Programme Major Modification report

Section one

Programme provider name:	University of Chichester
Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☐ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☐ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* 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 ☐
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	BSc (Hons) Adult Nursing
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	
Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification*	Post Graduate Diploma in Adult Nursing

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(for example new routes being added that have a different title to those already approved) or add N/A	
Academic levels of current programme:	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

	☒ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF

	Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ ☒ N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Academic levels of modified/additional programme(s)/route(s):	
Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland

	☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF

	Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ ☒ N/A
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Programme approval dates:	
Date of NMC approval of the programme being modified:	15 July 2021

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This is the approval date under the most recent NMC standards.	
Date(s) of NMC approval of any modifications since last approval:	
Programme start dates:	
Current modification programme start date:	
RN – Adult	5 September 2022
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
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:	25 May 2022

Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Sarah Annesley

Summary of review and findings
The University of Chichester (UoC) gained Nursing and Midwifery Council (NMC) approved education institution (AEI) status in July 2021. The school of nursing and allied health (SNAH) is seeking modification of their undergraduate, pre-registration Bachelor of Science (Honours) (BSc (Hons)) nursing programme to add a postgraduate, pre-registration adult nursing route against Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). The routes within the programme are a full-time, 24-month postgraduate diploma (PgDip) adult nursing programme, with the option to complete an Master of Science (MSc) adult nursing (part-time). The PgDip confers eligibility to register as a nurse with the NMC in the adult field of practice. There are two exit routes for students who meet the academic criteria but fail to meet the FN:SPRN. These routes do not confer eligibility to register with the NMC. The UoC is an experienced provider of postgraduate professional programmes in social work and physiotherapy and is seeking to add the PgDip adult nursing route to their NMC approved provision. At the visit, senior representatives of the university provide assurance of the institutional support and commitment to the proposed route. Discussion at the visit with the programme team, students, practice learning partners (PLPs), external stakeholders and service users and carers (SUCs) show a high standard of partnership and collaboration in the development of the programme and curriculum. Discussion at the major modification visit and the documentary evidence confirm that programme outcomes, practice learning experience and curriculum content meet the requirements of the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018). PLPs confirm that adult nursing students have the required practice learning opportunities to develop skills and knowledge for nurse registration. Discussion with the programme team and documentary evidence support that the learning and teaching facilities are sufficient to accommodate the first cohort of 10 to 20 students. There's ongoing investment in simulation facilities which will

support this cohort. Students report that they have access to sufficient facilities including shared learning spaces and have the support of the programme team.

The visit confirmed effective partnership working between SNAH academic staff, current students, SUCs and PLPs. Collaboration and co-production of the programme curriculum is documented and confirmed in discussion with PLPs, SUCs and students during the approval visit.

The SNAH and their PLPs have partnership agreements in place which include a shared approach to preparation of practice supervisors and practice assessors to support the supervision and assessment of students in practice. PLPs report that they are aware of how this supervision and assessment of student practice learning is to be applied on this PgDip (24-month) programme. The UoC, with other AEIs across the south of England, work with the south practice assessment document (south PAD) and ongoing achievement record (OAR). This is now an online PAD (e-PAD). PLPs report that there is training and support to facilitate the delivery of the e-PAD.

Documentary evidence and discussion with the programme team, students and PLPs confirm their understanding of practice governance issues, such as how to raise concerns in practice and fitness to practise.

The approval visit is undertaken by remote means.

Arrangements at programme level meet the requirements of the SFNME and the requirements of the SSSA.

The programme is recommended to the NMC for approval.

The NMC made two recommendations, one jointly with UoC.

UoC made a further four recommendations.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒
	Programme is recommended for approval subject to specific conditions being met ☐
	Recommended to refuse approval of the programme ☐

Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: Consider reviewing student and programme documentation to include a clear statement of programme length. (SFNME R3.2; SPNP R2.1) (NMC and university recommendation) Recommendation two: Consider monitoring the external examiner workload as the programme grows and routes expand. (SFNME R2.20; SPNP R2.1) Recommendation three: Provide clearer student signposting to where to find the e-PAD system in the virtual learning environment (VLE). (University recommendation) Recommendation four: Continue to offer opportunities for student debrief/peer support sessions following a period of practice learning/placements. (University recommendation) Recommendation five: Explore opportunities for international recruitment to the programme. (University recommendation)

	Recommendation six: Correct referencing and typographical errors (including reassessment grade information). (University recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	**Observations have been made by the education institution YES** ☒ **NO** ☐
Summary of observations made, if applicable	The AEI has requested removal of an AEI recommendation as this forms part of normal AEI QA processes. The report has been adjusted accordingly.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	N/A

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, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2020)

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

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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

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Provide an <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Programme documents and findings from the major modification visit provide evidence of effective partnership working between SNAH and PLPs, current students and SUCs. Meeting minutes identify key stakeholder involvement in the planning of this postgraduate nursing programme. At the visit PLPs, current nursing students and SUCs confirm this inclusive consultation during the programme development.

PLPs support the implementation of the programme. They tell us they are involved in programme development and feel engaged at a strategic and operational level. They tell us their role and contribution are valued and they have influenced module content and refinement of the programme route. They tell us the UoC is responsive to local workforce development and pressures which has directly led to the creation of the PgDip programme. At the operational level, staff from PLPs are included in student recruitment events and interview panels.

Documentary analysis confirms that there are a range of mechanisms to review practice learning experiences and conduct and monitor educational audits. Partnership learning agreements are in place between the AEI and PLPs, and the university monitors these agreements. The PLPs and university tell us that they are committed to provide safe and supportive learning environments, demonstrating an effective partnership approach to placement learning. The placement handbook and the supporting learners in practice policy demonstrates how students are supported in practice and how they can raise concerns which may impact on practice learning. Documentary evidence confirms how student welfare concerns can be raised if a student is missing from practice. Students tell us they know how to report absence from the practice learning environment.

Students at the visit confirm they are aware of how to escalate concerns and understand the concept of fitness to practise. PLPs tell us that student placement feedback is an important part of the governance and monitoring systems, and they respond quickly to student feedback. Students tell us they have been consulted and are aware of this programme development. They understand that if they have an undergraduate degree, they are eligible to transfer to this new route. At the visit we met students from other postgraduate professional programmes at the UoC (physiotherapy and social work).

The establishment of the Chichester engagement and advisory group shows evidence to support the SNAH commitment to SUCs' involvement in the

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programme. This includes SUCs' involvement in the admissions process, delivery of modules and evaluation of student performance in the practice environment. At the visit, SUCs tell us how they benefit from this collaborative and inclusive approach. Students also tell us they recognise the positive benefits of SUCs on their learning and teaching.

There's further evidence of partnership collaboration with regards to student recruitment and interviews in this new route. SUCs are included in student recruitment and interview panels, and complete a university induction and equality and diversity training before participating in student recruitment. SUCs tell us they enjoy this involvement and feel they can directly influence the selection and recruitment of students who reflect the core values of nursing.

The SNAH is part of the south PAD and OAR collaboration which includes other AEIs and their PLPs. Documentary evidence supports this partnership approach to practice learning. The SNAH has a placement co-ordinator who works to ensure that students have a sufficient range of placement opportunities. Since December 2021, the south PAD and OAR are now online, an e-PAD. PLPs report that there is training and support to facilitate the delivery of the e-PAD. Students tell us they like having their practice learning recorded online and that practice supervisors and practice assessors are familiar with this format.

Programme mapping documents confirm that the FN:SPRN are clearly identified as being assessed in the practice modules and facilitate student learning across a range of skills and procedures in annexes A and B.

The university supports inter-professional learning (IPL), and the programme documentation confirms that students have access to shared simulation with other students on professional programmes, including physiotherapy and social work. Students tell us they have recently completed the first of these IPL opportunities. There is documentary evidence that these IPL opportunities are mapped to this route.

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 ☐

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:

N/A
Date condition(s) met:
N/A
Revised outcome after condition(s) met: MET ☐   NOT MET ☐
N/A

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must:

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

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

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

  MET ☒   NOT MET ☐

R1.5 is met. The recognition of prior learning (RPL) process is outlined in the RPL handbook and admissions process. Documentary analysis shows that RPL can be used for certified prior learning and experiential learning, and this is mapped against academic levels of the programme up to a maximum of 50 percent. An RPL record shows prospective candidates how to evidence this RPL requirement and provide evidence which is mapped to programme learning outcomes and the FN:SPRN. Further evidence contained in the student programme handbook confirms RPL requirements of 600 hours prior learning and 262.5 hours experiential learning. All RPL claims are reviewed by the programme lead, NMC official correspondent and moderator and external examiner with due regard and approved by the SNAH assessment board. RPL processes comply with Article 31(3) of European Union (EU) Directive 2005/36/EC.

- 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. The SNAH have a RPL handbook and procedures which set out how prospective candidates who are already registered nurses can use the RPL process. This RPL is mapped to programme learning outcomes and the FN:SPRN. Those wishing to make an RPL claim are advised by the programme lead.

Documentary analysis states that this can be more than 50 percent of the programme. RPL processes comply with Article 31(3) of EU Directive 2005/36/EC.

- 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 have the required entry criteria in relation to numeracy and literacy for entry to the programme. The SNAH sets this as general certificate of secondary education English language, maths and science at C/four or higher equivalent of functional skills English and maths level two pass. Candidates must also have an undergraduate honours degree classification two:two or above.

Documentary evidence supports that numeracy, literacy and digital and technological literacy is mapped against FN:SPRN and programme outcomes. The programme assessment strategies also support the achievement of numeracy, literacy and digital and technological literacy. The use of a 'nursing digital ecosystem' is presented as evidence of how through simulation, practice learning and theory students will be supported to continuously develop their abilities in numeracy, literacy and digital and technological literacy. Since December 2021 the south PAD and OAR moved to an electronic system.

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

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

  YES ☒   **NO** ☐

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

There are no plans for students to transfer to this new route.

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. This is an additional route which will use the SSSA. The SSSA have been established from the inception of the current pre-registration nursing adult undergraduate programme.
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met YES ☒   NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 25 May 2022		

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 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)

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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 <u>evaluative summary</u> 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. Programme documentary evidence and discussion at the major modification visit tell us how students gain experience in the four fields of nursing. From the evidence, simulation is an important aspect of this experience, particularly in relation to mental health and learning disabilities nursing. The simulation education-based activity strategy shows how this supports students to gain experience in all four fields of nursing. The programme team tell us that the strategy collates simulation activity under the concept of a 'nursing digital ecosystem' which is based on several linked activities including skills for health, e-learning for health and training packages based on actual case studies. The programme team tell us that future developments including the creation of virtual placements using Microsoft HoloLens technology will further enhance four field exposure.

Students tell us they are familiar with simulation and see how this supports their practice learning. Programme documentary evidence and mapping support curriculum and practice learning content which meets the FN:SPRN.

SUCs tell us how they contribute to student learning and teaching. Students tell us the impact that the involvement of SUCs has had on them. This shared learning is an area of strength.

Mapping documentation confirms that students will gain the required experience in all four fields of nursing in theory and practice. Module descriptors provide evidence of achievement of R2.4 in theory content.

The programme plan shows that placements are embedded at appropriate points to enable students to integrate theory into practice. Hub and spoke placements are used to enhance practice learning and to ensure adequate exposure across the four fields. Students tell us how they have used the hub and spoke model to

improve the variety of and add context to their practice learning. PLPs tell us how they use the hub and spoke model to support learning in other fields of nursing, and the community learning environment is used to provide experience in the care of children and young people. This learning in practice is supported by simulation.

The placement handbook provides examples of how students use placement opportunities to meet learning outcomes including all four fields of nursing.

- 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. Documentary evidence supports the structure of the programme and outlines the route to register with the NMC in adult nursing. Module descriptors detail the learning outcomes, skills and knowledge across the 24-month programme. Programme plans provide evidence of opportunities for specific learning outcomes in adult nursing. Programme documentation shows us that there are four theory modules in year one, and three theory modules in year two.

Students complete five placements over two years with part one and two assessed in year one, and part three assessed in year two.

The year one students tell us they have had a variety of placements including community and acute care. They feel well supported in placement to gain insight into their field of nursing practice.

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

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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. There's thematic documentary evidence which shows the inclusion of specific content in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation. Module descriptors evidence that the content is related to the field of adult nursing. Module descriptors show the inclusion of specific theoretical content and forms part of all level seven modules. In year two, part three students are required to pass a health numeracy assessment related to nursing proficiency and calculations of medicines with a pass mark of 100 percent.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.
There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET ☒   **NOT MET** ☐

R2.9 is met. Documentary evidence outlines that the programme is two years in length, 24 months to complete the PgDip. Programme documentation requires students to achieve more than 2,300 practice hours and 2,300 theory hours. RPL is noted as 262.5 experiential hours and 600 hours theoretical RPL.
Module descriptors show the designated theory and practice hours for each module and identify appropriate module learning outcomes and content. A range of learning and teaching strategies are set out in the programme and module descriptor document.

The two-year full-time programme is divided into four semesters (two per year). Each semester has separate periods of theory hours and practice hours. An induction week is scheduled at the beginning of year one, with assessment and holiday weeks identified through the year.

Programme and module descriptors identify appropriate module aims, content and learning outcomes. The programme specifications outline the learning and teaching strategy, including simulation, forum theatre, online learning, peer-learning, IPL and learning from SUCs. PLPs at the major modification visit support

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the breadth of learning opportunities available. Students also tell us they like the variety of approaches to learning. Specifically, they tell us that although initially uncomfortable about participating in the forum theatre they see how this helps their practice learning.

Learning in practice is assessed using the south PAD and the OAR. The programme team now tell us this is an e-PAD implemented in December 2021. Practice learning is based on 37.5 hours per week, seven days per week and over a 24-hour period.

Evidence supports the management of student attendance and engagement of on campus learning. The attendance flowchart provides assurance of how student non-attendance and engagement is addressed, and the information is used to help personal tutors monitor student progression. Attendance in practice is recorded using the e-PAD, and student attendance in simulation is monitored using the UoC student attendance monitoring system. The programme team tell us these hours can be added to the student's e-PAD and are validated by the module lead.

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** ☒

This programme is delivered in English and in England only.

- 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 leads to single field registration only.

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

  YES ☐ **NO** ☐ **N/A** ☒

This programme leads to registration solely with the NMC.

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:** 25 May 2022

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

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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 <u>evaluative summary</u> 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. Documentary evidence shows that students can achieve the FN:SPRN through access to several practice learning placements across a diverse range of PLP organisations. There are five practice learning experiences in the two-year programme. Documentary evidence describes the use of a hub and spoke model of practice allocation to facilitate a diverse range of experience of caring for people across the life span. Students confirm the use of the hub and spoke model to facilitate learning across the lifespan. PLPs also confirm that students have a diverse range of practice learning opportunities.

There's documentary evidence that the university works with PLPs and other AEIs to ensure a planned approach to practice learning capacity. At the major modification visit, PLPs tell us that the UoC asked them where they had practice learning capacity rather than telling the PLPs what placement learning they need. PLPs say this was a useful way for them to work with the SNAH. There's documentary evidence that practice learning allocations are undertaken by a

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placement administrator in the AEI. The programme team tell us this is supported by practice placement facilitators in the PLPs and one member of academic staff with responsibility for practice learning.

Mapping to the EU Directive 2005/36/EC, annexe version two clinical instruction element of general nursing in practice learning experiences is provided.

There's documentary evidence that the UoC is part of the south PAD and the UoC, senior nurses and PLPs ensure there are opportunities for students to practise core skills and procedures outlined in annexes A and B. The south PAD has sections for students to record experience of caring for people of all ages.

Practice documentation allows student assessment and achievement of FN:SPRN across the seven platforms and annexes A and B. These specific assessment points match the programme delivery over two years.

Expected standards of student conduct and behaviour are detailed in programme documentation. NMC standards and guidance on expected behaviour is presented in student information, including guidance on the use of social media.

- 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. There's documentary evidence that the programme ensures that students experience the variety of practice learning environments in hospital, community, hospice and care home settings. These are designed to facilitate the requirement for students to meet the holistic needs of people of all ages. Students tell us the practice learning they have and how this supports their understanding of the holistic needs of people.

The SNAH's placement handbook details how placement allocations are made, and outlines placement pathways matching practice settings descriptors to examples of the practice learning area. This documentation sets out the process for if a student is to be withdrawn from practice. The placement handbook details the process to follow if a student is concerned about a placement area. Students tell us that they know how to raise placement concerns and feel supported and empowered to do so.

We are assured that the university is providing appropriate practice learning opportunities and monitoring and evaluating practice learning with a partnership

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approach with other AEIs. PLPs tell us that student placement evaluations are an important part of this monitoring and evaluation process.

PLPs are detailed and include NHS and independent providers.

It is noted that no Care Quality Commission reports raise concerns about PLPs. The UoC is yet to complete the NMC annual self-report and is aware of the requirement for NMC exceptional reporting.

- 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. Documentary analysis, including programme and module descriptors, shows how communication and relationship management skills are introduced and developed through the programme.

Programme documentation shows how the south PAD maps to the FN:SPRN and that the OAR is mapped to the skills and procedures in annexes A and B. SUCs can give individual student feedback through the south PAD, which highlights the opportunity for service users to contribute to the assessment of a student's communication and relationship management skills.

In addition to practice learning experiences, forum theatre helps refine communication and relationship management skills. Students tell us that, though they find this approach to learning daunting, they appreciate how it supports the development of communication skills in a safe environment. Simulation-based learning is also used to support this learning where skills are more difficult to achieve in practice settings.

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

  MET ☒　　NOT MET ☐

R3.4 is met. Programme documentation confirms that simulation-based learning opportunities are an important part of the programme. The university uses Moodle as its VLE. A variety of technology is used to support learning, teaching and assessment strategies. This includes the use of online packages such as

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clinicalskills.net, a nursing information technology ecosystem and the use of an e-PAD.

Technology enhanced learning is detailed in programme documentation, including the use of assessments by objective structured clinical examination and vlog, where a video is used to present learning.

Simulation-based activities are mapped to each module. Programme documentation demonstrates that 187.5 hours of simulation-based learning is undertaken mapped to theory hours.

The university has a simulation area including a six bedded ward area, consultation room and community flat and these support high fidelity simulation. There's evidence that forum theatre using actors and service users adds to the simulation-based learning.

At the visit, students tell us that this technology enhanced learning provides them with a safe and supportive learning environment in which to practice skills they may not have encountered in practice. This helps their confidence.

The adult field programme learning opportunities comply with Article 31 (5) of EU Directive 2005/36/EC

- 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. Programme documentation confirms that processes are in place to take account of students' individual needs and personal circumstances. Students are encouraged to disclose any disabilities or personal circumstances before commencement of the programme. Student programme handbooks shows that the university provides a range of student support and wellbeing services including learning disability support. The programme team tell us students can access reasonable adjustments to support their learning both at university and in practice. Student support for university learning is managed through a student additional requirement agreement and in practice by reasonable adjustments to work experience. Students tell us that their individual needs are supported in practice and by the university.

A reasonable adjustment to work experience form is completed, and the placement administrator checks to ensure students are in suitable placements to support their individual requirements. This process ensures reasonable adjustments are made before placement starts. A student's personal tutor also

supports and directs students to the additional support available from the university. Practice documentation shows that students are encouraged to discuss individual reasonable adjustments in practice with practice supervisor and practice assessors. The south PAD includes a prompt to discuss this requirement during the initial placement review. At the major modification visit a student gave a personal account of how this process works and the support they have from practice and academic staff.

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐

Date: 25 May 2022 |
| **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 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, specifically *R4.1 – R4.11*

Findings against the standards and requirements

Provide an <u>evaluative summary</u> 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

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- 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. A review of programme documentation confirms evidence of meeting the SFNME in relation to supervision, learning and assessment. Programme documentation and mapping confirms how students meet the required proficiencies and programme outcomes. Documentary evidence shows that students are allocated a nursing field specific personal tutor to support their learning. Personal tutors also act as academic assessors. In practice, suitably prepared practice supervisors and practice assessors support student learning and assessment. Practice documentation provides opportunity for practice supervisors and practice assessors to share relevant observations on the conduct, proficiency and achievement of individual students with academic assessors. This process is helped by the introduction of the e-PAD.

Documentary analysis supports that an individual student is supervised in accordance with their learning needs. Students tell us they feel well supported by their practice supervisors and practice assessors, who work alongside practice education facilitators.

Roles and responsibilities of practice assessors, practice supervisors and academic assessors are set out in the practice learning handbook. This evidence supports how supervision and assessment in practice is undertaken, and confirms that each student is allocated a different practice assessor for each placement and a different academic assessor for each part of the programme.

Documentary analysis of UoC processes and programme documentation supports the SFNME requirement that students have their diverse needs respected and considered in accordance with equalities, human rights legislation and good practice. Evidence shows that students can take responsibility for their own mental health and physical health wellbeing through the support provided by the UoC and programme team. At the approval visit, students tell us what support is available for their mental health and wellbeing, and make use of this as needed.

Programme documentation and module descriptors demonstrate how students are prepared for independent, reflective and professional practice. At the approval visit, students show reflective insight in line with the part of their programme. The e-PAD and OAR also shows how students are prepared for independent practice.

Evidence shows that structures are in place to ensure students receive constructive feedback to support learning. This includes the use of service users' feedback in practice assessment and to inform module assessment. Practice

documentation shows that this engagement and feedback is part of each student's assessment.

Programme documentation confirms that there are appropriately qualified and experienced academic staff from a range of clinical backgrounds to deliver the programme and support learning and assessment.

Programme documentation shows that there are appropriately qualified and experienced academic staff to deliver the programme and support student learning. This includes access to cross field teaching for mental health, learning disabilities and child. At the major modification visit we are assured that additional qualified staff from a range of clinical backgrounds are being recruited as the programme grows and routes expand.

There's programme documentary evidence that explains the role of the academic assessor, and each academic assessor supports an appropriate number of students. There's further documentary evidence that tells us the programme team act as professional role models to support student learning and assessment.

Programme documentation supports educators, and assessors use evidence to monitor student engagement and achievement; this informs student progression. Student attendance in university and in practice is monitored and there are processes in place to escalate concern. The major modification visit shows how this student engagement and attendance monitoring includes simulation learning.

Students tell us they're aware how to raise concerns and feel supported by practice learning and academic staff to do so. PLPs tell us there is supportive open communication with students and academic staff so a concern from practice can be addressed quickly. Programme documentation confirms the fitness to practise policy and the requirement for students to confirm annually good health and good character. Students tell us they are aware of the need to confirm good health and good character.

There's documentary evidence to show the structures in place to ensure the quality of practice learning. The approval visit shows close partnership working with PLPs to ensure the quality of practice learning. This includes educational audits and student practice learning evaluations.

- 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. A review of programme documentation confirms evidence related to the SSSA.

Programme documentation and discussion at the major modification visit provides evidence of preparation of practice supervisors, practice assessors and academic assessors for this new programme route. There is a collaborative approach between the UoC and PLPs which demonstrates good working relationships.

The evidence shows that appropriate processes are in place to ensure the quality of practice learning environments. This includes the development of practice learning, support for learners and ongoing quality assurance monitoring. Workflow documentation shows evidence of collaborative working to ensure placement capacity is monitored. PLPs tell us they appreciate the collaborative approach used by the AEI to identify placement capacity.

Practice documentation (south PAD and OAR) provides opportunity for practice supervisors, practice assessors and academic assessors to share relevant observation on the conduct proficiency and achievement of students. This is enhanced by the move to an online e-PAD in December 2021. Programme documentation shows that academic assessors are required to be registered nurses and have a clear understanding of the programme, application of FN:SPRN and the SSSA and assessment and student progression processes.

There's documentary evidence that the points where an academic assessor assesses a student's completion of parts and progression is confirmed.

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 <u>evaluative summary</u> 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. There's documentary evidence that there are appropriate processes to provide students with feedback both in practice and for academic aspects throughout their programme. Programme documentation confirms the use of

formative and summative assessments in the programme. Module descriptors show that formative assessment progresses from staff-led to peer-led over the two years of the programme. Summative assessment is supported by a student self-assessment tool which promotes active student engagement in academic feedback.

Programme documentation and evidence from the programme team supports that there's an opportunity for SUCs to provide student feedback both in university and in practice. Evidence shows that integrating SUCs is an important part of student learning, teaching and assessment. At the approval visit, students tell us they appreciate the integration of SUCs and tell us about the impact SUCs' teaching has on their preparation for practice. SUCs also tell us they feel listened to and able to give formative and summative feedback that contributes to development of the programme and the recruitment of suitable applicants.

Programme and module descriptor documentation shows that assessments include e-portfolio, examinations, presentations, case studies, research or quality improvement proposal, research proposal for professional development and practice assessment of FN:SPRN. Formative and summative feedback is detailed in both theory and practice modules.

The south PAD and OAR, now an e-PAD, show robust approaches to student feedback across all three parts, and the responsibility for the assessment and supervision of students is shared between the university and PLPs.

There's documentary evidence to show a range of student feedback systems which includes monthly student staff consultative discussion and biannual programme committees. Students also complete module and placement evaluations which allows for regular student feedback to the university on their experience.

- 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. The documentary evidence confirms the mapping of the curriculum and practice learning to ensure that students meet the FN:SPRN in adult field. The FN:SPRN and annexes A and B are also mapped to the south PAD and OAR. This mapping ensures that students who successfully complete the programme will meet the relevant NMC standards.

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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 ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 25 May 2022

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 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.

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

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Fall Back Award

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

YES ☐ **NO** ☐ **N/A** ☒

There's no fall-back award with NMC registration as a nurse.

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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: 25 May 2022		

Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	MET ☐	NOT MET ☐

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	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

		YES	NO
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).			☒

If you stated no above, please provide the reason and mitigation:
No apprenticeship route is presented.

List additional documentation:
None identified.

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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐

If yes, please identify cohort year/programme of study:
BSc (Hons) Nursing – adult nursing year one, September 2021 cohort
MSc Physiotherapy – year one, September 2021 cohort
MSc Social work – year two, September 2020 cohort

	YES	NO
Service users and carers	☒	☐

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

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)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐

Practice learning environments		☐	☒
If practice learning environments are visited, state where visited/findings:			
System regulator reports reviewed for practice learning partners		☐	☒
If yes, system regulator reports list:			
If you stated no above, please provide the reason and mitigation: UoC is a newly approved AEI. The major modification visit did not require a resource check.			
Additional comments: None identified.			

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record			
Final Report			
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Submitted by:	Amy Young	Date:	7 July 2022
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