Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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Programme approval visit report

Section one

Programme provider name:	The Open University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Airedale NHS Foundation Trust
	Aneurin Bevan Health Board
	Ashford and Canterbury CCG
	Avon and Wiltshire Mental Health Partnership NHS Trust
	Banbury Heights Nursing Home
	Barnsley Hospital NHS Foundation Trust
	Belfast Health and Social Care Trust
	Betsi Cadwaladr University Health Board
	Birmingham Community Health NHS Trust
	Bradford District Care NHS Foundation Trust
	Bradford Teaching Hospitals NHS Foundation Trust
	Brighton and Sussex University Hospitals NHS Trust
	Calderdale and Huddersfield NHS Foundation Trust
	Cambridge and Peterborough NHS Foundation Trust
	Cardiff and Vale NHS Trust
	Central and North West London NHS Foundation Trust
	City Hospitals Sunderland NHS Foundation Trust
	Cornwall Partnership NHS Foundation Trust
	County Durham and Darlington NHS Foundation Trust
	Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust
	Cwm Taf Morgannwg University Health Board
	Derbyshire Community Health Services NHS Foundation Trust

	Devon Partnership NHS Trust
	Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust
	Dorset Healthcare University NHS Foundation Trust
	East Cheshire NHS Trust
	Frimley Park Hospital NHS Foundation Trust
	Gateshead Health NHS Foundation Trust
	Great Western Hospitals NHS Foundation Trust
	Hampshire Hospitals NHS Foundation Trust
	Harrogate and District NHS Trust
	Hywel Dda University Health Board
	Isle of Wight NHS Trust
	Kent and Medway NHS and Social Care Partnership Trust
	Kent Community Health NHS Foundation Trust
	Kettering General Hospital NHS Foundation Trust
	NHS Cambridgeshire and Peterborough CCG (Lakeside Healthcare)
	Lancashire and South Cumbria NHS Foundation Trust
	Leeds and York Partnership NHS Foundation Trust
	Leeds Community Healthcare NHS Trust
	Leeds Teaching Hospitals NHS Trust
	Leicestershire Partnership NHS Trust
	Lincolnshire Community Health Services NHS Trust
	Mid Cheshire NHS Trust
	Mid Yorkshire Hospitals NHS Trust
	Midlands Partnership NHS Foundation Trust
	Milton Keynes University Hospital NHS Foundation Trust
	Newcastle Upon Tyne Hospitals NHS Foundation Trust

	NHS Ayrshire and Arran
	NHS Borders
	NHS Dumfries and Galloway
	NHS East Surrey CCG
	NHS Grampian
	NHS Greater Glasgow and Clyde
	NHS Highland
	NHS Lanarkshire
	NHS Lothian
	NHS Orkney
	NHS Western Isles
	North Cumbria Integrated Care NHS Foundation Trust
	North Tees and Hartlepool NHS Foundation Trust
	North West Anglia NHS Foundation Trust
	Northampton General Hospital NHS Trust
	Northamptonshire Healthcare NHS Foundation Trust
	Northern Health and Social Care Trust
	Northumbria Healthcare NHS Foundation Trust
	Nottingham Healthcare NHS Trust
	Nottingham University Hospitals NHS Trust
	Nottinghamshire Healthcare NHS Foundation Trust
	Oxford Health NHS Foundation Trust
	Oxford University Hospitals NHS Foundation Trust
	Poole Hospital NHS Foundation Trust
	Portsmouth Fareham and Gosport and South Eastern Hampshire CCG
	Portsmouth Hospitals NHS Trust
	Powys Teaching Health Board
	Risedale Estates (Risedale at Abbey Meadow)

	Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Foundation Trust
	Rotherham, Doncaster and South Humber NHS Foundation Trust
	Royal Bournemouth and Christchurch Hospitals NHS Foundation Trust
	Salisbury NHS Foundation Trust
	Sheffield Health and Social Care NHS Foundation Trust
	Sheffield Teaching Hospitals NHS Foundation Trust
	Shetland NHS Board
	Shrewsbury and Telford Hospital (SaTH) NHS Trust
	Shropshire Community Health NHS Trust
	Solent NHS Trust
	South Eastern Health and Social Care Trust
	South Tees Hospitals NHS Foundation Trust
	South West Yorks Partnership NHS Foundation Trust
	Southern Health and Social Care Trust
	Southern Health NHS Foundation Trust
	St. Helens and Knowsley Hospitals NHS Trust
	Surrey and Borders Partnership NHS Foundation Trust
	Sussex Health Care
	Sussex Partnership NHS Foundation Trust
	Swansea Bay University Health Board
	Tees, Esk and Wear Valleys NHS Foundation Trust
	The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust (Queen Elizabeth Hospital, King's Lynn)
	Tower Hamlets CCG
	United Lincolnshire Hospitals NHS Trust
	University Hospital Southampton NHS Trust

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

	University Hospitals of North Midlands NHS Trust
	University Hospitals of Leicester NHS Trust (Glenfield Hospital)
	West Kent CCG
	Western Health and Social Care Trust
	Western Sussex Hospitals NHS Trust
	York Teaching Hospital NHS Foundation Trust
	Cambridge University Hospitals NHS Foundation Trust (Addenbrookes Hospital)
	James Paget University Hospital NHS Foundation Trust
	North Middlesex University Hospital NHS Trust (North Middlesex University Hospital)
	Royal Papworth Hospital NHS Foundation Trust
	University College London Hospitals NHS Foundation Trust
	Worcestershire Acute Hospitals NHS Trust
	Private, voluntary and independent health care providers
	Education and social care providers

Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: BSc (Hons) Nursing (Adult)
Programme start date: 3 October 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Academic level(s):
SCQF:
Level 10

Programme: Pre-registration nursing - Mental Health
Title of programme: BSc (Hons) Nursing (Mental Health)
Programme start date: 3 October 2020

Academic level(s):
England, Wales, Northern Ireland:

Level 6

Academic level(s):
SCQF:
Level 10

Programme: Pre-registration nursing - Learning Disabilities
Title of programme: BSc (Hons) Nursing (Learning Disabilities)
Programme start date: 3 October 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Academic level(s):
SCQF:
Level 10

Programme: Pre-registration nursing - Child
Title of programme: BSc (Hons) Nursing (Children & Young People)
Programme start date: 3 October 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Academic level(s):
SCQF:
Level 10

Programme: Nursing Degree Apprenticeship route - Adult
Title of programme: BSc (Hons) Nursing (Adult)
Programme start date: 3 October 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Academic level(s):
SCQF:
Level 10

Programme: Nursing Degree Apprenticeship route - Mental Health
Title of programme: BSc (Hons) Nursing (Mental Health)
Programme start date: 3 October 2020

Academic level(s):

England, Wales, Northern Ireland:
Level 6

Academic level(s):
SCQF:
Level 10

Programme: Nursing Degree Apprenticeship route - Learning Disabilities
Title of programme: BSc (Hons) Nursing (Learning Disabilities)
Programme start date: 3 October 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Academic level(s):
SCQF:
Level 10

Programme: Nursing Degree Apprenticeship route - Child
Title of programme: BSc (Hons) Nursing (Children & Young People)
Programme start date: 3 October 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Academic level(s):
SCQF:
Level 10

Date of approval	9 March 2020
QA visitor(s):	Registrant Visitor: Pepsi Takawira
	Lay Visitor: Jayne Walters

Summary of review and findings
The Open University (OU) school of health, wellbeing and social care, an approved education institution (AEI), is seeking approval to deliver the following pre-registration nursing provisions: a full-time undergraduate pre-registration BSc (Hons) nursing programme with pathways in all four fields of nursing practice; adult, children and young people, mental health and learning disabilities; a four-year BSc (Hons) nursing degree apprenticeship (NDA) with pathways in each of the four fields of nursing.

The apprentice employers supporting the NDA route are: Cambridge University Hospitals NHS Foundation Trust (Addenbrookes Hospital); Airedale NHS Foundation Trust, Avon and Wiltshire Mental Health Partnership Trust, Banbury Heights Nursing Home, Bradford District Care NHS Foundation Trust, Cambridge and Peterborough NHS Foundation Trust, Capulet Care (Perton Manor), Cornwall Partnership NHS Foundation Trust, County Durham and Darlington NHS Foundation Trust, Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust, Devon Partnership NHS Trust, Haxby Group Practice, Isle of Wight NHS Trust, James Paget University Hospital NHS Foundation Trust, Julie Richardson Ltd, Kent Community Health NHS Foundation Trust, Kettering General Hospital NHS Foundation Trust, Lakeside Healthcare Lancashire and South Cumbria NHS Foundation Trust, Leicestershire Partnership NHS Trust, Lincolnshire Community Health Services NHS Trust, Medway Community Healthcare, North Cumbria Integrated Care NHS Foundation Trust, North Middlesex University Hospital, Northampton General Hospital NHS Trust, Northamptonshire Healthcare NHS Foundation Trust, Northumbria Healthcare NHS Foundation Trust, Nottinghamshire Healthcare NHS Foundation Trust, Oakleaf Care, Oxford University Hospitals NHS Foundation Trust, Portsmouth Hospitals NHS Trust, Queen Elizabeth Hospital (King's Lynn), Risedale Estates (Risedale at Abbey Meadow); Royal Bournemouth and Christchurch Hospitals NHS Foundation Trust, Royal Papworth Hospital NHS Foundation Trust, Sheffield Health and Social Care NHS Foundation Trust, Sheffield Teaching Hospitals NHS Foundation Trust, Solent NHS Trust, South Tees Hospitals NHS Foundation Trust, Sussex Health Care, Tees Esk and Wear Valleys NHS Foundation Trust, University College London Hospitals NHS Foundation Trust, University Hospitals of Leicester NHS Trust (Glenfield Hospital); Woodseats Medical Practice, Worcestershire Acute Hospitals NHS Trust.

Programme documentation and approval process confirm the AEI is committed to partnership working with stakeholders in the co-production, co-delivery and evaluation of the programme at strategic and operational levels.

The AEI is involved in partnership working with other regional AEIs in the four United Kingdom (UK) nations (Wales, Scotland, Northern Ireland and England), in |

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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the development of practice assessment documents (PADs) and the ongoing achievement record (OAR) for pre-registration nursing students. To support the implementation of these PADs there are shared regional and national strategies and local plan approach to preparing practice supervisors, practice assessors and academic assessors to meet the Standards for student supervision and assessment (NMC, 2018).

Issues raised in external quality monitoring reports necessitating actions by the university and associated practice learning partners (PLPs) to assure the quality of student practice learning placements are addressed collaboratively to mitigate identified risks.

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME), Standards for pre-registration nursing programmes (SPNP) (NMC, 2018), Future nurse: Standards of proficiency for registered nurses (NMC, 2018) and SSSA.

The programme is recommended to the NMC for approval subject to five conditions. Two recommendations are made.

Updated 21 April 2020:

The programme team submitted revised documentation which evidences the changes required to meet the conditions. The five conditions are now met. The SFNME and the SSSA are now met at programme level.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in*	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Provide a time bound implementation plan (schedule with dates) to demonstrate how the AEI is preparing practice supervisors, practice assessors and students to transition to the new SSSA and SPNP across all four UK nations. (SFNME R4.1; SPNP R2.2, R4.1) Condition two: Provide a process or system to ensure that all service users and carers (SUCs) involved in

nature or specific to NMC standards.	the pre-registration nursing programme receive preparation and training for their roles (to include recruitment and selection). (SFNME R2.6, R2.7; SPNP R2.1)
	Selection, admission and progression:
	Condition three: Provide a process or procedure to ensure that all recognition of prior learning (RPL) applications for NMC courses are subject to external examiner scrutiny at an individual level as part of or prior to programme admission. (SFNME R2.8; SPNP R1.5, R1.6)
	Practice learning:
	None identified
	Assessment, fitness for practice and award:
	Condition four: Revise and update documentation in modules (K326, 327, 328 and 329) to include numeracy assessment at 100 percent pass. (SPNP R4.6)
	Education governance: management and quality assurance:
	Condition five: Provide documentation demonstrating that the programme has been subject to external and local scrutiny via the AEI approval process. (SFNME R2.1)
Date condition(s) to be met:	21 April 2020
Recommendations to enhance the programme delivery:	Recommendation one: Produce a plan for strengthening inter-professional learning across the programme. (SFNME R1.13) Recommendation two: Develop a strategy for use of simulation across the programme so that it is used effectively and proportionately to support learning and assessment. (SPNP R3.4)
Focused areas for future monitoring:	

Programme is recommended for approval subject to specific conditions being met	

Commentary post review of evidence against conditions:

The programme team provided schedules and implementation plans to provide assurance of how they are preparing practice assessors, supervisors and students to transition to the new SSSA and SPNP. Condition one is now met. (SFNME R4.1; SPNP R2.2, R4.1)

Revised co-production strategy document and service booklet provides assurance that SUCs involved in the pre-registration nursing programme will receive appropriate training for their roles. Condition two is now met. (SFNME R2.6, R2.7; SPNP R2.1)

External examiner role has now been strengthened to include scrutiny of individual RPL applications for all NMC approved courses prior to programme admission. Condition three is now met. (SFNME R2.8; SPRNP R1.5, R1.6)

Module documentation updated and revised to include the numeracy assessment at 100 percent for pass. Condition four is now met. (SPNP R4.6)

Documentation provided gives assurance that the programme has been subject to external and local scrutiny via the AEI approval process. Condition five is now met. (SFNME R2.1)

AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	21 April 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

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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

Analysis of documentary evidence and the approval process confirm that the OU works collaboratively with PLPs and employers across the four countries. SUCs, students and PLPs tell us that they have been involved in the development of the programme.

The leadership team confirm adequate resources to support the delivery of the programme from university and practice learning perspectives. There're plans to increase practice tutors specifically to support pre-registration nursing students in practice learning environments. We found effective governance systems and processes are in place to ensure compliance with legal, regulatory, education and professional requirements.

We found appropriate systems and processes are in place to ensure safe and effective co-ordination of learning within practice learning environments. Placement allocation is undertaken in partnership with PLPs and other AEIs in accordance with regional/national requirements. Students tell us that they experience appropriate practice learning opportunities. Appropriate processes are in place to manage concerns.

Students are positive about support provided for theory and practice learning in the

current pre-registration nursing programme. They confirm support is responsive and timely. Students say they're consulted about the new programme. Learning resources are effective, including academic, pastoral and practice support and for students with additional learning needs.

SUCs confirm their engagement in the co-production of the programme. However, discussions at the approval visit indicate that SUCs are unclear if their contribution has been reflected in the programme. SUCs tell us that they don't receive any training to prepare them for their involvement in the recruitment and selection of students to the programme or learning and teaching activities that they are involved in. This must be addressed. (Condition two)

We found that students can feedback through formal evaluations and directly to the programme team and PLPs.

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

SUCs tell us that they don't receive any training to prepare them for their involvement in the recruitment and selection of students to the programme or learning and teaching activities. This needs addressing. (Condition two)

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

The programme team and PLPs tell us about preparation plans for the transitioning to SSSA. These plans are inconsistent across the regions and therefore don't provide assurance that those involved in the supervision and assessment of transitioning students are prepared for their roles across the regions. This needs addressing. (Condition one)

If not met, state reason

SUCs tell us that they don't receive any training to prepare them for their involvement in the recruitment and selection of students to the programme or learning and teaching activities. This needs addressing.

Nursing & Midwifery Council

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Condition two: Provide a process or system to ensure that all SUCs involved in the pre-registration programme receive preparation and training for their roles (to include recruitment and selection). (SFNME R2.6, R2.7; SPNP R2.1)

The programme team and PLPs tell us about preparation plans for the transitioning to SSSA. These plans are inconsistent across the regions and therefore don't provide assurance that those involved in the supervision and assessment of transitioning students are prepared for their roles across the regions. This needs addressing.

Condition one: Provide a time bound implementation plan (schedule with dates) to demonstrate how the AEI is preparing practice supervisors, practice assessors and students to transition to the new SSSA and SPNP across all four UK nations. (SFNME R4.1; SPNP R4.1)

Post Event Review

Identify how the condition is met:

Condition two: The programme team submitted documentary evidence of co-production with SUCs in the delivery, development and evaluation of the pre-registration nursing programme. The documentation provides assurance that service users and carers involved the programme will receive preparation and training for their roles. Condition two is met.

Evidence:
Co-production strategy 2019-2020, April 2020
Service user booklet, April 2020

Condition one: Programme team submitted various SSSA implementation plans which provide assurance that OU staff tutors across the UK have localised plans to prepare practice assessors and practice supervisors for their roles. There is also a plan evidencing how students will be prepared to transition to the new standards. Condition one is met.

Evidence:
Response to NMC condition around practice supervision/assessment, April 2020
Practice assessor and practice supervisor preparation – Wales, April 2020
Practice assessor and practice supervisor preparation - North and West Midlands and Lincolnshire, April 2020
Practice assessor and practice supervisor preparation – Northern Ireland, April 2020
Practice assessor and practice supervisor preparation - South and South West, April 2020
Practice assessor and practice supervisor preparation - North East and Cumbria,

Practice assessor and practice supervisor preparation - East of England, April 2020
Practice assessor and practice supervisor preparation - Yorkshire and North West, April 2020
Practice assessor and practice supervisor preparation - East Midlands, April 2020
Practice assessor and practice supervisor preparation – London and South East, April 2020
Students preparation for transition to SSSA memo, 15 April 2020

Date condition(s) met: 21 April 2020

Revised outcome after condition(s) met:

Met

Condition two is now met.
SFNME R2.6 and R2.7 are now met.
SPNP R2.1 is met.

Condition one is now met.
SFNME R4.1 is met.
SPNP R4.1 is 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

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nursing associate education.

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)

Not Met

R1.5 is not met. There's an established university process for RPL. Information regarding credit transfer and credit migration is provided on the OU application form. Documentary evidence and the programme team tell us that RPL can be used for a maximum of 50 percent of the programme. RPL claims are considered in relation to whole modules. A mapping tool to the Standards of proficiency for the future nurse is used to assess claims for RPL. However, there is no evidence that RPL claims are scrutinised by a relevant external examiner. This need addressing. (Condition three)

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)

Not Met

R1.6 is not met. Registered nurses wishing to gain second registration will have their prior learning mapped as outlined in the RPL process. Documentary evidence and the approval process confirm that RPL can be used for up to two-thirds of the programme for registered nurses. RPL claims are considered in relation to whole modules. The programme team tell us that RPL applications will be mapped to the Standards of proficiency.

There's no evidence that RPL claims will be considered by an external examiner. This needs addressing. (Condition three)

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. Programme documentation evidence confirms students undertake most of their theoretical learning using a range of online tools. The digital readiness strategy outlines the various stages that digital skills are introduced and monitored. Students tell us that they access online support in relation to study skills and support from the library team and from their personal tutors/programme team.

The programme team confirm the ongoing development of student abilities during the programme are supported by an extensive range of online resources.

The students tell us that support for numeracy is delivered in practice, through forums and online resources. Students tell us that the programme team is responsive to students' requests for support for all aspects of the programme.

There's documentary evidence that the various regional/national PADs and OARs are clearly linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

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

Not Met

The documentation and programme team tell us that current first year students will transfer to the 2018 standards at the end of part one of the programme. All other students will remain on the 2010 NMC standards. The learning outcomes for the existing first year modules have been mapped to the new first year modules. The programme team tell us that transitioning students will need to complete a bridging module to address a shortfall in practice hours and pharmacology requirements for the programme. This must be completed before students can start part three of the programme.

The programme team and PLPs tell us about preparation plans for the SSSA.

These don't provide assurance that those involved in the supervision and assessment of transitioning students are prepared for their roles across the regions. This needs addressing. (Condition one)

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

Not Met

RPL is reviewed on an individual basis. Information regarding credit transfer and credit migration is provided on the OU application form. There's an established university process for RPL. Documentary evidence and the programme team tell us that RPL can be used for a maximum of 50 percent of the programme. RPL claims are considered in relation to whole modules. The programme team tell us that RPL applications will be mapped to the Standards of proficiency. However, there's no evidence that RPL claims will be considered by an external examiner. (Condition three)

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

Yes

Outcome

Is the standard met?

Not Met

The programme team and PLPs tell us about preparation plans for the SSSA. These don't provide assurance that those involved in the supervision and assessment of transitioning students are prepared for their roles across the regions. This needs addressing.

Condition one: Provide a time bound implementation plan (schedule with dates) to demonstrate how the AEI is preparing practice supervisors, practice assessors and students to transition to the new SSSA and SPNP across all four UK nations. (SFNME R4.1; SPNP R4.1)

Applicants to the programme complete a written piece of work which is marked by SUCs. SUCs set a question which is used at interview. SUCs tell as that they are not prepared for these activities and don't know if their contributions are appropriate. SUCs don't know if the applicants they assess are admitted to the

programme. SUCs are involved in face to face interviews in some regions.

Condition three: Provide a process or procedure to ensure that all RPL applications for NMC courses are subject to external examiner scrutiny at an individual level as part of or prior to programme admission. (SFNME R2.8; SPRNP R1.5, R1.6)

Date: *24 March 2020*

Post Event Review

Identify how the condition is met:

Condition one: Programme team submitted various SSSA implementation plans which provide assurance that OU staff tutors across the UK have localised plans to prepare practice assessors and practice supervisors for their roles. There is also a plan evidencing how students will be prepared to transition to the new standards. Condition one is now met.

Evidence.
Response to NMC condition around practice supervision/assessment, April 2020
Practice assessor and practice supervisor preparation – Wales, April 2020
Practice assessor and practice supervisor preparation - North and West Midlands and Lincolnshire, April 2020
Practice assessor and practice supervisor preparation – Northern Ireland, April 2020
Practice assessor and practice supervisor preparation - South and South West, April 2020
Practice assessor and practice supervisor preparation - North East and Cumbria, April 2020
Practice assessor and practice supervisor preparation - East of England, April 2020
Practice assessor and practice supervisor preparation - Yorkshire and North West, April 2020
Practice assessor and practice supervisor preparation - East Midlands, April 2020
Practice assessor and practice supervisor preparation – London and South East, April 2020
Students preparation for transition to SSSA memo, 15 April 2020

Condition three: The programme team have submitted documentation to provide assurance that the external examiner role has now been strengthened to include scrutiny of individual RPL applications for all NMC approved courses prior to programme admission. Condition three is now met.

Evidence:
External adviser review of RPL policy, 2 April 2020

Nursing & Midwifery Council

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MOTT MACDONALD

RPL assessment panel: terms of reference and membership, 2 April 2020

Date condition(s) met: 21 April 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.
SFNME R4.1 and SPNP R4.1 are met

Condition three is now met.
SFNME R2.8, SPRNP R1.5 and R1.6 are met.

Standard 2. Curriculum

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

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

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

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

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

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

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

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

R2.8 ensure that field specific content in relation to the law, safeguarding, consent,

pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.1 is not met. There's a SUC strategy. SUCs tell us that they don't receive training to support them in their role. They tell us that they are unsure if their

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contribution to recruitment and selection processes are appropriate. (Condition two)

The approval visit was not conducted as a conjoint event; we are unable to determine that the programme has been subject to external and internal scrutiny. (Condition five)

We found SUC involvement in learning and teaching is through service user accounts, online videos and case studies. SUCs are asked to provide feedback in practice via the PADs.

We found that consultation with students, PLPs and SUCs has taken place. A sample of partnership agreements have been provided to confirm the support of employers to the NDA route.

Students tell us that they feel supported in their academic and practice learning. They are supported by an online tutor, academic assessor and practice tutor and others. Students tell us they have access to academic student support services.

Students provide feedback through module and placement evaluations. Students also feedback to their practice tutors.

There's an interprofessional learning (IPL) strategy. The programme team and students tell us that there are opportunities for IPL with other health and social care students and others in practice. A hub and spoke approach in most regions facilitates this. In Northern Ireland, practice learning takes place in health and social care trusts. One module is shared with nursing associates and social workers and provides an opportunity for IPL in the academic component of the programme. (Recommendation one)

Documentation, the programme team and PLPs tell us that placement audits are undertaken by the OU or other AEIs as part of the various PAD regional and national groups, to assure the quality of placement learning environments.

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

No

R2.2 is not met. Documentary evidence and the approval process confirms students on the programme will be supported and assessed in accordance with the SSSA. However, evidence is not provided to verify preparation plans for all regions/nations. This needs addressing. (Condition one)

The documentation and programme team tell us that the practice tutor will also act as academic assessor. The programme team tell us practice tutors have participated in compulsory online training. The programme team tells us that there

are sufficient academic assessors for the proposed number of students on the programme.

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. The programme team and the approval process confirm that all taught modules are generic, and exposure to the four fields is achieved through both the module content and practice learning. The programme team and PLPs tell us a regional/national approach to placement allocation is taken. Employer PLPs have responsibility for allocating practice learning placements in partnership with other AEIs in the individual regions/nations.

Students confirm that they have exposure to the four fields through enquiry-based learning and practice learning opportunities. They have opportunities to gain an appropriate breadth of practice learning experiences across the lifespan in a variety of settings and these experiences are recorded in the PAD. Employer PLPs work reciprocally with other trusts and independent practice partners to ensure students have the necessary breadth of practice learning experience. PLPs work with students to identify other opportunities which will enable them to meet practice placement learning outcomes.

Student progress and placement learning is monitored by the practice tutors/academic assessors.

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. Students complete field specific as well as generic core modules within the programme. The generic and field specific learning allows students to develop field specific identities and enter the register in 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

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. Programme documentation provides evidence that supports the development of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in the four fields of nursing practice. The regional/national PADs adopted for the programme are designed to assess this for entry to the register. The programme team and students tell us that a range of skills teaching is delivered via the skills net platform. The proposed programme has been presented to stakeholder groups from all fields to ensure appropriate field specific content.

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. Programme documentation and approval process confirms that the programme has an equal balance of theory and practice. This is detailed in the designated hours in the module descriptors and practice learning allocations. All hours and learning outcomes must be achieved by the end of the programme. The programme handbook and module specifications detail theory and practice content and expected learning outcomes. The proposed programme structure confirms the practice allocation model which demonstrates achievement of programme hours.

A comprehensive range of learning and teaching strategies are detailed in the programme documentation. We found that students will undertake most of the theory learning using online tools, interspersed with face to face student forums. These strategies are designed to offer students a variety of learning opportunities that align with their module learning outcomes and enable appropriate preparation and support as they progress through the programme.

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

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

Yes

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

Yes

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

No

Not applicable; single field of registration proposed.

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

Not applicable; registration is solely with the NMC.

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

No

Whilst there is a SUC strategy, SUCs tell us that they don't receive training to support them in their role. They tell us that they are unsure if their contribution to recruitment and selection processes are appropriate. (Condition two)

The approval visit was not conducted as a conjoint event; we are unable to determine that the programme has been subject to external and internal scrutiny. (Condition five)

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

Yes

Outcome

Is the standard met?

Not Met

Documentary evidence and the approval process confirms students on the programme will be supported and assessed in accordance with the SSSA. However, evidence is not provided to verify preparation plans for all regions/nations. This needs addressing.

Condition one: Provide a time bound implementation plan (schedule with dates) to demonstrate how the AEI is preparing practice supervisors, practice assessors and students to transition to the new SSSA and SPNP across all four UK nations. (SFNME R4.1; SPNP R2.2, R4.1)

SUCs tell us that they don't receive any training to prepare them for their

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involvement in the recruitment and selection of students to the programme or learning and teaching activities. This needs addressing.

Condition two: Provide a process or system to ensure that all SUCs involved in the pre-registration nursing programme receive preparation and training for their roles (to include recruitment and selection). (SFNME R2.6, R2.7; SPNP R2.1)

The approval visit was not conducted as a conjoint event, we are unable to determine that the programme has been subject to external and internal scrutiny.

Condition five: Provide documentation demonstrating that the programme has been subject to external and local scrutiny via the AEI approval process. (SFNME R2.1; SPNP R2.1)

Date: *24 March 2020*

Post Event Review

Identify how the condition is met:

Condition one: Programme team submitted various SSSA implementation plans which provide assurance that OU staff tutors across the UK have localised plans to prepare practice assessors and practice supervisors for their roles. There is also a plan evidencing how students will be prepared to transition to the new standards. Condition one is now met.

Evidence:
Response to NMC condition around practice supervision/assessment, April 2020
Practice assessor and practice supervisor preparation – Wales, April 2020
Practice assessor and practice supervisor preparation - North and West Midlands and Lincolnshire, April 2020
Practice assessor and practice supervisor preparation – Northern Ireland, April 2020
Practice assessor and practice supervisor preparation - South and South West, April 2020
Practice assessor and practice supervisor preparation - North East and Cumbria, April 2020
Practice assessor and practice supervisor preparation - East of England, April 2020
Practice assessor and practice supervisor preparation - Yorkshire and North West, April 2020
Practice assessor and practice supervisor preparation - East Midlands, April 2020
Practice assessor and practice supervisor preparation – London and South East, April 2020
Students preparation for transition to SSSA memo, 15 April 2020

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nursing associate education.

Condition two: The programme team submitted documentary evidence of co-production with SUCs in the delivery, development and evaluation of the pre-registration nursing programme. The documentation provides assurance that SUCs involved the programme will receive preparation and training for their roles. Condition two is now met.

Evidence:
Co-production strategy 2019-2020, April 2020
Service user booklet, April 2020

Condition five: Evidence of internal and external scrutiny of the programme has been submitted together with evidence of approval by the AEI's quality approval committee. Condition five is now met.

Evidence:
Quality academic committee (QAC) comments by chair of QAC, undated
Board of studies minutes, 14 March 2018
Internal and external scrutiny – table of evidence, undated
Approvals stage - gate process, August 2019
QAC amendment to BSc (Hons) nursing, October 2019
R39-R43 nursing annexe four - external advisor report, undated
R39-R43 nursing annexe five – external examiner advisor report, 19 July 2019

Date condition(s) met: 21 April 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.
SFNME R4.1, SPNP R2.2 and R4.1 are met.

Condition two is met.
SFNME R2.6 and R2.7 are met.

Condition five is met.
SFNME R2.1 and SPNP R2.1 are met.

Standard 3. Practice learning

Approved education institutions, together with practice learning partners,

must:

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

Met

R3.1 is met. A visit to the Dorsy Unit, Craigavon Area Hospital and Royal Victoria Hospital, in Northern Island prior to the approval visit found there are sufficient physical and staff resources in place at the services to support the new learning disabilities and child pre-registration nursing programme. Documentary evidence and discussion at the approval visit confirms the OU, in partnership with PLPs, has procedures and policies in place to ensure students meet the Standards of proficiency for registered nurses (NMC, 2018) to deliver safe and effective care to a diversity of people across the four fields of nursing practice. The programme team tells us that an individualised approach is taken to placement allocation to ensure students have the necessary placement learning opportunities. This is co-ordinated by practice tutors in line with regional/national approaches. The OU works with other PLPs and AEIs to ensure appropriate practice learning is in place for all students. This approach ensures there's sufficient practice learning capacity.

The OU is adopting the national/regional PADs and OARs which have been mapped to the Standards of proficiency for registered nurses (NMC, 2018).

Current students tell us they have opportunities to undertake spoke practice learning placements in a variety of alternative areas in order to gain other relevant practice learning experiences.

There are established processes and procedures for raising and escalating concerns which students and PLPs confirm they understand. There is a joint procedure between PLPs and AEI for managing fitness to practise issues.

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

Met

R3.2 is met. The programme team and PLPs confirm students will have opportunities to engage in a diverse range of practice placement experiences to meet the holistic needs of people of all ages. An exemplar plan of a student practice placement journey demonstrates allocation of appropriate and relevant experiences ensuring students have these opportunities.

The student handbook clearly sets out how students will be supported and assessed in practice. The tripartite nature of practice assessment is made clear in the student handbook and the PAD. Documentary evidence indicates that the identification and monitoring of placements is undertaken by the practice tutors.

Students feedback about their placement learning through formal placement evaluations; the programme team is responsive to these evaluations. There's

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MOTT MACDONALD

evidence that placement audits are undertaken to assure the quality of placement learning.

There's evidence that students will be supported by practice supervisors and practice assessors who will identify learning opportunities which will enable them to develop and meet the Standards of proficiency for registered nurses (NMC, 2018).

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. The various regional/national PADs adopted for the programme clearly map the Future nurse: Standards of proficiency for registered nurses (NMC, 2018) and identify where the platforms and nursing procedures are recorded and assessed. Communication and relationship management skills are assessed for all fields of nursing practice through the PAD. SUC give feedback to students through the PAD.

Students tell us that communication is an aspect of learning that is particularly well integrated throughout the programme with increased level of complexity and links with other elements of the programme.

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. Programme documentation and the approval process confirm that simulation is used to support and enhance skills teaching. The OU works with PLPs to identify simulation facilities and opportunities. Students and the programme team tell us that they use ClinicalSkills.net, an online learning system. The number of hours used for skills and simulated learning equates to 100 hours per module. The programme team tell us that there are plans to increase the virtual reality simulation of skills to support learning, especially in relation to the annexes A and B skills. (Recommendation two)

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. Documentation, students, PLPs and the programme team confirm that procedures and policies are in place to ensure that the students' individual needs and circumstances are given consideration in all parts of the programme. This includes making reasonable adjustment for students with disabilities. Students can declare if they need a reasonable adjustment in practice and this is recorded in the various PADs. Information is provided to those involved in the supervision and assessment of the students via the PADs.

A range of academic and pastoral support services are in place to support students.

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: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *24 March 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

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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)

Not Met

R4.1 is not met. Documentary evidence and discussion with the programme team indicates that students will be supported in line with the SSSA. There's evidence that stakeholder events have been held in some regions/nations to discuss the implementation of the SSSA. There is no clear evidence of preparation programmes being rolled out taking account of practice supervisor and practice assessor previous experience in supporting students in practice. The information provided is inconsistent and does not provide assurance that this is the case in all regions/nations. This need addressing. (Condition one)

The PADs presented provide opportunities for practice supervisors and practice assessors to provide written feedback in a variety of formats.

PLPs confirm there are sufficient numbers of practice supervisors and practice assessors to support student capacity.

The students confirm good support systems and describe the staff as helpful and supportive. Students describe the feedback from tutors on academic assessments as of a good standard. Feedback is individualised with opportunities for further discussions with tutors. Students present told us they receive high levels of support, particularly from their practice tutors. PLPs and practice tutors provided assurance that students are supernumerary on placement and are not counted in numbers. PLPs confirm that students are reminded of their supernumerary status empowering them to report any concerns.

Student evaluations and a range of evaluative and monitoring processes in the OU ensure the effectiveness of lead roles in supporting programmes.

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. The documentation, programme team and PLPs tell us that support for, and the assessment of, students complies with the SSSA. Students will be supported and assessed by suitably prepared practice supervisors, practice assessors and academic assessors in line with regional/national implementation plans. PLPs explain that current mentors will undertake practice assessor or practice supervisor preparation and that this preparation of supervisors and assessors had already begun in some areas. The practice representatives say that they have appropriate systems in place to monitor and assure capacity for practice supervision and assessment.

The national and regional PADs provide opportunities for practice supervisors and practice assessors to provide written feedback in a variety of formats.

We found the AEI has plans in place to identify and prepare the academic assessors. The programme team tells us that there have sufficient numbers of academic assessors to support the proposed student numbers.

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

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. Documentary evidence and discussions at the approval visit confirm effective processes to provide students with formative and summative feedback throughout the programme. Formative assessment and feedback opportunities are included in modules and in practice learning experiences. Documentary analysis indicates these are scheduled appropriately to provide students with feedback throughout the programme and support their development. Feedback from practice supervisors and practice assessors is recorded in the PAD. Students, PLPs and the programme team confirm regular tripartite meetings are held in practice. Students confirm they're able to obtain service user feedback through the PAD with the facilitation of practice supervisors. Students confirm that they receive a good level of support within the university and in practice learning environments.

Students say they have formative feedback opportunities to prepare them for summative assessments. Feedback is prompt, supportive of learning and feeds forward for their development. The module specification and assessment strategies detail an appropriate range of assessment modalities. Mapping against programme learning outcomes is provided in module specification.

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 standards of proficiency relating to practice learning have been mapped to the various regional/national PADs.

A summary mapping document is provided indicating where the Standards of proficiency for registered nurses (NMC, 2018) are met in the modules.

Students say their programme and practice learning prepares them for entry to the register.

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)

No

R4.6 is not met. Skills and competencies in relation to the safe administration of medicines is assessed in the PAD. Programme documentation states that students will have a health numeracy assessment. There's no evidence that students undertake a summative numeracy assessment that must be passed with 100 percent. This need addressing. (Condition four)

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: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met

No

We found no assurance that there are plans in place to prepare practice assessors and students for transition to the new SSSA. (Condition one)

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

Yes

Outcome

Is the standard met?

Not Met

We found no assurance that there are plans in place to prepare practice assessors and students for transition to the new SSSA.

Condition one: Provide a time bound implementation plan (schedule with dates) to demonstrate how the AEI is preparing practice supervisors, practice assessors and students to transition to the SSSA across all four UK nations. (SFNME R4.1; SPNP R2.2, R4.1)

We found that there's no summative assessment in relation to pharmacology/medicines calculation which must be passed at 100 percent. This must be addressed to meet SPNP R4.6.

Condition four: Revise and update documentation in modules (K326, 327, 328 and 329) to include numeracy assessment at 100 percent pass. (SPNP R4.6)

Date: *24 March 2020*

Post Event Review

Identify how the condition is met:

Condition one: Programme team submitted various SSSA implementation plans which provide assurance that OU staff tutors across the UK have localised plans to prepare practice assessors and practice supervisors for their roles. There is also a plan evidencing how students will be prepared to transition to the new standards. Condition one is now met.

Evidence:
Response to NMC condition around practice supervision/assessment, April 2020
Practice assessor and practice supervisor preparation – Wales, April 2020
Practice assessor and practice supervisor preparation - North and West Midlands and Lincolnshire, April 2020

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Practice assessor and practice supervisor preparation – Northern Ireland, April 2020
Practice assessor and practice supervisor preparation - South and South West, April 2020
Practice assessor and practice supervisor preparation - North East and Cumbria, April 2020
Practice assessor and practice supervisor preparation - East of England, April 2020
Practice assessor and practice supervisor preparation - Yorkshire and North West, April 2020
Practice assessor and practice supervisor preparation - East Midlands, April 2020
Practice assessor and practice supervisor preparation – London and South East, April 2020
Students preparation for transition to SSSA memo, 15 April 2020

Condition four: The programme team has submitted updated module specifications which provide assurance that there's summative assessment in relation to pharmacology/medicines calculation which must be passed at 100 percent.

Evidence :
KYN326 Module specification, 17 April 2020
KYN327 Module specification, 17 April 2020
KYN328 Module specification, 17 April 2020
KYN 329 Module specification, 17 April 2020

Condition four is now met.

Date condition(s) met: 21 April 2020

Revised outcome after condition(s) met:

Met

Condition one is now met.
SFNME R4.1, SPNP R2.2 and R4.1 are met.

Condition four is now met.
SPNP R4.6 is met.

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

No fall back award with NMC registration.

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

Yes

Outcome

Is the standard met?
Met
Date: *24 March 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	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation:	
Post approval visit documentary evidence to meet conditions:	

Co-production strategy 2019-2020, April 2020
Service user booklet, April 2020
Response to NMC condition around practice supervision/assessment, April 2020
Practice assessor and practice supervisor preparation – Wales, April 2020
Practice assessor and practice supervisor preparation - North and West Midlands and Lincolnshire, April 2020
Practice assessor and practice supervisor preparation – Northern Ireland, April 2020
Practice assessor and practice supervisor preparation - South and South West, April 2020
Practice assessor and practice supervisor preparation - North East and Cumbria, April 2020
Practice assessor and practice supervisor preparation - East of England, April 2020
Practice assessor and practice supervisor preparation - Yorkshire and North West, April 2020
Practice assessor and practice supervisor preparation - East Midlands, April 2020
Practice assessor and practice supervisor preparation – London and South East, April 2020
Students preparation for transition to SSSA memo, 15 April 2020
External adviser review of RPL policy, 2 April 2020
RPL assessment panel: terms of reference and membership, 2 April 2020
KYN326 Module specification, 17 April 2020
KYN327 Module specification, 17 April 2020
KYN328 Module specification, 17 April 2020
KYN 329 Module specification, 17 April 2020

QAC comments by chair of QAC, undated
Board of studies minutes, 14 March 2018
Internal and external scrutiny – table of evidence, undated
Approvals stage - gate process, August 2019
QAC amendment to BSc (Hons) nursing, October 2019
R39-R43 nursing annexe four - external advisor report, undated
R39-R43 nursing annexe five – external examiner advisor report, 19 July 2019

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes

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nursing associate education.

If yes, please identify cohort year/programme of study: 10 registered nursing adult year one Eight registered nursing adult year two Seven registered nursing adult year three Six registered nursing mental health year one Five registered nursing mental health year two Three registered nursing mental health year three	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	Yes
If yes, state where visited/findings: Dorsy Unit Craigavon Area Hospital: Northern Ireland - Learning disability assessment unit. Met students, practice learning leads and PLPs. Royal Victoria Hospital: Northern Ireland - Children. Met students, practice learning leads and PLPs. A visit to the Dorsy Unit, Craigavon Area Hospital and Royal Victoria Hospital, in Northern Ireland prior to the approval visit found there are sufficient physical and staff resources in place at the services to support the new learning disabilities and child pre-registration nursing programme. Documentary evidence and discussion at the approval visit confirms the OU in partnership with PLPs has procedures and policies in place to ensure students meet the Standards of proficiency for registered nurses (NMC, 2018) to deliver safe and effective care to a diversity of people across the four fields of nursing practice.	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Borders General Hospital, 16-17 November 2016 Chesterfield Royal Hospital, 6 November 2019 Chesterfield Royal Hospital NHS Foundation Trust, 25 January 2019 The Leeds Teaching Hospitals NHS Trust, 15 February 2019	

Muckamore Abbey Hospital, 23 January 2019
Northern Devon Healthcare NHS Trust, 12 September 2019
Nottingham University Hospitals NHS Trust, 14 March 2019
Oxford University Hospitals NHS Foundation Trust, 7 June 2019
Pilgrim Hospital United Lincolnshire Hospitals NHS Trust, 17 October 2019
Poole Hospital NHS Foundation Trust, 26 January 2018
Raigmore Hospital NHS Highland, 7–8 February 2017
Rampton Hospital, 26 October 2016
Rotherham General Hospital, 20 December 2019
The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust, 24 July 2019
The Rotherham NHS Foundation Trust, 18 March 2019

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

OU is an established provider of NMC programmes.

Additional comments:

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Issue record			
Final Report			
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Submitted by	Amy Young	Date	27 May 2020
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