre-registration student action plan, October 2019

UoD, Supernumerary information for practice supervisors and practice assessors, undated

UoD, Pre-registration handbook, amendments undated

UoD, Pre-registration nursing follow up post approval response to clarification request, undated

Email from Administrative assistant to NMC visitor, 17 January 2020

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:	
<p>Total number of students met: 18 BSc adult year two x two students BSc adult year three x two students BSc child year two x one student BSc child year three x two students BSc mental health year two x one student BSc mental health year three x two students</p> <p>BSc (Hons) adult year two x one student BSc (Hons) adult year three x one student BSc (Hons) child year three x one student MSc mental health year one x three students MSc mental health year two x two</p>	

Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	No
System Regulator Reports List	
If you stated no above, please provide the reason and mitigation The UoD is an NMC AEI and no practice visits are required. NMC Exceptional reports updates over the last 12 months addressing system regulator report: NHS Tayside, Carseview centre, 14 October 2019 NHS Tayside, Raigmore hospital, 9 October 2019 NHS Tayside, Ninewells hospital, 9 October 2019 Scottish association for mental health, Chrysalis project, 8 September 2019	
Additional comments:	

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Issue record

Final Report

Author	Jo Benn Sophia Hunt	Date	30 November 2019
Checked by	Monica Murphy	Date	20 January 2020
Submitted by	Lucy Percival	Date	24 January 2020
Approved by	Leeann Greer	Date	24 January 2020