

## Major Modification report

### Section one

<b>Programme provider name:</b>	Solent University
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Hampshire Hospitals NHS Foundation Trust Southern Health NHS Foundation Trust Portsmouth Hospitals NHS Trust Salisbury NHS Foundation Trust University Hospital Southampton NHS Foundation Trust Isle of Wight NHS Trust Solent NHS Trust Sussex Community NHS Foundation Trust Private, voluntary and independent health care providers
<b>Provision(s) reviewed:</b>  Provision: Pre-registration nursing - Mental Health Title of current programme: BSc (Hons) Adult Nursing (Direct entry) Title of modified programme if changed: BSc (Hons) Mental Health Nursing (Direct entry) Programme start date: 7 September 2020  Current academic level(s): England, Wales, Northern Ireland: Level 6  Modified academic level(s), if applicable: N/A  Provision: Nursing Degree Apprenticeship route - Mental Health Title of current programme: BSc (Hons) Adult Nursing (apprenticeship route) Title of modified programme if changed: BSc (Hons) Mental Health Nursing (Apprenticeship route) Programme start date: 7 September 2020  Current academic level(s): England, Wales, Northern Ireland: Level 6  Modified academic level(s), if applicable: N/A	
<b>Date of review</b>	8 June 2020

<b>Type of Modification</b>	Major Modification (Visit)
<b>QA visitor(s):</b>	Registrant Visitor: David Mudd Lay Visitor: Sandra Stephenson

**Section two**

**Summary of review and findings**

Solent University (SU) is an established approved education institution (AEI). The school of sport health and social sciences (the school) presents documentation to support a major modification to the existing pre-registration nursing programme (adult) approved by the Nursing and Midwifery Council (NMC) on 3 February 2020.

This major modification is to include delivery of an additional field of nursing (mental health) to the existing approved programme leading to registration with the NMC. This will have two routes: a full-time, three-year direct entry undergraduate route in mental health nursing, titled BSc (Hons) mental health nursing and a full-time, three-year and four-months BSc (Hons) mental health nursing registered nurse degree apprenticeship route (RNDA), titled BSc (Hons) mental health nursing (apprenticeship). The programme is proposed to start in September 2020.

The programme has been developed in accordance with the Standards for pre-registration nursing programmes (SPRNP) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (SPRN) (NMC, 2018).

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are clearly detailed and mapped within the programme documentation.

The practice placement visits and the approval visit were undertaken at a distance due to the Covid-19 pandemic.

SU works collaboratively with other AEIs in the Wessex region and Health Education England (HEE) to develop and implement the south practice assessment document (south PAD), an adapted version of the pan-London PAD (PLPAD) and to develop the supporting learners in practice training programme, a shared approach to the preparation of practice supervisors, practice assessors and academic assessors to support the implementation of the south PAD.

A partnership approach to the development of the programme is evident. The named apprentice employers are: Priory Hospital, Manor Clinic, Mansbridge; Solent NHS Trust and Southern Health NHS Foundation Trust.

All apprentice employers and PLPs tell us of their compliance with the NMC standards, specifically, the Standards framework for nursing and midwifery education (SFNME), the SSSA. They tell us of their commitment to ensure the supernumerary status of apprentices for 2300 hours of practice and 2300 hours of theory.

SU, in partnership with other AEIs in the region and apprentice employer PLPs, has developed the Wessex multi-professional practice placement audit tool, a

robust educational audit system to assess, monitor and evaluate the suitability and quality of practice learning environments and student experiences.

There's evidence of partnership working between SU and stakeholders including service users, students and employer PLPs. There's documentary evidence that stakeholders have contributed to the design and development of the proposed programme.

SU and employer PLPs confirm that any issues which arise from Care Quality Commission (CQC) quality and inspection reviews which impact on practice learning environments are managed through a systematic partnership process. Evidence from educational audits are used to determine suitability of practice learning environments. Any risks to students' practice learning are robustly managed and monitored via action plans. Assurance is provided that the risks associated with this are being effectively managed to ensure student protection in practice learning environments and public protection. Employer PLPs tell us how they share any adverse CQC reports with SU and HEE Wessex. CQC reports are shared with students as a learning and reflection tool.

Major modification at programme level for the delivery of the additional nursing field and routes does not meet the SFNME (NMC, 2018), the SSSA (NMC, 2018) and the SPNP (NMC, 2018) as conditions apply.

The major modification of the pre-registration nursing programme is recommended to the NMC for approval subject to one NMC condition and two university conditions. The university made two recommendations.

Updated 3 July 2020:

Evidence is provided that the changes required to meet the NMC condition have been made. The NMC condition is met.

SU confirm the two university conditions are met.

The major modification is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
	<b>Effective partnership working: collaboration, culture, communication and resources:</b>

<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Condition one: Provide signed commitment statements from named apprentice employer/PLPs to demonstrate that SU works in partnership to ensure safe and effective practice learning environments for the mental health nursing programme. (SFNME, R1.12; SSSA, R1.4; SPNP R4.2)</p> <p><b>Selection, admission and progression:</b></p> <p>None identified</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition two: Review and revise student facing documentation to provide accuracy for students in the following areas: the title of the exit award, the duration of the apprenticeship route, the mapping of course learning outcomes to modules, consistency of wording in the module learning outcomes, consistency in the presentation of module descriptors and the removal of presentational, typographical and grammatical errors. (University condition)</p> <p>Condition three: Provide clarity on programme exemption regulations to the SU head of quality management. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>30 June 2020</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Consider revising the programme handbooks to emphasise SU good practice and opportunities available to students and provide greater clarity on the programme delivery pattern throughout the year. (University recommendation)</p> <p>Recommendation two: Consider monitoring the academic staff recruitment cycle to ensure appropriate staff resources as student numbers increase. (University recommendation)</p>

**Focused areas for future monitoring:**

Formal partnerships between SU and apprentice employer PLPs.  
Implementation of the SSSA.

**Programme is recommended for approval subject to specific conditions being met**

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

Signed commitment statements from named apprentice employer/PLPs have been provided to demonstrate that SU works in partnership to ensure safe and effective practice learning environments for the mental health nursing programme. Condition one is met.

SU confirm the university conditions two and three are met.

The SFNME, SSSA, and SPNP are now met at programme level.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> No
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	3 July 2020

**Section three**

**NMC Programme standards**

Please refer to NMC standards reference points

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

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

*Standards framework for nursing and midwifery education (NMC, 2018)*

*Standards for student supervision and assessment (NMC, 2018)*

*The Code: Professional standards of practice and behaviour for nurses and midwives*

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook

## Partnerships

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

**Please refer to the following NMC standards reference points for this section:**

Standards framework for nursing and midwifery education (NMC, 2018)

**Standard 1: The learning culture:**

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

**Standard 2: Educational governance and quality:**

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

**Standard 3: Student empowerment:**

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders



with experience of the programme to promote and encourage reflective learning  
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

**Standard 4: Educators and assessors:**

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

**Standard 1: Organisation of practice learning:**

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

**Standard 2: Expectations of practice supervisors:**

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

**Standard 3: Practice supervisors: role and responsibilities:**

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

**Standard 4: Practice supervisors: contribution to assessment and progression:**

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

**Standard 7: Practice assessors: responsibilities:**

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

**Standard 9: Academic assessors: responsibilities:**

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

**Findings against the standard and requirements**

*Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders*

We found effective working relationships between SU, apprentice employer PLPs and service users and carers (SUCs), with evidence of collaborative programme development and delivery.

Senior representatives of the Priory Hospital Southampton, Priory wellbeing community service Southampton, Solent NHS Trust and Southern Health NHS Foundation Trust tell us of the partnership agreements they have with SU, however we found no evidence of written commitment statements to confirm this. (Condition one)

There's a joint approach to recruiting to the programme and management of its delivery involving students, PLPs and SUCs. They tell us they're prepared for recruitment and selection processes. All members of recruitment and selection panels receive equality and diversity training which is updated annually.

There's documentary evidence that SUCs have been involved in the design and co-production of the proposed programme. There's a SUC engagement strategy with an identified SUC coordinator at SU.

SUCs tell us and give examples of ways they're involved in the recruitment and selection process, design, development, delivery, evaluation and co-production of the nursing programme.

SUCs tell us they're prepared for their role in contributing to the programme by a SU based induction programme. They tell us they feel listened to and treated as equal partners.

SUCs tell us about role play in simulated learning environments and take part in objective structured clinical examinations (OSCEs) giving feedback to students and academic staff. They tell us they are involved in classroom based teaching, sharing their stories and experiences and the positive responses from students.

They tell us of the effective communication with the school and they report being well supported with debriefings following their input to programme delivery.

There are enough appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiencies for SU mental health nursing students specified in the SPRN and SSSA.

Fitness to practise concerns about a student are managed in partnership between SU and apprentice employer PLPs.

There's documentation that details the roles and responsibilities of those who support the student practice learning experience and the ways they work in partnership.

The programme team and PLPs tell us of robust communication with other AEIs in the region to share information on CQC reporting and audit outcomes.

There are educators in practice who engage with practice assessors, practice supervisors and students in practice learning environments to discuss learning opportunities and progress in meeting the SPRN.

Students tell us they had a robust values-based recruitment and selection process. They report feeling well supported academically and in their practice learning. Students tell us their assessments clearly link to practice and they're confident in the student support systems available to them in both university and practice learning environments which are easily accessible.

Students tell us they have been involved in stakeholder meetings and have been consulted on changes to the programme. There is also evidence of a focus group review of the SU draft programme by year three student nurses from another AEI nursing society to provide a current perspective on mental health nurse education.

Student representatives are elected for each student cohort and are involved in SU programme committee meetings and meetings with the programme leader to provide feedback and input on programme development.

Students are aware of SU's and employer PLPs' processes for reporting and escalating concerns and the actions taken. They tell us their feedback provided during evaluation of practice experience meetings has been listened to and has informed the proposed programme.

There's a SU inter-professional learning (IPL) policy implemented by the school IPL project team. There are IPL sessions attended by SU nursing, social work, social care, and public health students.

SU nursing students engage in learning with the multi-disciplinary team in practice

learning environments and receive practice supervision from a range of professionals.

**Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education**

***Not Met***

Senior representatives of the employer PLPs tell us of the partnership agreements they have with SU, however we found no evidence of written commitment statements to confirm this. (Condition one)

**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**

***Not Met***

Senior representatives of the employer PLPs tell us of the partnership agreements they have with SU, however we found no evidence of written commitment statements to confirm this. (Condition one)

**If not met, state reason**

Senior representatives of the employer PLPs tell us of the partnership agreements they have with SU, however we found no evidence of written commitment statements to confirm this.

Condition one: Provide signed commitment statements from named apprentice employer/PLPs to demonstrate that SU works in partnership to ensure safe and effective practice learning environments for the mental health nursing programme. (SFNME R1.12; SSSA R1.4; SPNP R4.2)

**Post Event Review**

**Identify how the condition is met:**

Condition one: Signed commitment statements from named apprentice employer/PLPs have been provided to demonstrate that SU works in partnership to ensure safe and effective practice learning environments for the mental health nursing programme.

Condition one is now met.

SFNME R1.12, SSSA R1.4 and SPNP R4.2 are met.

Evidence:

Signed commitment statement between SU and Solent NHS Trust, 23 June 2020

Signed commitment statement between SU and Southern Health NHS Trust, 1 July 2020

Signed commitment statement between SU and Priory Group, 3 July 2020

**Date condition(s) met:** 3 July 2020

**Revised outcome after condition(s) met:**

**Met**

Condition one is met.

SFNME R1.12, SSSA R1.4 and SPNP R4.2 are met.

### Student journey through the programme

#### Standard 1. Selection, admission and progression

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

**Proposed transfer of current students to the programme under review**



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

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

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

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

**Met**

R1.5 is met. Unchanged since original approval on 3 February 2020.

SU has an established recognition of prior learning (RPL) policy framework. Documentary evidence and confirmation at the approval visit demonstrate RPL is used for up to 50 percent of the programme.

There's a SU written policy and process for RPL for each route of the programme which details roles and responsibilities of those involved in the RPL decision making process. RPL claims are managed on an individualised, case by case basis and applicants are supported through the RPL process by the admissions team. Information on RPL is available for prospective students. RPL claims are verified by an external examiner and ratified by an assessment board.

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

**Met**

R1.6 is met. Unchanged since original approval on 3 February 2020.

SU has an established RPL policy framework. RPL claims are managed on an individualised, case by case basis and applicants are supported through the RPL process by the admissions team. Information on RPL is available for prospective students. RPL claims are verified by an external examiner and ratified by an assessment board. Registered nurses can apply for more than 50 percent of the programme.

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

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



**Met**

R1.7 is met. There's documentary evidence mapping numeracy, literacy, digital and technological literacy against the programme learning outcomes and programme modules. The south PAD and ongoing achievement record (OAR) include the requirements for students to demonstrate development of their skills in numeracy, literacy, digital and technological literacy.

Proficiency in numeracy, literacy and digital technology is assessed and recorded in the south PAD and OAR.

SU students have access to a virtual learning environment (VLE). SU uses Solent online learning platform (SOL). Students are able to access learning and teaching materials, provide feedback and evaluations and submit assignment work via the VLE. In practice learning environments students have access to Solent University online PAD (SOLPAD), the online version of south PAD. Students receive online feedback on formative and summative work. Students use online teaching and learning packages including safeMedicate, an e-learning tool that supports the development and assessment of competence for safe medication practice.

There's a range of SU academic support services for students who require additional support with numeracy, literacy and digital technology, including library services and private tuition in numeracy and literacy. Students tell us that the support services are easily accessible and respond quickly to their needs.

The year three module nursing practice includes a numeracy exam with a pass mark of 100 percent to meet NMC requirements.

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

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

**Yes**

*Proposed transfer of current students to the programme under review*

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

**N/A**

There are no current mental health students, therefore no students will transfer to the proposed programme.

**Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes**

**Met**

Documentary evidence illustrates programme mapping documentation against the programme outcomes and the Standards of proficiencies for registered nurses.

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

**Yes**

**Outcome**

**Is the standard met?**

**Met**

**Date: 8 June 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

**N/A**

**Revised outcome after condition(s) met:**

**N/A**

**Standard 2. Curriculum**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

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

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

**Yes**

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

**Yes**

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

**Yes**

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

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

**Met**

R2.4 is met. Unchanged since original approval on 3 February 2020.

The BSc (Hons) mental health nursing and BSc (Hons) mental health nursing (RNDA) are designed specifically for pre-registration mental health nursing field of practice, however module descriptors contain learning outcomes and content that

represent theory and practice across the four fields of nursing. The SU central practice placements team works in partnership with employer PLP practice education teams to identify placement capacity and provide students with a range of practice placement learning experiences across the lifespan.

Apprentice employer PLPs confirm achieving practice placement opportunities for students to experience the four fields of nursing practice. Students tell us they're supported in theory and practice to experience all four fields of nursing practice. Documentary evidence confirms and the programme team tell us school academic staff have a range of clinical backgrounds in all four fields of nursing practice to support student learning across the lifespan and diverse settings relevant to the programme.

Suitably qualified external examiners for both programme routes are identified.

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

**Met**

R2.5 is met. Unchanged since original approval on 3 February 2020.

The programme specification and module descriptors contain learning outcomes which provide evidence that the programme enables students to enter the NMC register in a single field of nursing practice; mental health nursing. Programme documents provide mapping which is specific to mental health nursing.

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

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

**Yes**

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

**Yes**

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

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

***Met***

R2.8 is met. There's evidence of mapping in the programme design ensuring that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation are included in the programme. The programme team and students tell us and documentary evidence confirms these are applied via module delivery. There is evidence these subjects are applied to field specific content. This content is assessed in practice in the south PAD.

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

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

***Met***

R2.9 is met. The programme structure for the mental health field and direct entry and apprenticeship routes demonstrates an equal balance of theory and practice learning. There's evidence NMC requirements are met and a minimum of 2300 hours theory and 2300 hours practice learning. Time allocated to theory and practice learning in each stage of the programme are clearly indicated in the structure and demonstrates how designated programme hours are achieved. Attendance in theory is recorded by the use of classroom attendance records and monitored by the programme leader. Students' practice learning hours are recorded on a SU electronic data storage platform and monitored by the programme leader. Theory and practice hours are monitored and any shortfalls that students need to make up are identified and an individual plan to enable students to retrieve hours is formulated by the practice assessor and academic assessor.

There's evidence of teaching and learning strategies used in the programme, including lectures, group work, discussions, workshops, seminars, enquiry-based learning, action learning sets, conferences, feedback sessions and online learning. Apprentice employer PLPs tell us of online learning packages on safeguarding that

are available to students in practice learning environments.

Teaching, learning and assessment strategies, module content, programme structure and timetabling are detailed in student facing documentation.

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

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

**N/A**

The programme is not delivered in Wales.

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

**No**

This modification leads to registration in the mental health field of nursing practice.

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

**Yes**

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

**No**

The programme is for a single field of nursing practice.

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

**No**

This modification leads to registration solely with the NMC.

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



Yes

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

Yes

**Outcome**

**Is the standard met?**

*Met*

**Date: 8 June 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**Revised outcome after condition(s) 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

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

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

**Met**

R3.1 is met. Visits are made to Priory Hospital Southampton, Priory Wellbeing community service Southampton, Solent NHS Trust and Southern Health NHS Foundation Trust.

These potential apprentice employer PLPs are experienced in providing practice-based support to students undertaking NMC approved programmes from local AEs. All practice and academic based staff understand the hub and spoke model of practice placements and the requirements for students to have a range of practice based experiences across the four fields of nursing practice. Apprentice

employer PLPs tell us there's cross PLP and employer co-operation in the use of the hub and spoke model of practice placement, including access to adult, child and learning disabilities services. SU students will be placed in spoke placements in community and residential settings across employer PLP services.

Placement mapping documents confirm students will be able to experience diverse practice learning opportunities across all age groups and in all fields of nursing practice. Apprentice employer PLPs confirm their ability to deliver the range of learning opportunities needed and students tell us they're supported to achieve field specific and cross field practice learning. There's a partnership management group (PMG) attended by SU and employer PLPs which meets twice a year to review and assess all aspects of practice learning provision.

There's a process and guide for students to raise and escalate concerns in practice environments. Students tell us they're aware of and have confidence in SU and employer PLP processes for reporting and escalating concerns and actions taken if they do escalate issues.

Fitness to practise concerns about students are managed in partnership between the school and apprentice employer PLPs and these are jointly investigated. This is confirmed by SU and apprentice employer PLPs at the major modification visit.

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

***Met***

R3.2 is met. Documentary evidence and findings from the major modification visit confirm there are systems in place to assess, monitor and evaluate the quality of practice learning environments and student experiences. Documentary analysis and discussions with the programme team, apprentice employer PLPs and students confirm allocation ensures students are allocated to a variety of practice learning experiences in all fields of nursing practice and to meet the holistic needs of people of all ages. Placements are identified by the SU central placement team in partnership with apprentice employer PLP practice education teams.

There's a strategy in place to carry out educational audit in partnership between SU and PLPs using the Wessex multi-professional practice placement audit tool. This includes scrutinising processes for ensuring the availability of suitably qualified practice supervisors and practice assessors. Data from the audit and subsequent action plans is kept by the SU placement team and is accessible to the programme team.

SU, in partnership with apprentice employer PLPs, confirm that any issues which arise from CQC quality reviews which impact on practice learning environments

are managed through a systematic partnership process. Any risks to students' practice learning are robustly managed and monitored. In all cases a collaborative approach is taken including feedback from students and practice assessors. Evidence from educational audits are used to determine suitability of practice learning environments. The programme team tell us they monitor and provide action plans in relation to escalated concerns, student feedback and CQC reports, if required. They report to the NMC in the annual self-assessment report and through exceptional reporting.

Reported risks to students' practice learning are also shared with other AEIs in the region who share practice placements with the same apprentice employer PLPs. Documentary evidence and feedback from students, the programme team and employer PLPs confirms students access a range of academic and practice learning staff who work in partnership to support students' learning across settings. Students tell us they provide feedback and evaluations on their academic and practice learning experiences. Students tell us they feedback via student forums and module evaluations. They give examples of changes to their programme resulting from this.

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

**Met**

R3.3 is met. Documentary evidence and discussion at the major modification visit with practice supervisors, practice assessors and academic assessors demonstrate and confirm they understand ways to develop students skills in communication, relationship management and nursing procedures contained in annexe A and annexe B of the SPRN. Module content and the south PAD is mapped to annexe A and annexe B of the SPRN. Documentary evidence shows practice learning environments provide students with the opportunity to meet communication and relationship management skills and nursing procedures, as set out in the SPRN. Students confirm this. Communication, relationship management skills and nursing procedures are assessed through the south PAD.

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

**Met**

R3.4 is met. There's documentary evidence indicating technology enhanced and

simulation-based learning opportunities are used effectively and proportionately to support learning and assessment in the programme, including simulated general practitioner (GP) rooms and a community nursing home.

The programme team tell us of their plans to use simulation to enhance the student learning experience for the additional routes. The programme team, students and SUCs tell us about simulation-based learning and simulation facilities available to students. Simulation-based learning is included in module teaching and learning strategies and is part of formative learning and summative assessment processes. The programme team and students tell us simulation experiences using academic staff and service users in role play are used to support student learning.

There's an established VLE, SOL, which provides students with an online platform to support their learning which includes educational resources, activities and assessments. Students tell us technology enhanced learning is available to them in practice learning settings. Students confirm they are prepared to use these technologies during programme induction, theory-based 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***

R3.5 is met. Unchanged since original approval on 3 February 2020. There's documentary evidence to confirm that processes are in place to identify and support students with reasonable adjustments in the theory and practice parts of the programme. There's a SU student support policy and guide which includes the duty requirement to make reasonable adjustments for students with disabilities. The programme team, employer PLPs, practice supervisors, practice assessors and students tell us they are aware of process for making reasonable adjustments, in academic and practice learning environments, for students with disabilities and difficult personal or social circumstances.

The south PAD provides students with guidance on how to alert practice supervisors and practice assessors to their reasonable adjustment needs.

We heard examples of how students with a specific disclosed need are supported, including changing a practice placement to a more suitable environment and providing bespoke equipment for a student with hearing loss.

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

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

*Met*

Date: 8 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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



R4.1 – R4.11

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

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

**Met**

R4.1 is met. Unchanged since original approval on 3 February 2020. Documentary evidence and the major modification process demonstrate how support, supervision, learning and assessment comply with the SFNME. Employer PLPs adopt a collaborative approach to governance of the programme. There's a clear strategy for completing educational audits in partnership with SU and employer PLPs. The audit process identifies the availability of suitably prepared practice supervisors and practice assessors in each of the practice learning environments. SU work in partnership with other AEIs and employer PLPs in the Wessex region to develop and co-produce training resources, the supporting learners in practice training programme, a shared approach to the preparation of practice supervisors, practice assessors and academic assessors to support the implementation of the south PAD. Employer PLPs tell us all newly registered nurses employed by them undertake practice assessors/practice supervisor training as part of their preceptorship to prepare them for their future role. The programme team, SU senior managers and employer PLPs tell us there are sufficient, suitably qualified and prepared academic assessors, practice supervisors and practice assessors to support students on the mental health nursing routes. Students tell us they are encouraged to raise any concerns when they are in practice. They know how to raise concerns or complaints and they tell us they're always supernumerary in practice learning environments. The school has a fitness to practise policy and process that is clearly referenced in student facing documentation.

SU academic staff are experienced in all aspects of pre-registration nursing programme delivery and supporting students. Academic staff, practice-based staff and SUCs involved in the programme have all received up to date training in equality and diversity.

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

**Met**

R4.2 is met. There's a structured plan in place to implement the SSSA for the additional programme routes. Information about the SSSA is clear in the programme handbook and practice learning guide to using the south PAD. Practice assessors and practice supervisors tell us they understand their role and the role preparation process. Practice assessors and practice supervisors confirm they are prepared for their role in supporting and assessing SU students by recorded attendance at preparation workshops managed jointly by SU and employer PLPs. There's evidence to confirm that practice supervisors will be registered nurses or midwives or registered health or social care professionals. The SU central placements team, in partnership with employer PLPs, identify suitable practice assessors for each student at each stage of the programme. Academic assessors are identified and allocated by the programme leader at different stages of the programme. The south PAD records student practice learning, assessment and progress throughout the programme. Practice assessors record their decisions on student assessment, progress and proficiency. The south PAD includes sections for students to provide reflections on their progress and performance along with a number of action plans which enable them to focus on their further development and ongoing learning needs. The south PAD provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences.

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

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

**Yes**

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

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

**Met**

R4.4 is met. Each student has a personal academic tutor (PAT) to give academic and pastoral support. We find programme documents, the learning and teaching strategy and module descriptors include details of formative and summative assessment methods. Students tell us they receive timely feedback which supports their future learning and development in academic and practice settings. Their formative assessments inform the summative assessment process.



Employer PLPs, practice assessors and practice supervisors tell us they understand the practice assessment process and their role in implementing the south PAD and OAR. Students are required to receive feedback from SUCs during their practice learning placements. The south PAD contains a SUC feedback element and this is used as one of a range of ways students receive feedback from SUCs whose care they have participated in. Students can receive SUC verbal feedback which is recorded by students in their written reflections and by practice assessors on feedback forms included in the south PAD. Feedback from all practice supervisors in multi-disciplinary settings is recorded in the south PAD.

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

**Met**

R4.5 is met. The SU model for allocating student nurse practice learning opportunities gives an overview of practice learning allocations and provides assurance students will experience an appropriate range of care settings for their field of nursing practice. A summary mapping document is provided indicating where the Standards of proficiency are met in the programme.

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

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

**Outcome**

**Is the standard met?**

***Met***

***Date: 8 June 2020***

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

***N/A***

**Revised outcome after condition(s) met:**

N/A

### Standard 5. Qualification to be awarded

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

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

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

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

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

**Yes**

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

**Yes**

*Fall Back Award*

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

**N/A**

There is no fall back 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

**Outcome**

**Is the standard met?**

*Met*

**Date: 8 June 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**Revised outcome after condition(s) met:**

*N/A*

## Section four

### Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	No
If you stated no above, please provide the reason and mitigation Employer PLPs tell us of the partnership agreements they have with SU, however we found no evidence of written commitment statements to confirm this. (Condition one)	

<p>List additional documentation:          Priory Hospital Southampton practice placement profile, 2020          Priory Wellbeing community service Southampton practice placement profile, 2020          Solent NHS Trust practice placement profile, 2020          Southern Health NHS Foundation Trust practice placement profile, 2020          Slide presentation by programme team, 9 June 2020          SU IPL strategy, 2018</p> <p>Post approval visit documentary evidence to meet conditions:          Signed commitment statement between SU and Solent NHS Trust, 23 June 2020          Signed commitment statement between SU and Southern Health NHS Trust, 1 July 2020          Signed commitment statement between SU and Priory Group, 3 July 2020</p> <p>Additional comments:</p>
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<b>During the visit the visitor(s) met the following groups</b>	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Two x year two, BSc (Hons) adult nursing practice - apprenticeship	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	Yes
If yes, state where visited/findings: The visit was undertaken at a distance.	

Visits are made to Priory Hospital Southampton, Priory Wellbeing community service Southampton, Solent NHS Trust and Southern Health NHS Foundation Trust. All provide the following hospital and community-based mental health services: Caring for people whose rights are restricted under the mental health act, acute care for adults and psychiatric intensive care units, child and adolescent mental health wards, community mental health services for people with learning disabilities or autism, community-based mental health services for adults, community-based mental health services for older people, forensic inpatient/secure wards, long stay/rehabilitation mental health wards for adults, mental health crisis services, specialist community mental health services for children and young people, substance misuse services, wards for older people with mental health problems, wards for people with learning disabilities or autism.

All these employer PLPs are experienced in providing practice-based support to students undertaking NMC approved programmes from local AEs. We find practice based learning staff either confirm they are prepared for their roles as practice supervisors and practice assessors through attendance at preparation workshops or are aware of the dates they are expected to attend a workshop. All practice learning staff express willingness to support SU students during their practice placements. All practice and academic based staff understand the hub and spoke model of practice placements and the requirements for students to have a range of practice based experiences across the four fields of nursing practice. Employer PLPs tell us there's cross PLP and employer co-operation in the use of the hub and spoke model of practice placement, including access to adult, child and learning disabilities services. SU students will be placed in spoke placements in community and residential settings across employer PLP services. There are library facilities and educators in practice to support student learning in the employer PLPs/service areas.

System regulator reports reviewed for practice learning partners	Yes
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System Regulator Reports List  
 The following CQC reports were viewed:  
 Priory Hospital Southampton, 19 September 2019  
 Priory Wellbeing centre, Southampton, 7 August 2019  
 Solent NHS Trust, 27 February 2019  
 Southern Health NHS Foundation Trust, 23 January 2020

If you stated no above, please provide the reason and mitigation  
 SU is an established AEI. There was no requirement to visit SU facilities during the visit.

Additional comments:

**Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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**

Author	David Mudd Sandra Stephenson	Date	10 June 2020
Checked by	Pamela Page	Date	15 July 2020
Submitted by	Amy Young	Date	28 July 2020
Approved by	Leeann Greer	Date	29 July 2020