

**Programme approval visit report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>Edge Hill University</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Alder Hey Children's NHS Foundation Trust</p> <p>Private Independent Voluntary Organisation: Abbeyfield Hoylake and West Kirby Society Ltd; Active Pathways; Alternative Futures Group Ltd; Arden College; Bupa; Capiro; Careconcepts (Appleton) Ltd; Cedars Care Group Ltd; Chapelford Health Centre; Chesnut Lodge School; Claire House Children's Hospice; Community Integrated Care Ltd; Cuerden Care; Darwen Health Centre; Delphside Ltd; Derian House Childrens Hospice; Dovehaven Care Homes; Elysium Healthcare Ltd; Embrace Wigan and Leigh; Exemplar Health Care; Fairfield Independent Hospital; Frances Taylor Foundation; Galtee More Rest Home; Glenelg Support Ltd; Guardian Street Medical Centre; HC-One Ltd; Integrate Ltd; J and A Cunningham; Knowsley Medical Centre; Lady Verdin Trust; Leonard Cheshire; Leyton Healthcare; Live to Learn; Liverpool City Council (The Lime; Cambridge Nursery School); Margaret Roper House; Maria Mallaband Care Group; Marie Curie Hospice; Mental Health Care UK Ltd; Midstream (West Lancs) Ltd; Mill Street Medical Centre; Moorgate Nursery School and Early Years Ctr; Moss Side Medical Centre; Mowll - Moving On With Life and Learning; Newbloom Healthcare; North West Community Services; Nugent Care; One to One Midwives; Park Lane Health Care; Parkhaven Trust; Partnerships In Care Ltd; Platt Bridge Community Primary School; Playmates Day Nursery; Premcard Ltd; Residential Outreach Care; Revitalise Respite Holidays; Rowan Park School; Spire Healthcare; Springfield Special School; St Bartholomew's Court Nursing Home; St George Care UK Ltd; St Helens Social Services; St Roccas Hospice; The Corner Surgery; The Elms Medical Ctr, The Family Surgery, The Learning Rooms, The Priory</p>

	<p>Group (Blackburn and Liverpool); Tomorrow's Women Wirral; Virgin Care Ltd (Ormskirk, Tarleton, Skelmersdale); Vivo Care Choices Ltd; Warrington Community Living; Westleigh Lodge; Wigan and Leigh Hospice; Willowbrook Hospice; Wirral Autistic Society; Wirral Evolutions</p> <p>Local Authority: Abbots Lea Assessment Ctr; Abbots Lea School; Autism Initiatives; Black Moss School, Cambridge Nursery School; Fox Wood Special School; Halton Borough Council (Halton Adult Community Learning Disabilities Team); Hillside Community Primary School; Hugh Baird College; Kinderworld Day Nursery; Lancashire County Council (In House Adult Disability Team); Lansbury Bridge School; Liverpool Progressive School; Merefield School; Portico Nursery Group; Presfield Special School; Redbridge Special School; Sandfield Park School; Sefton New Directions Ltd; Springwood Heath Primary; Stocks Hall Nursing Home; Sure Start Children's Ctr; The Coppice School; Wargrave House School; Willow Grove Primary School; Wirral Mencap</p> <p>Mersey Care NHS Trust Ainsdale GP Lancashire Care NHS Foundation Trust North West Ambulance Service NHS Trust Cheshire and Wirral Partnership NHS Foundation Trust Wirral Community NHS Foundation Trust Wirral University Teaching Hospital NHS Foundation Trust Astley GP Practice North West Boroughs Healthcare NHS Foundation Trust Bridgewater Community Healthcare NHS Foundation Trust West Lancashire CCG, Beacon Primary Care (GP Surgery ; Manor Primary Care (GP Surgery); Matthew Ryder Clinic (GP Surgery) East Lancashire Hospitals NHS Trust Royal Liverpool and Broadgreen University Hospitals NHS Trust</p>
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	<p>Registered Charity: Brothers of Charity; Change Grow Live; Person Shaped Support; Queenscourt Hospice; Rainbow House; Rainford Health Ctr; Wirral Mencap; Wirral Mencap; Woodlands; Zoe's Place</p> <p>Brownlow Health: Brownlow Group Practice Central Surgery Lancashire Teaching Hospitals NHS Foundation Trust Countess of Chester Hospital NHS Foundation Trust Liverpool Community Health NHS Trust NHS Warrington CCG, Eric Moore Partnership (Orford Park Site) Glovers Lane Surgery Guardian Medical Centre Wrightington, Wigan and Leigh NHS Foundation Trust Wigan ETP, Lilford Park Surgery; NHS Blood and Transplant Services Liverpool Heart and Chest Hospital NHS Foundation Trust Liverpool Women's NHS Foundation Trust Marine Lake Medical Practice Wigan CCG, Marus Bridge GP Practice; Slag Lane Medical Practice NHS South Sefton, Formby and Southport CCG Halton CCG, New Town Surgery Wirral CCG, Old Market House Southport and Ormskirk Hospital NHS Trust St Helens and Knowsley Teaching Hospitals NHS Trust Pemberton Surgery Wigan Borough Clinical Commissioning Group Bolton NHS Foundation Trust NHS Western Cheshire Bollington Medical Centre Rainford Health Centre Rainhill Village Surgery SSP Health Aintree University Hospital NHS Foundation Trust St Marks Medical Centre Central Lancashire PCT The Village Medical Centre The Walton Centre NHS Foundation Trust</p>
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	<p>Warrington and Halton Hospitals NHS Foundation Trust Westminster Medical Centre Westmoreland GP Centre</p>
<p><b>Programme(s) reviewed:</b></p> <p>Programme: Pre-registration nursing - Adult Title of programme: BSc (Hons) Nursing (Adult), MSc Nursing (Pre-registration Adult), PgDip Nursing (second registration Adult), MNSW Adult Nursing and Social Work Programme start date: 14 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration nursing - Mental Health Title of programme: BSc (Hons) Nursing (Mental Health), MSc Nursing (Pre-registration Mental Health), PgDip Nursing (second registration mental health), MNSW Mental Health Nursing and Social Work Programme start date: 14 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration nursing - Learning Disabilities Title of programme: BSc (Hons) Nursing (Learning Disabilities), MSc Nursing (Pre-registration Learning Disabilities), PgDip Nursing (second registration Learning Disabilities), MNSW Learning Disabilities Nursing and Social Work Programme start date: 14 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Pre-registration nursing - Child Title of programme: BSc (Hons) Nursing (Children's), MSc Nursing (Pre-registration Child), PgDip Nursing (second registration Child), MNSW Childrens</p>	

Nursing and Social Work

Programme start date: 14 September 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Level 7

Programme: Nursing Degree Apprenticeship route - Adult

Title of programme: BSc (Hons) Nursing (Adult)

Programme start date: 14 September 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Programme: Nursing Degree Apprenticeship route - Mental Health

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

Programme start date: 14 September 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Programme: Nursing Degree Apprenticeship route - Learning Disabilities

Title of programme: BSc (Hons) Nursing (Learning Disabilities)

Programme start date: 14 September 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Programme: Nursing Degree Apprenticeship route - Child

Title of programme: BSc (Hons) Nursing (Children's)

Programme start date: 14 September 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Programme: Dual award- pre-registration nursing – adult/mental health

Title of programme: MSCI NURSING (Pre-registration Adult and Mental Health)

Programme start date: 14 September 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Level 7

Programme: Dual award- pre-registration nursing – adult/child

Title of programme: MSCI Nursing (Pre-registration Adult and Children's)

Programme start date: 14 September 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Level 7

Programme: Dual award- pre-registration nursing - adult/learning disabilities

Title of programme: MSCI Nursing (Pre-registration Adult and Learning  
Disabilities)

Programme start date: 14 September 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Level 7

Programme: Dual award- pre-registration nursing – mental health/learning  
disabilities

Title of programme: MSCI Nursing (Pre-registration Mental Health and Learning  
Disabilities)

Programme start date: 14 September 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6

Level 7

Programme: Dual award- pre-registration nursing – mental health/child

Title of programme: MSCI Nursing (Pre-registration Mental Health and Children's)

Programme start date: 14 September 2020

Academic level(s):

England, Wales, Northern Ireland:

Level 6  
Level 7

Programme: Dual award- pre-registration nursing - learning disabilities/child  
Title of programme: MSCI Nursing (Pre-registration Learning Disabilities and  
Children's)  
Programme start date: 14 September 2020

Academic level(s):  
England, Wales, Northern Ireland:  
Level 6  
Level 7

**Date of approval**

2 March 2020

**QA visitor(s):**

Registrant Visitor: Maureen Harrison  
Lay Visitor: Carol Rowe

**Section two**

**Summary of review and findings**

Edge Hill University (EHU) is an approved education institution (AEI). The school of nursing, midwifery and allied health professions and the school of applied healthcare and social work are under the management of the faculty of health and social care and medicine. The two schools will lead and deliver the following pre-registration nursing routes: a three-year full-time undergraduate pre-registration BSc (Hons) nursing programme with pathways in all four fields of nursing practice; adult, children's, mental health and learning disabilities; a four-year, part-time BSc (Hons) nursing degree apprenticeship (NDA) adult, children's, mental health and learning disabilities; a four-year, full-time MSci qualification leads to dual registration in any two fields of nursing practice as follows; adult and mental health; adult and learning disabilities; adult and children's; mental health and children's, mental health and learning disabilities; and children's and learning disabilities. A one-year, full-time post-graduate diploma with recognition of prior learning (RPL) against years one and two of the BSc and MSci, for registered nurses to gain a second field. This route is also offered part-time. A two-year, single field MSc route in adult, children's, mental health and learning disabilities includes RPL against year one of the BSc programme. A four-year, full-time undergraduate integrated masters pre-registration nursing and social work programme (MNSW) with four routes: adult nursing and social work, children's nursing and social work, mental health nursing and social work, learning disabilities nursing and social work.

Two employers who intend to deliver the NDA programme in partnership with EHU, are: St Helens and Knowsley Teaching Hospitals NHS Trust, and Mersey Care NHS Trust.

EHU is a member of the north-west placement education development group (NWPEG). The group are adopting the north-west practice assessment document (NWPAD) and ongoing achievement record (OAR), based on the pan-London practice assessment document (PLPAD). In addition, EHU is one of five AEIs in the region who have formed a curriculum and validation group. This provides a collaborative approach to the development of nursing curricula which meet NMC standards for education (2018).

The programme documentation and approval process confirm evidence of partnership working between the education institution and employers, practice learning partners (PLPs), students, service users and carers (SUCs) and confirm partnerships are effective.

Arrangements at programme level between the AEI and PLPs meet the Standards for student supervision and assessment (SSSA) (NMC 2018). Documentary evidence and the approval process confirms the Standards framework for nursing



and midwifery education (SFNME) and Standards for pre-registration programmes (SPRN) (NMC, 2018) are not met at programme level.

The programme is recommended to the NMC for approval subject to three NMC specific conditions. There are two university conditions and three university recommendations.

Update 30 March 2020:

Evidence was provided to meet the three NMC conditions and two university conditions. The conditions and related standards and requirements are now met.

The programme is recommended 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
<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><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>Condition one: Ensure that for RPL entry to the PgDip programme (second field), prospective candidates demonstrate evidence of having worked as a registrant in their intended second field through a portfolio mapped to the BSc/MSci programme learning outcomes up to level six.(SFNME R2.8; SPRNP R1.6)</p> <p><b>Practice learning:</b></p> <p>Condition three: Provide an implementation plan for simulated learning that demonstrates how it is managed, audited and how the hours meet NMC requirements for practice learning. (SFNME R2.14; SPRNP R3.4)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition two: In the MNSW, demonstrate through mapping to programme learning outcomes that students who fail one or two year four modules</p>

	<p>(PUP4110 and/or PUP4111) will meet proficiencies, outcomes and theory hours required for NMC registration and the balance of theory and practice within the programme is not compromised. (SFNME R2.11, R5.16; SPRNP R2.9, R2.14)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition four: Make all specified administrative changes to programme documentation. (University condition)</p> <p>Condition five: Secure external examiner coverage for the new PgDip nursing programme commencing in September 2020. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>30 March 2020</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Make explicit in course publicity and applicant interviews the programme's delivery at Ormskirk (Years one and four) and Manchester (Years two and three) and the implications of this for students. (University recommendation)</p> <p>Recommendation two: Consult further with HCPC concerning IELTS requirements, whether an overall score of 6.0 would be acceptable at point of entry and how equivalence to 7.0 could be evidenced on completion without the need for further testing. (University recommendation)</p> <p>Recommendation three: In the Part B document (s.13 Quality Assurance), include reference to HCPC as well as NMC external reporting requirements. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Student progression: The BSc, MSc and MSci nursing programmes have year-long units. Academic regulations allow students to carry one assignment with 25 percent weighting. Review the potential for large credit bearing modules limiting progression.</p> <p>Simulation in BSc (Hons) and MSci provides 200 hours of practice learning. Identify the simulated</p>

	<p>practice learning is audited, monitored and recorded and meets NMC requirements for practice hours.</p> <p>Ensure appropriately qualified and experienced external examiners report on the quality of theory and practice learning on all routes.</p>
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**Programme is recommended for approval subject to specific conditions being met**

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

Condition one: Revised programme documentation and RPL claim forms demonstrate clarity and rigour in the RPL process for NMC registrants applying to a second field. Applicants must provide evidence of, learning mapped against programme learning outcomes, and recent work undertaken in intended second field. SFNME R2.8; SPRNP R1.6 are now met.

Condition two: Revised student-facing documentation, programme documentation and academic regulations identify attendance at level seven modules is compulsory in order to meet the programme hours required for professional registration. If students fail to achieve the pass mark for one or two theory based modules at level seven, but are successful in the year four practice module, mapping demonstrates programme learning outcomes can be achieved through other theory modules and the practice based module. In this situation, requirements for programme hours being met are recorded at examination boards and students are eligible for registration with the NMC and HCPC/SWE and a bachelors degree exit award. SFNME R2.11,R5.16; SPRNP R2.9, R2.14 are now met.

Condition three: A plan is in place which demonstrates how simulation will be managed. It's in compliance with the EU directive on students having direct contact with healthy or sick individuals, and meets NMC requirements for practice learning. Attendance is monitored and tracked. SFNME R2.14; SPRNP R3.4 are now met.

The AEI has confirmed that the university conditions (condition four and five) are met.

<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>	30 March 2020

**Section three**

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

<b>Partnerships</b>
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><u>Standards framework for nursing and midwifery education (NMC, 2018)</u></p> <p><b>Standard 1: The learning culture:</b></p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p><b>Standard 2: Educational governance and quality:</b></p> <p>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</p> <p>R2.4 comply with NMC <u>Standards for student supervision and assessment</u></p>

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*

EHU, PLPs of health and social care organisations in Merseyside, Cheshire and Lancashire (the north-west), and two employers, MerseyCare NHS Trust and St Helens and Knowsley NHS Trust, present a number of routes to the pre-registration nursing programme. The approval process demonstrates established and effective partnership working. We have observed consultation, collaboration and co-production at strategic and operational level with all stakeholders; north-west AEIs, PLPs, service users and students.

Employers and PLPs identify the importance of EHU offering a large portfolio of routes into the nursing profession as a means to attract a flexible workforce. PLPs gave examples of why the dual-field programmes and MNSW are considered 'fit for the future' roles as organisations expand their service delivery across acute/community and mental, cognitive and physical health services. An employer identified how they had employed all the MNSW students who have recently

qualified; these individuals are already changing working patterns as they work with children and families. PLPs say practitioners with dual qualifications enhance the potential for 'making every contact count'. Senior education managers say changes made to open days where individuals are encouraged to explore their hopes, dreams and aspirations has led to a marked increase of interest in the different routes on offer by EHU. Employers say they're looking for sponsorship opportunities which will allow current registered nurses (RNs) to be given the opportunity to qualify with a second field.

Senior EHU and PLPs spoke of the 'home trust model' for practice learning whereby the students are allocated to a trust near where they live for the majority of their practice learning experiences. This is seen as a means of providing students with a sense of belonging and future commitment to a specific trust. PLPs and students confirm trusts are committed to providing practice learning experience and/or employment for graduate candidates applying for recognition of prior experiential learning for entry to the two-year MSc route.

Currently two employers support the nursing degree apprenticeship (NDA) for adult field with the expectation to support apprenticeship in all fields. A NDA collaborative delivery agreement and apprenticeship delivery plan are in place. Senior EHU staff say the AEI is a registered provider with the Education and Skills Funding Agency for four fields, and EHU is a registered assessment organisation for the apprenticeship endpoint assessment. Employers told us of their strategies to offer career developmental opportunities for healthcare assistants, from nursing associate programmes, to registered nursing programmes. Employers are also providing advanced clinical practitioner apprenticeships. Student apprentices and PLPs confirm the support given for career development. They say career preparation opportunities, through work with further education colleges, gives employees opportunities to meet entry requirements. The apprenticeship route has employer-led recruitment and joint interviews with EHU.

The NWPEG is a collaborative forum of EHU and four other AEIs in the region which agree strategies for the implementation of SFNME and SSSA. Examples of actions taken include the implementation of the NWPAD based on the PLPAD. In addition, plans for the preparation of practice supervisors and assessors are agreed. Models of placement learning are considered to maximize capacity for students. A placement management online system: 'InPlace' is shared. A curriculum and validation group comprised of the five AEIs provides a collaborative approach to the development of nursing curricula which meet the NMC Standards for education (2018).

Strong partnership governance arrangements, to manage escalation of concerns and fitness for practice issues, are described by the programme team and PLPs. We are assured of joint working on practice concerns, and on fitness to practise issues.

The student voice is heard. We found students have been consulted on the



development of the new programme and they gave examples of programme content and design included from their feedback e.g. increased simulation activity and a reduction in the number of assignments. PLPs, SUCs and students confirm understanding of all routes on offer. PLPs and students welcome the non-modular approach to the BSc (Hons), MSc, MSci and PgDip routes. Students and the programme team say this approach helps to integrate theory and practice learning. PLPs say the model, together with the joint working with other north-west AEIs is helping to prevent bottlenecks when students are in practice environments. Apprenticeship students give the example of practice learning changing from day release to having blocks of theory and practice. Employers say they contributed to this change, ensuring their apprentices are placed in different trust areas to where the apprentice is employed during their practice learning block. Student apprentices confirm all their practice learning is supernumerary. They say having the same uniform to wear as other student nurses, when practice learning, has helped them to be treated as 'students' rather than employees.

Some of the students confirm membership of the student transition group. This group is responsible for information and dissemination of the changes to programme structure (NMC Standards 2018). We were told by the programme team that a curriculum advisory group has been formed with PLPs, SUCs and students to continually monitor the potential for programme improvement. This was confirmed by students, SUCs and PLPs who had attended the meetings. Students sit on relevant programme boards and the staff student consultative forums. There are established processes for recording student evaluations on modules and experiences in practice learning, which is fed back to PLPs in a timely way.

SUC involvement is well established in recruitment and selection, design, development, delivery and evaluation of programmes. The SUCs we met assure us of their understanding of all the programmes on offer by the faculty. There is a service and user council with representation on programme boards and a pool of approximately 160 SUCs who support programmes across the university. SUCs are patients and carers by experience and collectively are able to bring the lived experience across the four fields of nursing. Service users confirm co-production activity and tell us they're not 'tokenistic' but their voice is strong and influential. They told us they're active in simulation sessions. They introduce scenarios based on their own lived experience. In objective structured clinical examinations (OSCEs) they participate in role play and give feedback. They produce videos, blogs and podcasts to support teaching and learning. They confirm they're consulted in the development of the programmes through review of modular content. SUCs told us about their involvement in the face to face interviews and they have an equal voice in selection.

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

*Met*

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

*Met*

**If not met, state reason**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**  
**Revised outcome after condition(s) 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. Entry requirements for the BSc, MSci, PgDip, MSc and MNSW stipulate the minimum academic requirement for entry to each route. EHU academic regulations (2019/2020) state the maximum credit for RPL that can be counted towards an honours degree, an integrated masters and masters degree is two thirds of the programme. A review of marked (RPL) portfolios identifies rigorous application to EHU RPL regulations is in place. We met students who had made successful RPL claims who told us they were supported by EHU in the preparation of their portfolios. RPL documentation maps the year one and year two BSc (Hons) learning outcomes. The first year of the nursing associate foundation degree has been mapped to year one of the BSc (Hons) nursing routes. On all routes, programme outcomes are mapped to NMC Standards of proficiency. Candidates, who want to advance their careers to qualify as a registered nurse, can have RPL applied up to 12 months of the BSc (Hons), MSci or MSc nursing programmes. This is one third of the programme. The AEI do not allow 50 percent RPL for BSc (Hons), MSci, MSc because of year-long 120 credit modules.

In addition to certificated learning, and mapping learning against programme outcomes, MSc candidates must evidence 700 hours of practice learning. The programme team confirmed this will be made clear to prospective students in the RPL information that will be sent prior to application. Historically, employers have facilitated students with the required entry requirements to gain employment-based experience prior to applying for the MSc nursing.

RPL will normally not be accepted for the MNSW owing to the integrated approach of each part of study. Nursing and social work proficiencies are combined throughout the programme and the programme team confirm that if a registered nurse or social worker applied to the programme, it would be difficult to match previous learning against the integrated learning outcomes.

The RPL process complies with Article 31(3) of Directive 2005/36/EC. The agendas for assessment boards confirm external examiners review RPL documents and portfolios when they attend 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)**

***Not Met***

R1.6 is not met. Programme learning outcomes are mapped to the Standards of proficiency for registered nurses. Registered nurses wanting a second registration can apply to a one-year postgraduate diploma, with RPL against two thirds of the programme. This route is also offered part-time over 18 months. Current programme and RPL documentation identifies RPL entry requirements as currency in NMC registration status; a degree or equivalence; and evidence at interview of skills of critical analysis and evaluation. We think this entry requirement is insufficiently rigorous for RPL. RPL must be applied to programme outcomes in years one and two of the BSc (Hons) and MSci, which is two thirds of the programme. It was only through discussion at the approval visit that it became clear EHU expected RPL candidates to have been working with clients from their second intended field. Therefore the RPL process for registered nurses must include evidence of some knowledge and experience of having worked with people in their intended second field. (Condition one)

**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, module descriptors, mapping and the approval process demonstrate numeracy, literacy, digital and technological literacy are mapped against the Standards of proficiency for registered nurses and programme outcomes to meet the NMC requirements.

All programmes include use of virtual learning environments (VLEs) and other resources which support students to develop their numeracy, literacy, digital and technological literacy skills. Students describe e-learning through software packages such as Elsevier skills, Cahootlearning (interactive lectures), Anatomy TV, BobNational, videos, blogs and podcasts.

All programmes deliver to the six elements of the Jisc digital capabilities framework and the programme team describe the student journey of digital apprentices through to mastery in digital and technological literacy.

We found signposted, support mechanisms for students to develop their abilities in literacy and digital and technological literacy. The library and learning services offer UniSkills which provides a package of workshops, face to face support and online resources including academic reading and writing, presentation skills, referencing and technology skills. The programme team told us they're considering the introduction of study skills at level seven to support students transitioning to higher level studies.

Formative assessments include written tasks, mock examinations, simulation and verbal articulation. Summative assessments support numeracy. All routes have a health numeracy assessment and calculation of medicines which must be passed with a score of 100 per cent. In literacy, students are prepared to write clear, articulate and precise written reports, business cases and abstracts for publication. Practical examinations, the PAD and OAR are linked to competency in numeracy, literacy and digital and technological literacy.

SUCs told us they create videos, blogs and podcasts which are used in blended learning.

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

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

**Yes**

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

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

**Met**

Documentary evidence demonstrates a robust process to transfer current students onto the proposed programmes to ensure programme learning outcomes and proficiencies meet the Standards for pre-registration nursing programmes (NMC, 2018). Two cohorts of BSc (Hons) students (September 2019 and January 2020) will transition at the end of part one. Detailed plans of transition include mapping of learning outcomes, a student conference and a series of information sessions. Transition plans are available for students on the VLE. Students confirm a

volunteer student 'transition group' facilitates communication to cohorts. Students confirm they had been informed of the transition arrangements and feel supported. Students say it's their wish to transition to the modified programme at the appropriate year point.

Current MSc nursing students will not transition because they have entered their final year (September 2019 and March 2020).

MNSW students to transfer are as follows: Successful 2017 students who have completed years one, two and three will join year four and use NWPAD (three).

Successful 2018 students who have completed years one and two will join year three and use NWPAD (two).

Successful 2019 students who have completed years one will join year two and use NWPAD (one). These students will have completed the first part of the practice assessment record (NWPAD one).

Students on all nursing routes have now transferred to the SSSA and students spoke to us of support given by practice supervisors, practice assessors and academic assessors.

Students who have interrupted their studies will need to be managed on an individual basis. Owing to the change of delivery from a modular to a yearlong approach it's anticipated bespoke delivery will be necessary, following mapping of programme outcomes already achieved. Returning students will re-join the beginning of a part, as close as possible to the point they stepped off.

**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***

EHU RPL regulations allows registered nurses to RPL year one of the BSc programme and MSci (120 credits at level four) and year two and three (120 credits at level five and six) of the MSci programme. This is more than 50 percent of the programme. Current programme and RPL documentation and guidance for registered nurses seeking a second field does not include the requirement for mapping learning against programme learning outcomes or recent experience of working with clients in their intended field. (Condition one)

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

**No**



We found information in programme documentation insufficiently explicit concerning mapping RPL to programme learning outcomes for registered nurses seeking to register in second field via a post graduate diploma route. The information about the RPL process at programme level isn't robust as required in SFNME R2.8 and must be amended to meet SPNP R1.6. (Condition one)

### **Outcome**

#### **Is the standard met?**

#### ***Not Met***

We found information in programme documentation insufficiently explicit concerning mapping RPL to programme learning outcomes for registered nurses seeking to register in a second field via a post graduate diploma route. The information about the RPL process at programme level isn't robust as required in SFNME R2.8 and must be amended to meet SPNP R1.6.

Condition one: Ensure that for RPL entry to the PgDip programme (second field), prospective candidates demonstrate evidence of having worked as a registrant in their intended second field through a portfolio mapped to the BSc/MSci programme learning outcomes up to level six. (SFNME R2.8; SPRNP R1.6)

**Date: 2 March 2020**

### **Post Event Review**

#### **Identify how the condition is met:**

Condition one: Revised programme documentation and RPL claim forms demonstrate clarity and rigour in the RPL process for NMC registrants applying to a second field. Applicants must provide evidence of, learning mapped against programme learning outcomes, and recent work undertaken in intended second field. SFNME R2.8; SPRNP R1.6 are now met.

Condition one is now met.

#### **Evidence:**

EHU response to NMC pre-registration approval event 2 March 2020, 27 March 2020

Evidence one screenshot PgDip criteria in programme specification, 27 March 2020

Evidence two pre-registration nursing institutional validation document (Part B), 27 March 2020

Evidence three PgDip second field registration admission and RPEL document, 27

March 2020

**Date condition(s) met:** 30 March 2020

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

***Met***

Condition one is met.  
SPRNP R1.6 is met.  
SFNME R2.8 is 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 Annex V.2 point 5.2.1 of Directive 2005/36/EC (included in Annex 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 Annex 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. BSc (Hons), MSc, MSci and PgDip: Programme documentation and the approval visit identify there's generic delivery of theoretical components across the four fields of nursing. All students are introduced to core concepts from every field. The indicative content sessions have been aligned to SPRN. The programme team includes academic field advisors who have responsibility for ensuring content of core and field specific application sessions remain appropriate and current. The programme team and students told us field-specific scenarios used in follow-on sessions successfully apply the generic content to the fields of practice. Current students describe theory and practice learning across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.

BSc (Hons), MSci, MSc and PgDip students all have a core practice learning experience: caring for a variety of people across a core of contexts. Students say caring for people across the age span is facilitated by practice education facilitators (PEFs) who are based in trusts. This is confirmed by employers and PLPs who identify the pivotal role of PEFs who are employed to maximise student practice learning opportunities. Students identify 'cross field' experience is not limited to just the 'core experience' practice learning placement but is also experienced in field-specific placements. Students confirm they record experience across all fields of nursing practice in the NWPAD.

Apprenticeship students have a block model for theory, practice (off-the-job training) and substantive employment. Employers and PLPs confirm degree nurse apprentices are supernumerary within their workplace. Apprentice students identifying practice learning away from their normal employment has allowed them to have experiences in different contexts including maternity care, children and young people, mental health and learning disability.

MNSW: Social work and registered nurse proficiencies dictate the programme

addresses person-centred care across the age span and in differing contexts. In year two there are two discrete modules focusing first on adults within an integrated health and social care context, followed by children, young people and their families in an integrated context. This approach, seen in every year provides a framework which represents all fields of nursing. Students we spoke to had cared for people and gained experiences across all four fields of nursing practice.

The programme team, students and SUCs identify the curriculum advisory group will closely monitor the programme ensuring theoretical learning and practice learning across all fields will remain contemporary.

**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. BSc, MSc, MSci and PgDip: The award titles of each route identify the field of practice. Within the practice learning environment students meet the SPRN for their field: adult, mental health, children's and learning disability nursing.

Learning outcomes and module content are the same for all fields with sessions delivered across fields. Students say the generic content of many core lectures does not hinder application to their field. Students confirm they're placed in field-specific or dual-field study groups where they're facilitated to apply core theory to their field of practice. In addition, students say the assessment strategy encourages field application. The programme team has NMC registered nurses representing all fields of practice.

The programme team and students assure us students are allocated academic assessors with due regard.

With the exception of one practice learning experience, all students on BSc (Hons) and MSc routes have field-specific practice learning. The MSci students have a mixture of field-specific and dual-field practice learning. In year three of the MSci NMC proficiencies for the 'first field' are tested in theory and practice and in year four, NMC proficiencies for the second field. The PGDip (second field) students will have all practice experiences in the second field. Practice learning provides opportunities for students on the BSc (Hons), MSci, PgDip and MSc to meet the communication and relationship management skills and nursing procedures within their selected field. These are recorded in the NWPAD.

MNSW: EHU currently manage a BSc (Hons) nursing and social work programme with a route for all four fields. Past feedback from students identifies field identity has been a challenge. We spoke to first and second year students who were undertaking the BSc with social work who represented children's, learning

disabilities and mental health nursing fields. The students were confident with their field identity saying many opportunities are given for theoretical application to their field of practice.

The MNSW has a different structure to the nursing BSc (Hons), MSc, MSci routes. Students enrolled on this programme will be taught together with students enrolled on the three other MNSW programmes which will allow sharing of experiences throughout their studies. Learning is managed in modules and in years one and two there are modules which focus on nursing and social work as separate professional identities. In year one, practice learning is focused on field-specific nursing. In year two there is field-specific practice learning experience and a social work practice learning experience. The final years continue to address field-specific topics but there is also integration of complex issues across fields and professions. In year three a field-specific module with a practice learning experience consolidates applied learning to their field of choice. When on social work placements students can elect placements, caring for people aligning with their field of nursing, for example learning disabilities and thus gain a broader perspective of their field of nursing. The approval process assures us MNSW students will be applying theoretical content to their specific field throughout the programme. In addition, for module assessments in PUP 1201, PUP2240, PUP2242, PUP3270, PUP4110 students will be expected to apply the assessment outcomes to their field.

For all routes within the MNSW, learning opportunities for field-specific communication and relationship management skills and nursing procedures are provided across the four years. Practice assessment is through the NWPAD where students continue to develop their field identity.

*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. Module learning outcomes on the BSc (Hons), MSci, MSc, PgDip routes reflect the seven platforms (SPRN) as 'themes'. The themes are mapped against NMC proficiencies. Examples of field-specific content in relation to law (year one, three), safeguarding (year three), consent (year three), pharmacology and medicines administration and optimisation (year two), risk assessment and monitoring (year three), vulnerability across the lifespan (year two, three), application of evidence-based practice (year three).

There is rigorous mapping of the MNSW demonstrating opportunities for cross field, cross profession and field-specific content in relation to the law, safeguarding, and consent. Pharmacology and medicines administration and optimisation are addressed in theory and practice.

**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)**

***Not Met***

R2.9 is not met. A range of learning and teaching strategies are detailed in the programme specifications, programme handbooks and module descriptors. Learning and teaching strategies include lectures, seminars, skills, simulation and virtual learning. Students agree teaching and learning strategies vary. Some students particularly like e-delivery of lectures because they value 'play-back' facilities. Service users confirm their involvement in teaching. We were told there are service users who represent most care situations, in particular, management of long-term conditions. They speak of opportunities to share their experiences with students and to work with them in simulated environments.

There is a practice learning allocation model which is managed by the placement administration team through 'InPlace'. This demonstrates the achievement of the designated hours for the programme. When students achieve their practice learning hours they're verified by their practice supervisor in the NWPAD.

Programme hours are monitored by the placement administration team. A mobile app with a unique code for the teaching session is used by the student to register their university attendance.

Programme documentation shows in each year theory and practice are balanced in all routes.

The portfolio of BSc, MSc, MSci and PgDip routes are non-modular in structure and consist of 'years of study'. The programme team say the non-modular structure of these routes allows better integration between theory and practice and less likelihood of repetition or omission. Students and PLPs are very supportive of this approach, which is the same for the nursing associate programme and the medicine curriculum within the faculty.

BSc (Hons) three-year: each year of study and part is 120 credits. Theory hours are 2520 and practice hours 2320.

BSc (Hons) apprenticeship four-year: each part (120 credits) is longer than a year. Programme planners identify 'blocks' of theory and practice learning with blocks of on-the-job. There will be shared teaching between BSc (Hons) three-year direct entry students and apprenticeship students but the modules are completed over an extended period of time. Some teaching will be alongside students from a subsequent cohort. The extended route meets nationally-set criteria for apprenticeships of a minimum of 20% off-the-job training. Due to the NMC requirement to complete a minimum of 2300 hours of both theoretical and practice learning, the apprentices have over the minimum 20% off-the-job training as indicated in BSc (Hons) hours.

MSci (dual registration) is four years (480credits). The requirements of the programme is a suitable length ensuring proficiency in both fields of nursing is met. Theory hours are 3280 and practice hours 3160.

PgDip (second field) one-year (120 level seven credits): 3000 theory and practice hours are evidenced by RPL. Students must evidence prior knowledge and experience of their intended second field. Theory hours are 800, and practice hours are 800.

MSc two-year (180 level seven credits): 700 practice hours are evidenced through RPL with equivalent theory hours. Theory hours are 1600, and practice hours are 1600.

Years one, two and three of the BSc (Hons) and MSci nursing programmes share the same modules and learning outcomes mapped against NMC proficiencies (SPRN). Modules on the MSc route reflect those on BSc (Hons) but students are required to study key areas in more depth with a mode of delivery reflecting a greater degree of independent learning. Year four of the MSci and PgDip nursing



are the same. In each route the foci are the second field of nursing, clinical leadership, integrated care and professional proficiency.

The MNSW four-year programme is modular with a minimum of 2,300 theory hours and 2,422 hours practice learning. To satisfy the recommendation set out by the social work reform board (SWRB) students will be required to record a minimum of 200 days in social work practice. Apart from one field-specific module, module learning outcomes through all four years address professional requirements for both registered nurses and social work students. The practice learning model is clearly articulated with evidence of developing confidence in each profession separately up to year three. The programme finishes with students concentrating on preparation for the role of an integrated nursing and social work professional.

MNSW programme documentation identifies students can exit at level seven with two professional awards and a BSc (Hons) if they're unsuccessful in a research and dissertation module (PUP4110) and or a leadership and change management module (PUP4111). At the approval visit there was a lot of discussion surrounding this exit award. We accept a failure in PUP4110 could lead to a BSc and two registrations because research-based proficiencies are found all through the programme. However, we have concerns students can also exit with a fail in PUP4111. The programme team's initial response is NMC leadership proficiencies are addressed in year three and other core year four modules. The NWPAD part three for registered nurse and social work practice documentation relies upon the demonstration of leadership proficiencies.

The following areas require addressing:

- In all other routes students are not given professional awards unless they complete similar theory-based learning outcomes with leadership proficiencies.
  - We are not persuaded by the argument that the leadership proficiencies would be met through the NWPAD and there are the same proficiencies in other year four modules.
  - Being unsuccessful in one or two of the modules would lead to a programme not equally balanced in theory and practice and may not be of sufficient length.
  - If the students are unsuccessful in two modules would they still have met all SFNME requirements and does allowing fails constitute compensation?
- To address these concerns condition two is applied.  
(Condition two)

*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**

This programme is delivered in England.

**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)**

**Yes**

**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**

R2.14 is not met. Students undertaking the MNSW can exit the programme with a BSc (Hons) and two professional awards if they're unsuccessful in one or two year four modules. NMC proficiencies might be met in other contexts, for example practice assessment. Without successful achievement of one or two modules the programme may not meet NMC hours and the programme may lack a theory and practice balance and may not be of sufficient length for two professional awards. (Condition two)

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

**No**

Students must meet required proficiencies and programme outcomes in full, demonstrating their eligibility for academic and professional awards. There should be no compensation in assessments across theory learning and in allowing students to exit with an academic and two professional awards, evidence must be provided to ensure requirements for SFNME are met. The curriculum must provide an equal balance of theory and practice and programmes leading to two professional registrations must be of suitable length. (Condition two)

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

Yes

**Outcome**

**Is the standard met?**

***Not Met***

Students must meet required proficiencies and programme outcomes in full, demonstrating their eligibility for academic and professional awards. There should be no compensation in assessments across theory learning and in allowing students to exit with an academic and two professional awards, evidence must be provided to ensure requirements for SFNME are met. The curriculum must provide an equal balance of theory and practice and programmes leading to two professional registrations must be of suitable length.

Condition two: In the MNSW, demonstrate through mapping to programme learning outcomes that students who fail one or two year four modules (PUP4110 and/or PUP4111) will meet proficiencies, outcomes and theory hours required for NMC registration and the balance of theory and practice within the programme is not compromised. (SFNME R2.11, R5.16; SPRNP R2.9, R2.14)

**Date: 2 March 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition two: Revised student-facing documentation, programme documentation and academic regulations identify attendance for all level seven modules is compulsory to meet the programme hours required for professional registration. If students fail to achieve the pass mark for one or two theory based modules at level seven, but are successful in the year four practice module, mapping demonstrates programme learning outcomes can be achieved through other theory modules and the practice based module. In this situation, requirements for programme hours being met are recorded at examination boards and students are eligible for registration with the NMC and HCPC/SWE and a bachelors degree exit award. SFNME R2.11, R5.16; SPRNP R2.9, R2.14 are now met.

Condition two is now met.

Evidence:

EHU response to NMC pre-registration approval event 2 March 2020, 27 March 2020  
Evidence four MNSW institutional validation document (Part B), 27 March 2020  
Appendix five MNSW students – exit awards, 27 March 2020  
Evidence six mapping of MNSW programme learning outcomes to PUP4110, 27 March 2020  
Evidence seven mapping of MNSW programme learning outcomes to PUP4112, 27 March 2020

**Date condition(s) met:** 30 March 2020

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

***Met***

Condition two is met.  
SPRNP R2.9 and R2.14 are met.  
SFNME R2.11 and R5.16 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. Documentation and the approval process confirm practice learning opportunities provide opportunities for students to meet the Standards of proficiency for registered nurses across all the four fields of nursing.

Employers and PLPs confirm commitment to working with north-west AEs in the joint management and allocation of student placements to ensure the education and training capacity and quality of the learning environment across the entire circuit is safe and effective. Placement profiles are on shared online platforms - Placement assessment record and evaluation (PARE) and 'InPlace'. The programme team and PLPs say any changes to a practice learning environment's ability to safely and effectively support students' learning i.e. change in staffing, service re-configuration, is communicated to the faculty placement support unit, or through the communication channels of link lecturers or practice education lecturers (PELs). We spoke to a number of PEFs, trust employees, who are pivotal to sharing communication between the practice environment and EHU.

Students across all routes describe accessing a range of practice placements, enabling them to meet all the requirements of their programme. BSc, MSc and MSc students will obtain experience through rotation in their 'home trust' and

circuit of other environments. Students say PEFs are visible and approachable and help resolve any concerns. Students say PEFs facilitate learning across the four fields of nursing practice and in some instances maternity care.

For students on the apprenticeship route the programme leads act as academic assessors and manage the nurse apprentice learner experience with PEFs, facilitating practice learning opportunities to allow students to meet the Standards of proficiency for registered nurses.

Documentation details robust procedures for escalating concern or for fitness to practise. Students are aware of these processes. PEFs provided examples of working within these processes and identified the importance of PELs in collaboratively resolving any situations where safe and effective care has the potential to be compromised.

EHU, in partnership with Aintree University Hospital NHS Foundation Trust, confirms a collaborative action plan is in place to effectively manage any risks to practice-learning related issues from a Care Quality Commission (CQC) quality review. On 26 September 2019 the CQC rated Aintree University Hospital NHS Foundation Trust with an overall rating as good. Safety requires improvement because sickness and vacancies has led to a high number of bank and agency staff in some services. All risks to student training and support are managed in partnership through a rigorous and systematic process initiated by the trust. EHU have joint action plans, including review of student evaluations, audit and PEL contact, with ongoing reviews and monitoring through informal and formal meetings.

**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 Cheshire and Merseyside AEI and PLP placement strategy group has strategic oversight of practice learning. There are well-established audit processes using the north west learning environment educational audit tool which assesses placement quality and capacity. The information, including the people cared for, is on a shared placement management electronic system, 'InPlace'. Practice learning allocation is recorded, monitored and tracked for each student using 'InPlace'. PARE holds placement profile data which students tell us informs them of the type of placement learning experience to expect. Students confirm their experiences of meeting the holistic needs of people in all ages is monitored and assessed through the NWPAD. The NWPAD is accessed on PARE.

Students say their placement evaluations are recorded on PARE. Practice learning evaluation is overseen by the faculty strategic practice learning group (FSPLG)

and through faculty programme boards. PEFs, PELs and link lecturers confirm they monitor and act on student evaluations. Actions taken are reported to FSPLG.

PLPs have learning and development agreements with health education north west and the SSSA has been implemented since September 2019. The programme team, PLPs and students spoke of their experience of the new roles for supervision and assessment.

The principles for practice learning on BSc (Hons), MSc, and MSc routes is for students to have opportunities to care for people of all ages across contexts. Students have most practice learning caring for people appropriate to their field. BSc and MSc students say they have had core and field experiences. Apprenticeship students gave examples of practice learning experiences to meet the holistic needs of people in all ages.

MNSW students have field-specific nursing-only practice learning in year one, nursing and social work learning in year two, field-specific practice learning in year three and in year four an integrated nursing and social work practice learning experience.

All students apart from PgDip have opportunity for an out of area or international practice learning experience to enhance their opportunity for diversity.

**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. Documentation and the approval process shows practice learning environments allow students the opportunity to meet communication and relationship management skills and nursing procedures, as set out in the Standards of proficiency for registered nurses. PLPs confirm this. Achievement of the communication and relationship management skills and nursing procedures detailed in annexes A and B is evidenced through the NWPAD and OAR. Skills and procedures will be met within the student's own field of practice (BSc (Hons), MSc, PgDip, MNSW) or in dual fields for MSc students. This is clearly identified and described within programme specifications and module outlines. PLPs spoke of preparations being made to support, supervise and assess students' achievement of nursing procedures as set out in SPRN.

The approval process identifies simulation, based on scenarios provided by SUCs, will offer opportunities for students to develop proficiency in communication and relationship management skills and nursing procedures. Students provide the example of de-escalation as a simulated experience prior to having a first practice

learning experience. The programme team told us students are able to rehearse and develop skills in a safe environment before going into practice. The programme team spoke of their strategy to develop simulation to include opportunity for clinical reasoning, reflection and assimilation of theory and practice.

**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)**

***Not Met***

R3.4 is not met. Documentary analysis identifies technology-enhanced and simulation-based learning opportunities are used to support learning and assessment. There is a 'Stepping up the Edge Hill' pre-entry programme which starts to prepare students for technology-enhanced learning and the use of the VLE. Programme information, links to placement information and module resources are all available through the VLE. Students confirm their dependence on the VLE. They gave examples of learning objects in the VLE which enhance learning, such as Elsevier clinical skills and packages to practice calculations in medicines management.

The approval process details plans in place for using theory and practice-based simulation to enhance the student learning experience and promote safe and effective care.

Significant recent investment in the development of the clinical skills and simulation centre enables the faculty to provide a wider suite of simulation programmes. The programme team and SUCs told us of using SUCs to develop and participate in simulation. There has been training of simulated patients allowing increased use of real people within simulation. Having simulated patients meets criteria for practice hours simulation which includes contact with 'healthy or sick individuals or communities'. With the support of SUCs, students learn and demonstrate person-centred care within the context of nursing, while appreciating the multi-disciplinary roles within health and social care. Service users told us of their ongoing involvement in developing scenarios for simulated learning giving examples of those based on their own lived experience.

The BSc (Hons), MSci, and MSc routes all have 200 hours of simulation to contribute to practice hours, the PgDip route, 120 hours.

Students told us on current programmes there is a very little 'contact time' opportunity for simulation. Students say because they have so little simulation contact time they made the recommendation for there to be more simulation in future programmes. For example, breaking bad news and dealing with difficult situations are examples of the type of simulation students say would be beneficial.



EHU's approach to simulation is for students to experience real world practice and learn about 'being a nurse' within a safe learning environment. In supporting the addition of simulated practice in the curriculum, the programme team provided examples of simulation activities where students will experience working within the hospital environment, from emergency admission through to discharge preparations. To support students' proficiency in home nursing, simulation will draw upon principles of Buurtzorg nurse-led community teams, to lead, manage and care for a case load of clients.

EHU has large cohorts of students, for example one BSc (Hons) cohort is 240 students. We questioned how realistic it would be for every student to have 200 simulated hours allocated as practice hours. This is in addition to 40 theory hours for simulation. The concern is whether the AEI has the capacity, facilities and resources in place to deliver safe and effective practice learning experiences through simulation for all students. The programme team say EHU is well-rehearsed in managing large volumes of students within simulated environments.

Review of documentation, discussion at the approval visit and response to student feedback on simulation has led us to request more evidence to support the use of simulation for practice to ensure the effective and proportional use to support learning which complies with Article 31(5) of Directive 2005/36/EC, including the meeting of statutory hours. (Condition three)

**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. Documentary evidence and the approval visit confirm processes in place to take account of students' individual needs and personal circumstances when allocating their practice.

There is clear signposting to university support services on the VLE. Reasonable adjustments and individual support plans advised by the university disability support inclusion team and the support for learners with specific learning disabilities team (SpLD) can be shared with the practice learning area with student consent. Practice learning orientation gives students the opportunity to discuss reasonable adjustments with their practice supervisor. This features in the checklist for practice-learning orientation in the NWPAD.

The programme team told us there is a panel for reasonable adjustments in practice, whose role is to translate university reasonable adjustments into practice.

Students from all routes spoke of the AEI and PLPs being responsive to their needs. One student spoke of being involved in a situation in the practice area

which had upset her. She contacted the AEI wellbeing team who provided supportive debriefing together with strategies for moving forward. Other students spoke of how PLPs helped to manage dyslexia, with particular regard to record-keeping. Students also tell us PEFs and PELs, together with their practice supervisors, support them with adjustment to help manage home and family commitments.

*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**

**No**

Students on BSc (Hons), MSci, and MSc routes have practice-based simulation which is part of 2300 statutory practice hours. More evidence is required to ensure the AEI has the capacity, facilities and resources in place to deliver safe and effective practice learning experiences through simulation as required in SFNME R2.8. Evidence must demonstrate how practice learning through simulation is managed and monitored to meet SPNP R3.4. (Condition three)

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

**Yes**

**Outcome**

**Is the standard met?**

***Not Met***

Students on BSc (Hons), MSci, and MSc routes have practice-based simulation which is part of 2300 statutory practice hours. More evidence is required to ensure the AEI has the capacity, facilities and resources in place to deliver safe and effective practice learning experiences through simulation as required in SFNME

R2.8. Evidence must demonstrate how practice learning through simulation is managed and monitored to meet SPNP R3.4.

Condition three: Provide an implementation plan for simulated learning that demonstrates how it is managed, audited and how the hours meet NMC requirements for practice learning. (SFNME R2.14; SPRNP R3.4)

**Date: 2 March 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition three: A plan is in place which demonstrates effective and proportional use of simulation for practice learning. This is in compliance with the EU directive on every student having direct contact with healthy or sick individuals. Systems are in place to closely monitor and track attendance. This meets NMC requirements for practice learning. SFNME R2.14; SPRNP R3.4 are now met.

Condition three is now met.

Evidence:

EHU response to NMC pre-registration approval event 2 March 2020, 27 March 2020

**Date condition(s) met: 30 March 2020**

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

**Met**

Condition three is met.

SPRNP R3.4 is met.

SFNME R2.14 is met

**Standard 4. Supervision and assessment**

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%

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

R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

R4.9 ensure that there is equal weighting in the assessment of theory and practice

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

R4.1 – R4.11

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

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

**Met**

R4.1 is met. Support, supervision, learning and assessment comply with the SFNME (NMC, 2018). The approval process demonstrates EHU works collaboratively with employers, PLPs and other AEIs in the region to develop and support the proposed programmes and routes. There are partnership agreements in place between north-west Health Education England (HEE), AEIs, and NHS employers and other organisations supporting health care which confirm support structures in places for students to be supernumerary. Terms of reference of governance groups at EHU support the strategic and operational management of all pre-registration nursing roles.

Documentary analysis indicates university induction, training, ongoing development and support for academic staff ensures compliance with the SFNME in relation to support, supervision, learning and assessment. The programme team are experienced in higher education and have relevant clinical experience. The programme leaders are NMC registrants and module leaders represent adult, children's and mental health nursing fields. In addition, there are field leads who are responsible for ongoing quality monitoring of the programme.

Students from all routes identified how well they felt supported by PLPs, the programme team and supporting departments in the AEI. Academic support and student health and wellbeing services are comprehensive and signposted in programme documents. Students confirm awareness of the support they can receive in academic and practice learning environments. Students are supported by a personal tutor who has a pastoral, academic and professional responsibility for them. The university counselling, Inclusion team and SpLD team provide mental health, disability and dyslexia support. Students tell us these services are helpful and supportive.

The BSc (Hons), MSci, MSc and PgDip routes all have five components to the module assessment; one component is practice assessment (NWPAD). Each year students have the same assessment mode allowing development of students' assessment literacies. Modes include written and verbal assignments and written and practical exams. Students are able to undertake one resit opportunity. The programme team identify EHU academic regulations permit students to progress with 30 credits (which equates to 25 percent of a 120 credit year of study).

Retrieval of course work is possible within each part. Progression, leading to registration is not possible with a failed NWPAD.

The assessment strategy for the MNSW is similar with a range of assessment literacies including practice assessment (NWPAD), a practice-based exam and verbal and written assignments.

University academic regulations, moderation and external examiner processes ensure fairness in academic assessment processes.

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

***Met***

R4.2 is met. Documentary evidence and discussion at the approval visit confirms the roles and responsibilities for learning and assessment from practice supervisors, practice assessors and academic assessors are in place. The NWPAD is used for all pre-registration nursing students. Within the NWPAD the roles and responsibilities of the practice supervisor, practice assessor and academic assessor are made clear. These roles are also specified in student handbooks.

The NWPEG has developed resources to support mentor transition to SSSA. Many resources are housed on the PARE webpages. SSSA is now adopted across the region and PLPs assure us most staff have had the preparation training for practice supervisor and practice assessor roles. Health and professions council registered staff who wish to take the role of practice supervisor (PS) will be given appropriate preparation. Going forward, new PSs and practice assessors (PAs) will be identified and prepared so as to maintain sufficient numbers for supervision of students. PEFs tell us they're managing records of PSs and PAs and ensuring capacity records are kept up to date on 'InPlace' and held on the PARE directory. PEFs say it's sometimes a challenge to ensure all staff keep up-to-date. The availability of the online training resource encourages compliance because it doesn't take practitioners away from clinical duties. PLPs are confident processes for the preparation and introduction of PSs and PAs are effective.

Academic assessors (AAs) have been identified through a scoping of academic staff in the department of nursing and midwifery education to ensure individuals have the breadth of experience related to the relevant part of the register, appropriate equivalent experience for the students' field of practice and relevant educational qualifications. The school is preparing academic staff to undertake the role of AA through departmental workshops. The programme team told us of their experiences as AAs. AAs are field-specific and they're allocated within cohorts. AAs gave examples of when issues with their students arose in practice they were

contacted by the PA, and the AA, PA and in some cases the PEF worked together to resolve an issue. AAs admit most communication is via email and telephone. AAs, PEFs and students confirm the PARE facilitates communication because information on 'who is who' is clearly documented.

The school has a total of 14 PELs. Seven PELs are specifically for nursing and seven support other programmes. PELs are able to provide support across the disciplines if necessary.

*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. Documentary evidence and the approval visit confirm processes are in place to provide students on all pre-registration programmes with feedback to support their development. We found formative and summative assessment strategies are detailed in student facing documentation in all routes.

There are many sources of evidence of opportunities for students to be provided with feedback throughout the programme. These include summative marking rubrics and practice assessment feedback in the OAR and PAD. SUCs say they provide feedback during simulation in addition to debrief facilitated by simulation staff where feedback is provided from peers as well as staff. Feedback is available in the NWPAD from SUCs, PSs, PAs and AAs.

Students tell us they're empowered to speak out if they have concerns, in the university or in practice environments. Students from all routes confirm they're listened to, giving examples of changes made to curriculum from their suggestions. The programme team and students say student consultative forums are route specific to enhance opportunities to hear the student voice.

Students say the 'buddy' system in EHU works well and opportunities to be

supported by and learn from peers within their cohort and earlier cohorts are valued.

Students feel supported by the personal tutor and are able to differentiate between this role and that of the AA.

**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. Programme mapping documents, programme planners, module descriptors, student handbooks and a range of practice learning experiences address the Standards of proficiency for registered nurses and programme outcomes for all routes and fields adult, mental health, learning disabilities and children's nursing.

The programme team, senior nurses and practice education staff told us there's a sufficient range of practice learning environments to ensure students are exposed to the four fields of nursing throughout the student journey. Students say their placement journey gives them a strong field identity. In addition, they like having the delivery of core lectures to the whole cohort followed by application to their fields in smaller field-specific groups.

PLPs and the programme team tell us there are processes for preparation for enhanced skills delivery, practice learning and practice assessment. Scoping exercises and reviews of skill capabilities in practice-learning staff are underway. Four PEFs who will support the upskilling of practice learning staff in the practice organisations have been appointed. PLPs tell us students will work with nurses and healthcare professionals to enable enhanced skills to be supervised and assessed appropriately.

*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: 2 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 5. Qualification to be awarded**

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

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

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

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

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

**Yes**

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

**Yes**

*Fall Back Award*

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

**Yes**

The MNSW programme has four routes with a registration in each field of nursing, together with a social work qualification. EHU academic regulations stipulate that students on an integrated master's degree must achieve at level five an average percentage mark of 50 percent to allow progression to level six. Students falling below 50 percent but with pass marks in theory and practice can transfer to BSc (Hons) nursing, and join the start of year two.

At level seven, students who successfully complete the 40 credit practice module (1012.5 practice learning hours) but who are not successful in one or two 40 credit theory based modules, can exit with a BSc (Hons) and two professional awards.

BSc (Hons) Adult nursing and social work with NMC registration  
BSc (Hons) Children's nursing and social work with NMC registration  
BSc (Hons) Mental health nursing and social work with NMC registration  
BSc (Hons) Learning disabilities nursing and social work with NMC registration

The following fall back awards have no registration as a nurse (BSc (Hons), MSc routes)

Postgraduate certificate of higher education, health and social care studies. No NMC registration

Diploma of higher education, health and social care studies. No NMC registration

Certificate of higher education, health and social care studies. No NMC registration

MSci route, fall back with registration.

If successful completion of three years

BSc (Hons) nursing (adult) with NMC registration

BSc (Hons) nursing (children's) with NMC registration

BSc (Hons) nursing (mental health) with NMC registration

BSc (Hons) nursing (learning disability) with NMC registration

Diploma of higher education, health and social care studies. No NMC registration

Certificate of higher education, health and social care studies. No NMC registration

MNSW route

BSc health and social care studies. No NMC registration

BSc (Hons) health and social care studies. No NMC registration

Diploma of higher education, health and social care studies. No NMC registration

Certificate of higher education, health and social care studies. No NMC registration

**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: 2 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: EHU response to NMC pre-registration approval event 2 March 2020, 27 March	

<p>2020 Evidence one screenshot PgDip criteria in programme specification, 27 March 2020 Evidence two pre-registration nursing institutional validation document (Part B), 27 March 2020 Evidence three PgDip second field registration admission and RPEL document, 27 March 2020 Evidence four MNSW institutional validation document (Part B), 27 March 2020 Appendix five MNSW students – exit awards, 27 March 2020 Evidence six mapping of MNSW programme learning outcomes to PUP4110, 27 March 2020 Evidence seven mapping of MNSW programme learning outcomes to PUP4112, 27 March 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:	
<p>September 2018 MNSW and mental health: two students September 2019 MNSW and mental health: two students September 2019 MNSW and children's nursing: one student September 2018 MNSW and learning disabilities: one student September 2018 BSc (Hons) nursing adult: one student April 2019 BSc (Hons) nursing mental health: one student September 2019 BSc (Hons) nursing adult: four students September 2019 BSc (Hons) nursing children's nursing: two students September 2019 BSc (Hons) nursing learning disabilities: three students March 2018 MSc nursing adult: one student March 2018 MSc nursing mental health: one student March 2018 MSc nursing children's nursing: one student September 2018 MSc nursing adult: one student September 2018 MSc nursing mental health: one student September 2018 MSc nursing children's nursing: two student September 2018 MSc nursing learning disabilities: one student March 2018 BSc (Hons) adult Apprenticeship: five students</p>	
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	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List CQC Aintree University Hospital NHS Foundation Trust inspection report, 26 September 2019	
If you stated no above, please provide the reason and mitigation No visits because this was an approval visit. EHU is an established AEI and provider of NMC programmes.	
Additional comments:	

### **Mott MacDonald Group Disclaimer**

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

### **Issue record**

#### **Final Report**

Author	Maureen Harrison Carol Rowe	Date	5 March 2020
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Submitted by	Amy Young	Date	15 April 2020
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