

Programme Major Modification report

Section one

Programme provider name:	Edinburgh Napier University
In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i>	NHS Borders NHS Fife NHS Forth Valley NHS Lothian NHS Tayside Private, voluntary and independent health care providers Education and social care providers
Programmes reviewed: <i>This is the NMC programme title(s)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Children’s <input type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input type="checkbox"/></p> <p>NDA Children’s <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input type="checkbox"/></p> <p>Dual award - adult/children’s <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/children’s <input type="checkbox"/></p> <p>Dual award - learning disabilities/children’s <input type="checkbox"/></p>
Current AEI programme title(s): <i>Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn’t apply to a current</i>	N/A

<i>AEI programme/route (for example new routes are being added that have a different title to those already approved)</i>	
Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A
Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i>	MSc Nursing (Pre-registration) (Adult) MSc Nursing (Pre-registration) (Mental Health)
Academic levels of current programme:	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input checked="" type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse – Children’s	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input checked="" type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/mental health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - mental health/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>

	<p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input checked="" type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse – Children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input checked="" type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>

<p>NDA Children's</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>NDA Learning Disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>NDA Mental Health</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/mental health</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/children's</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - adult/learning disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Dual award - mental health/learning disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p>

	<p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Dual award - learning disabilities/children's	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p>
Programme start date:	<i>Insert date below for each relevant route</i>
RN – Adult	10 January 2022
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	10 January 2022
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	

Dual award – Mental Health/Children’s	
Dual award – Learning Disabilities/Children’s	
Date of modification:	8 June 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Ursula Chaney

Section two

Summary of review and findings

The school of health and social care (the school) at Edinburgh Napier University (ENU) is an established approved education institution (AEI) and is approved to deliver the pre-registration Bachelor of nursing (BN) programmes in the fields of adult, mental health, learning disabilities and children's nursing. The BN programme was approved against the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (Nursing and Midwifery Council (NMC), 2018) and the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) on 6 July 2020. ENU present for approval a modification to the BN pre-registration programme to add a two-year accelerated Master of science (MSc) route in the adult and mental health fields of nursing. This will replace the current three-year master's degree in nursing programme that will be completed in September 2022.

Practice learning partners (PLPs) and the programme team tell us that the proposed accelerated route will enhance the nursing workforce in the area and provide opportunities for people who are graduates to study for MSc nursing. PLPs confirm that they support the modification and are included in the co-production of the programme and master's route. Current master's degree students are members of the co-production group and are enthusiastic about the accelerated route.

There's evidence of robust partnership working with PLPs. As part of the implementation of the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018), ENU is part of the once for Scotland national approach for the implementation of the FN:SPRN. The programme team is adopting the approved Scottish practice assessment document (SPAD). The programme information within the SPAD will be modified to represent the MSc two-year programme.

ENU, in partnership with PLPs, confirm that any issues which arise from Care Inspectorate Scotland quality reviews impacting on practice learning environments are reviewed in a partnership process. Educational audits identify the suitability of practice learning environments. Any risks to student practice learning are robustly managed and monitored. The programme team and PLPs confirm that they work collaboratively to develop action plans to mitigate risks to student placement learning environments in the event of adverse reporting. There are strategic regional meetings held fortnightly to discuss and review any risks, and the NMC is informed through the annual self-assessment report and exceptional reporting process.

The major modification visit was undertaken remotely during the COVID-19 pandemic.

The SFNME isn't met at programme level, the SSSA is met at programme level.

The modification is recommended to the NMC for approval subject to two NMC conditions and two university conditions. Three university recommendations are made.

Updated 8 July 2021:

ENU have provided evidence to meet the two NMC conditions; they confirm that the two university conditions are met.

The conditions are met.

The modification 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>
Conditions:	<p>Effective partnership working collaboration, culture, communication and resources:</p> <p>Condition one: The programme team must provide evidence of a service user and carer (SUC) implementation plan for the pre-registration MSc nursing route, including how they'll receive equality, diversity and inclusion (EDI) training. (SFNME R1.12)</p> <p>Selection, admission and progression:</p> <p>Condition two: Provide evidence of a robust process for how the external examiner will be involved in the university committee recognition of prior learning (RPL) verification process for the pre-entry RPL portfolio. (SFNME R2.8, R2.20; SPNP R1.5)</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 three: The programme team to provide updated documentary evidence to demonstrate consistency in award title and start date. (University condition)</p> <p>Condition four: Review the modules to ensure they represent study at level 11 and to ensure that students understand what will be expected of them and ensure NMC platforms are explicit throughout the modules. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>9 July 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Document the transition process that would be used should a student have a break in training from the current masters that would mean they would resume on the new programme. (University recommendation)</p> <p>Recommendation two: Ensure the process for reviewing applications by service users is covered by university general data protection regulation procedure. (University recommendation)</p> <p>Recommendation three: Review guidance for work experience hours with the portfolio submission and ensure that explicit examples of the type of experience required are included. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Review of external examiner, SUC and PLP involvement in the RPL pre-entry portfolio.</p> <p>Review of the SUC implementation plan.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Additional programme documentation provides evidence that the conditions are met.

An implementation plan details how SUCs will be supported and prepared for their involvement in the programme. Condition one is met.

Programme documentation details the external examiner involvement in the review of the RPL pre-entry portfolio process. Condition two is met.

An email from the chair of the approval panel confirms that the university conditions are met. Conditions three and four are met.

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:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	8 July 2021

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points:</p> <p>Standards for pre-registration nursing programmes (NMC, 2018)</p> <p>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standards for student supervision and assessment (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>QA Handbook (NMC, 2020)</p>

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 evidence and the modification visit identifies that a co-production approach has supported the development of the proposed pre-registration MSc adult and mental health nursing routes. The process includes SUCs in collaboration with Health and Social Care Alliance Scotland (HSCA), current pre-registration nursing master's students and PLPs. Documentary evidence identifies that the HSCA is a strategic partner of the Scottish Government who work with people of all ages who are disabled or living with long term conditions, or are unpaid carers, enabling them to have a voice. The programme team say they are working to diversify the SUC group.

PLPs say they support the proposed route and there's evidence of a robust partnership with PLPs. The programme team and PLPs confirm that there are processes in place through regional meetings to review programmes and work in partnership. PLPs confirm that they are part of the co-production group. The school and PLPs use the quality management of practice learning environment system to monitor and review practice learning experiences.

There's evidence of a school SUC strategy; the programme team tell us that SUCs will continue to be involved in co-production and the delivery of the proposed route. SUCs will continue to be involved in programme modules and simulation activities such as the development of simulation scenarios. SUCs confirm that they're involved in co-production, including the development of the RPL pre-entry portfolio. An example given by a SUC representative is to make the language in the pre-entry more user friendly with less jargon. SUCs tell us that there are further meetings planned for this route. SUCs tell us that they don't know how they will be involved in the MSc nursing route beyond their current role as simulated patients. SUCs tell us that they haven't had EDI training as part of their engagement with ENU. (Condition one)

SUCs tell us that the programme team listen to their voice and they feel valued for their contribution. The programme team tell us that SUCs give feedback to students following simulated scenarios; this is confirmed by students and SUCs. In the simulation suite there's an anonymous feedback box where feedback can be given by SUCs about simulation sessions. SUCs tell us that the programme team are always available for support.

Students tell us that they've been involved in the co-production of the proposed route. They say that their voices are heard and that the co-production team leads are very responsive and inclusive to their suggestions throughout this process. Students tell us that they support the implementation of a two-year accelerated programme as it will be a more focused approach for postgraduate students.

Students tell us that the programme team are very responsive and that they're supported by personal development tutors and academic assessors. They're able to give feedback through module feedback mechanisms and confirm that they know how to raise and escalate concerns in practice.

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

SUCs are unclear about how they'll be involved further in the delivery of the MSc nursing route. SUCs haven't received EDI training as part of their involvement in the programme. (Condition one)

Condition one: The programme team must provide evidence of a SUC implementation plan for the pre-registration MSc nursing route, including how they'll receive EDI training. (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 2: [Standards for student supervision and assessment](#)

MET NOT MET

Post Event Review

Identify how the condition is met:

Condition one: An implementation plan evidences the strategy for the involvement of SUCs in the programme. This includes how EDI training and support ensures that SUCs are involved throughout the programme.

Condition one is now met.

Evidence:
SUC, implementation plan, July 2021

Date condition(s) met: 8 July 2021

Revised outcome after condition(s) met: MET NOT 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

R1.4 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).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC, 2018).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (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. ENU has a quality framework for RPL. Prospective students are required to have an undergraduate degree. They must evidence 1000 hours of previous experience. 500 hours relate to practical experience and 500 hours are mapped to the NMC platforms. This must be evidenced by the completion of a pre-entry RPL portfolio. Students are required to submit a written reflection identifying their motivation to become a registered nurse in their chosen field of practice, and how their current knowledge and experience will support them on the programme. The pre-entry portfolio documentation includes mapping which complies with Article 31(3) of European Union (EU) Directive 2005/36/EC.

The RPL pre-entry portfolio has been developed in conjunction with the co-production group, which includes SUCs, students, PLPs and the programme team. PLPs and SUCs are involved in the review process of the pre-entry applicants. PLPs review a selection of portfolios and SUCs provide feedback on applicant anonymised reflective statements at co-production meetings.

There's no evidence in the pre-entry scrutiny process flow chart of external examiner and committee verification. The programme team confirm that an external examiner isn't involved in the review and verification of the pre-entry RPL portfolio. (Condition two)

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

MET **NOT MET**

R1.6 is met. Unchanged through this modification.

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

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

MET **NOT MET**

R1.7 is met. Documentary evidence demonstrates that applicants must complete as part of their pre-entry portfolio a digital literacy self-assessment. Prospective students are required to complete an online application and submit the pre-entry portfolio electronically online.

Students engage with the online learning platform Moodle. Students confirm that they use Moodle as a virtual learning environment (VLE). Modules are delivered online with the exception of simulation and skills development. Digital skills are developed throughout the programme. Students tell us that they're able to adapt quickly to the online VLE. The programme team confirm that students have support from personal development tutors. Documentary evidence demonstrates that students are directed to ENU resources to support academic skills and the library which support digital literacy. Students confirm that they're supported and that personal development tutors are responsive to their questions.

Students are required to undertake online quizzes; numeracy assessments are undertaken using safeMedicate. By the end of the programme, students must achieve 100 percent in a health numeracy assessment and calculations of medicines. The SPAD requires students to demonstrate numeracy, literacy, digital and technological skills in practice that are mapped to the FN:SPRN. The SPAD is used by students electronically.

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.

Documentary evidence and the programme team confirm that there are no transferring students. Students confirm they'll complete their current programme in September 2022.

Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

The SSSA is applied to the approved programme.

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

YES NO

There's no evidence of external examiner RPL scrutiny. The programme team confirm that an external examiner isn't involved in the review and verification of the pre-entry RPL portfolio. (Condition two)

Outcome

Is the standard met?

MET NOT MET

There's no evidence of external examiner RPL scrutiny. The programme team confirm that an external examiner isn't involved in the review and verification of the pre-entry RPL portfolio.

Condition two: Provide evidence of a robust process for how the external examiner will be involved in the university committee RPL verification process for the pre-entry RPL portfolio. (SFNME R2.8, R2.20; SPNP R1.5)

Date: 8 June 2021

Post event review

Identify how the condition(s) is met:

Condition two: A pre-entry portfolio standard operating procedure (SOP) document provides evidence of a clear plan for how external examiner scrutiny of the RPL process will be operationalised.

Condition two is met.

Evidence:

Pre-entry portfolio, SOP process document, 1 July 2021

Date condition(s) met: 8 July 2021

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

- 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 identifies modules that are generic with the inclusion of adult and mental health field specific learning that are applied in theory and practice. There's opportunity for students to have field specific tutorials.

Documentary evidence demonstrates the curriculum design concepts and identifies where the FN:SPRN is mapped within modules. The curriculum uses a concept approach with nested and core concepts within each module. The core concepts are module learning outcomes and the nested concepts are the module content. The nested concepts are mapped to each module and the programme proficiencies, making it clear where content is delivered. Module specifications identify learning opportunities relevant to all fields of practice.

Case studies and discussions are used to facilitate the sharing of learning across fields. The programme team say simulation experience includes scenarios that relate to all four fields of nursing. There's field specific expertise within the school that ensures cross field experience. Students say they have hub and spoke opportunities in the practice learning environment which facilitates cross field learning exposure. This is reviewed by practice supervisors, practice assessors and academic assessors to ensure these experiences are being achieved. The programme team tell us that, if needed, an action plan is developed to ensure cross field exposure is achieved in practice learning environments.

- 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. Documentation including the curriculum design document, programme specifications and programme handbooks detail information for both the adult and mental health fields of practice. Theory and practice module specifications evidence the requirement for students to apply field specific learning and undertake a reflection facilitated by field specific tutors. On successful completion of the programme students can apply for entry onto the NMC register as either an adult or mental health nurse.

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. Programme design documentation provides evidence of mapping to the FN:SPRN. Law, safeguarding, consent, pharmacology and medicines administration and optimisation are mapped across the programme in the curriculum design document. Field specific content in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation are mapped in the SPAD. Case studies are used to give practical examples related to fields of practice, and assessments are field specific. The SPAD clearly details that consent must always be sought from SUCs.

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

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

MET **NOT MET**

R2.9 is met. The programme specification states the hours students undertake in theory and practice learning. There's a minimum of 2300 hours in practice learning and 2300 hours in theoretical learning. This includes the hours students are required to evidence through RPL. There's an equal balance of theory and practice learning. The programme handbook and specification signposts students to the total hours required in theory and practice for successful completion of the programme. The practice allocation planner identifies the practice hours for each practice learning experience and part of the programme.

Documentary evidence identifies that there are a range of teaching and learning methods. Theoretical content is primarily delivered online using a flipped learning approach. Students experience online tutorials, the use of case studies, problem-based scenarios, discussions and simulation in the simulation centre. Module aims, descriptors and outcomes are clearly specified. Students say the online learning environment is beneficial and more inclusive as they experience small group learning in this structure.

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

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

YES **NO** **N/A**

The programme is only delivered in Scotland.

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

YES **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** **N/A**

The programme doesn't lead to registration in two fields of nursing practice.

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

YES NO N/A

The programme doesn't lead to registration in another profession.

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

YES NO

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

Date: 8 June 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

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. Unchanged through this modification.

- 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. Unchanged through this modification.

- 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. Unchanged through this modification.

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

MET **NOT MET**

R3.4 is met. Documentary evidence demonstrates that technology enhanced and simulation opportunities are used effectively and proportionately to support learning and assessment. The SPAD is accessed electronically online; students develop numeracy and medication skills using the digital numeracy package safeMedicate.

There’s a simulation centre, with clinical skills teams who support simulation delivery. The senior school team tell us that they have recruited more staff to support the delivery of clinical simulation. SUCs say they are involved in simulation delivery as simulated patients; students and the programme team confirm this. Documentary evidence and the programme team confirm that simulation continues to comply with Article 31(5) of EU Directive 2005/36/EC. Field specific and cross field scenarios are used in the delivery of simulated learning.

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

MET **NOT MET**

R3.5 is met. Unchanged through this modification.

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: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 8 June 2021			
Post event review			
Identify how the condition(s) is met:			
N/A			
Date condition(s) met:			
N/A			
Revised outcome after condition(s) met:		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A			

Standard 4: Supervision and assessment
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme</p> <p>R4.4 provide students with feedback throughout the programme to support their development</p> <p>R4.5 ensure throughout the programme that students meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>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%</p>

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, specifically 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. Unchanged through this modification.

- 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. Unchanged through this modification.

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

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

YES NO

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

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

MET NOT MET

R4.4 is met. Documentary evidence identifies there are processes in place to provide students with feedback throughout the programme to support their development. Module descriptors identify formative and summative assessment points. Summative assessments include written assignments, numeracy, digital and technological literacy case reports, online multiple-choice questions and risk management strategies using a situation, background, assessment and recommendation approach. Students undertake formative online quizzes and reflective exercises. The programme handbook informs students about the importance of good academic conduct associated with their assessments.

Practice assessment is recorded in the SPAD. Students have interim feedback meetings in each practice learning environment. They are required to receive feedback from SUCs at least once in each year of the programme. SUCs confirm that they give students feedback following simulated learning.

Students must demonstrate competence in safe medication practice; safeMedicate supports the development towards the assessment of this competency. Documentary evidence confirms that there's formative opportunities available to students prior to this summative assessment.

Students confirm that they receive feedback across the programme. Practice supervisors and practice assessors confirm that they have been prepared for their roles as part of the implementation of all Scotland SSSA approach. They confirm that they provide students with feedback in 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. Documentary evidence maps the curriculum to the FN:SPRN. Students are assessed in practice learning environments against the FN:SPRN evidenced in the SPAD. All theoretical modules are compulsory, must be passed and require students to demonstrate application of their knowledge and skills within their chosen field of practice.

The SPAD records and documents progression towards achievement of the FN:SPRN; this is clearly mapped in the SPAD. Students are required to demonstrate that they have met the programme outcomes for their field of nursing practice.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)
YES NO
- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)
YES NO
- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)
YES NO
- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)
YES NO
- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)
YES NO
- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)
YES NO

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

YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 8 June 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 5: Qualification to be awarded	
Approved education institutions, together with practice learning partners, must:	
<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><i>Standards framework for nursing and midwifery education, specifically R2.11, R2.20</i></p>	
Findings against the standards and requirements	
Evidence provides assurance that the following QA approval criteria are met:	
<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) 	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

- 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

YES NO N/A

There isn't a fall back exit award with NMC registration as a nurse.

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: 8 June 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

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 <i>Standards of proficiency for registered nurses</i>	<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 (NMC, 2018) (Gateway 1)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment (NMC, 2018) apply to the programme(s) (Gateway 2)</i>	<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 (NMC, 2018) (Gateway 3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) 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 placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed.		
List additional documentation: Post visit documentation: SUC, implementation plan, July 2021 Pre-entry portfolio, SOP process document, 1 July 2021 Email from the chair of the approval panel confirming the university conditions are met, 1 July 2021		

Response to conditions and recommendations, undated
Additional comments: None identified.

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"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" 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: BN, September 2020, year one x two Master's in nursing, adult, September 2019, year two x two Master's in nursing, adult, September 2018, year three x three Master's in nursing, mental health, September 2019, year two x two Master's in nursing, mental health, September 2018, year three x three		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed.		
Additional comments: None identified.		

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 type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, system regulator reports list:		
If you stated no above, please provide the reason and mitigation: There's no system regulator reports. ENU is an established AEI and visits to facilities weren't needed.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author(s):	Ursula Chaney	Date:	8 June 2021
Checked by:	Angela Hudson	Date:	22 June 2021
Submitted by:	Amy Young	Date:	11 August 2021
Approved by:	Leeann Greer	Date:	11 August 2021