Programme approval visit report

Section one

Programme provider name:	University of Leicester
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Leicestershire Partnership NHS Trust University Hospitals of Leicester NHS Trust Northampton General Hospital NHS Trust North West Anglia NHS Foundation Trust Rainbows Hospice for children and young people
Programmes reviewed:	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☐ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☐ NDA Children's ☐ NDA Learning Disabilities ☐ NDA Mental Health ☐ *Dual award - pre-registration nursing* Dual award - adult/mental health ☒ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☒ Dual award - learning disabilities/children's ☐
Title of programme(s):	MSci Nursing with Leadership Mental Health Nursing MSci Nursing with Leadership Adult Nursing MSci Nursing with Leadership Dual Registration Mental Health and Adult Nursing MSci Nursing with Leadership Dual Registration Mental Health and Children's Nursing
Academic levels:	

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

	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	25 November 2020
Programme start date:	
RN – Adult	28 September 2021
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	28 September 2021
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	28 September 2021
Dual award - Adult/Children's	

Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	28 September 2021
Dual award – Learning Disabilities/Children's	
QA visitor(s):	Registrant Visitor: Karen M Hibbert Lay Visitor: Sandra Stephenson

Summary of review and findings
The University of Leicester (UoL) is seeking approval for a pre-registration undergraduate masters nursing programme (MSci). The proposed programme has been developed in accordance with the Standards for pre-registration nursing programmes (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018). The school of allied health professionals (the school) presented documentation for the approval of: MSci Nursing with Leadership Dual Registration (Mental Health and Adult Nursing)   MSci Nursing with Leadership Dual Registration (Mental Health and Children's Nursing)   MSci Nursing with Leadership (Adult Nursing)   MSci Nursing with Leadership (Mental Health Nursing)   The four-year full-time programme is proposed for delivery from September 2021.   The programme is developed in partnership between the approved education institution (AEI) and two local NHS Trusts; University Hospitals of Leicester (UHL) and Leicestershire Partnership Trust. It's designed to enhance the nursing workforce in clinical environments across Leicester, Leicestershire and Rutland (LLR) including prisons, emergency departments and specialist community services. Documentary evidence and the approval visit demonstrate effective partnership working between the university and key stakeholders. The programme development team at the approval visit included representatives from the school, local NHS Trusts, service users and carers (SUC) and students.   The programme has five main themes; nursing specific, leadership, evidence-based practice, inter-professional learning (IPL) and clinical practice. There's a focus on leadership from the start of the programme. Students are assigned NHS leaders from across Leicestershire to facilitate leadership learning sets, and the students develop a leadership portfolio over four years which is assessed in year four. There are leadership internship opportunities in year three as part of an elective.   Learning in practice is assessed through the Pan-Midlands, Yorkshire and East practice assessment document (MYEPAD) which UoL has contributed to through its membership of the Pan-Midlands, Yorkshire and East practice learning group (MYEPLG). Membership of the MYEPLG has enabled partnership working across a significant geographical area and the MYEPAD has been adopted across Leicestershire and Rutland. The placement innovation in nursing and midwifery group (PINMG) and the Leicestershire standards for student supervision and assessment (SSSA) partnership working group ensure there is a robust and effective approach to implementing the SSSA (NMC, 2018).

The programme has clear processes in place to ensure public protection and the fitness to practise of the students is assured through robust quality processes. The AEI in partnership with the practice learning partners (PLPs) confirm any issues arising from regulatory quality reviews that impact on the practice learning environment are managed through a systematic partnership process using the learning environment assurance protocol for practice placements (LEAP). Equality and diversity are addressed through a range of policies and processes from application through to registration.

The approval was undertaken via remote means due to COVID-19.

The Standards framework for nursing and midwifery education (SFNME) is met at programme level. The SSSA are met at programme level.

The programme is recommended to the NMC for approval with no conditions. One NMC recommendation and four University recommendations are made.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ⊠ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.

Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: The programme team is advised to liaise with the practice partners and agree an approach to further embed the strategy for the provision of student practice feedback and processes to close the feedback loop so that students are made aware of how feedback is taken into account. (SFNME R3.18) (NMC recommendation) Recommendation two: The programme team is advised to review student-facing information (such as the website, marketing collateral, programme handbooks, and programme specifications) to ensure that it is clear when and under what circumstances students can transfer between fields and single/dual registration routes. (University recommendation) Recommendation three: The programme team is advised to establish strategies to ensure that students understand the role of external examiners and that the external examiners' reports are made available to, and understood by, students. (University recommendation) Recommendation four: The programme team is advised to establish an approach to operating panels and boards of examiners that is mapped against the assessment schedule for the programmes in order to ensure that progression decisions are made at an appropriate time and manner to best support students' progression, and that is agreed by the Quality and Standards Sub-Committee. (University recommendation) Recommendation five: The panel agreed that technical corrections relating to the programme documentation would require review and amendment prior to approval. (University recommendation)
Focused areas for future monitoring:	Preparation of practice supervisors and practice assessors in relation to the SSSA. (NMC, 2018)

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions:

N/A	
AEI Observations	Observations have been made by the education institution **YES** ☐ **NO** ☒
Summary of observations made, if applicable	N/A
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	N/A

Section three

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

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

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

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

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

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

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

Standard 3: Student empowerment:

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

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

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

Stakeholders tell us that the programme's been developed in partnership between UoL and UHL NHS Trust and Leicestershire Partnership NHS Trust (LPT). The programme's been developed in response to a request from NHS stakeholders in Leicestershire to develop an MSci nursing programme which includes routes in adult or mental health nursing and a dual registration programme for adult and mental health nursing or children's and mental health nursing. The stakeholders also tell us of their request to develop leadership as a core theme in the programme. SUC and students tell us how they've been included in curriculum development discussions. UoL offer secondment opportunities and honorary

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contracts for qualified staff from the partner NHS Trusts to deliver the programme. A five-year plan is in place showing numbers and hours of seconded staff to fulfil lecturer and tutor roles.

There are practice placements planned with new PLPs; the Northampton General Hospital NHS Trust and North West Anglia NHS Foundation Trust. A private, voluntary, independent (PVI) provider, the Rainbows hospice for children and young people is also added to the list of PLPs. These recent PLPs tell us of close working partnerships with the UoL and clear processes are in place for the implementation of SSSA. They tell us they're involved in the development and delivery of the programme.

The UoL is a member of the LLR SSSA partnership working group, the group includes all LLR NHS trusts, PVI and AEIs. The group has worked in partnership to develop their approach to the new SSSA and developed the practice learning handbook. They have agreed training and updates for practice supervisors and assessors.

The nursing and midwifery team works collaboratively with the PLPs, school of allied health professionals, Leicester school of medicine and a local AEI, through PINMG. The group has field specific nursing and midwifery sub-groups and reviews placement capacity, placement quality, and student support. The group works together to address future placement capacity shortfalls. There are plans to implement a placement forecasting management system based on an existing model developed by another AEI. The LLR strategic student placement group is set up. This is led by the deputy chief nurse in UHL and supported by LPT, PVIs, UoL and a local AEI. The group review risk and address placement capacity including the availability of suitable numbers of practice supervisors and assessors. They tell us the AEIs and Trusts work together closely to provide the required range of placements.

Chief nurses from UHL and LPT meet students in their induction week. The stated aim is for students to feel valued and to share in the values of all three organisations. Students and NHS leaders tell us of leadership learning sets which link students with a named leader to support reflections and develop students' leadership skills. The PLPs are members of a joint oversight board, part of the university's governance process. There's a school of allied health professions student staff committee which allows for feedback from theory and practice to be discussed. Students have a range of opportunities to contribute to curriculum and programme development through learning and teaching committee, student-staff committee and programme management committee (PMC). They also complete module evaluations and year surveys. Students tell us there are lots of opportunities to give feedback and the UoL welcomes honest feedback and responds to it.

UoL's a member of the MYEPLG and work collaboratively to develop and implement the MYEPAD. Events to raise awareness of SSSA include a launch

event involving students, academics and PLPs. This helps to develop understanding of the various role expectations of the student, practice supervisor, practice assessor and academic assessor. PLPs tell us of their flexible preparation with ongoing online training for practice assessors and practice supervisors combined with delivery of face-to-face training. This is useful for harder to reach groups such as nurses working in community settings. Practice assessors tell us they've received training and they know who to go to for support if they have any queries.

Stakeholders tell us of excellent relationships between the UoL and the students. Students confirm tutors and lecturers are always available to support and advise them and respond quickly to any requests. SUC tell us of the strong rapport academics have with students and how students appreciate this.

Documentation and SUC tell us they're involved in all aspects of the programme from recruitment and selection, curriculum development, simulation, objective structured clinical examination (OSCEs) and teaching. SUC and students tell us how they support student learning as part of the IPL activities and lead some sessions in modules across adult, child and mental health fields. Recruitment procedures are clear. PLPs and SUC tell us they attend open days and selection and recruitment events and are involved in both face-to-face and online recruitment activity. The education strategy unit supports widening participation and access.

There are plans to develop a simulation planning group and patient assessment group to expand the range of activities they're involved with. The patient and carer group framework is in place for the medical school and school of allied health professions and was co-written with SUC. Together they've agreed a mission statement that 'forms a bridge between theory and practice'. A nursing SUC sub-group was established in November 2019. The nursing programme development committee includes adult, child and mental health SUC representatives. Documentation and the approval visit confirm SUC and PLPs take part in student recruitment and have received equality and diversity (EDI) training. SUC tell us they also access training on safeguarding, dementia, mindfulness, health and safety and general data protection regulations with access to the same learning packages as university employees. SUC tell us they're very well supported by the UoL, feel valued and they're making a difference to the patient experience.

The school is committed to working in partnership and giving students opportunities to work with other healthcare professionals. The IPL strategy paper 2020 sets out clearly the rationale, roles and responsibilities. The UoL tell us their ethos is of 'doing this together' through co-production with the NHS Trusts to train the future workforce. Students tell us that in their first year they work together with midwifery students through shared modules and with SUC, physiotherapy, OPD and medical students.

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

MET ☒   **NOT MET** ☐

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

MET ☒   **NOT MET** ☐

Post Event Review
Identify how the condition is met: N/A
Date condition(s) met: N/A

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

Student journey through the programme
Standard 1: Selection, admission and progression

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

R1.1 Confirm on entry to the programme that students:
R1.1.1 are suitable for their intended field of nursing practice:
adult, mental health, learning disabilities and children's nursing
R1.1.2 demonstrate values in accordance with the Code
R1.1.3 have capability to learn behaviours in accordance with the Code
R1.1.4 have capability to develop numeracy skills required to meet programme outcomes
R1.1.5 can demonstrate proficiency in English language
R1.1.6 have capability in literacy to meet programme outcomes
R1.1.7 have capability for digital and technological literacy to meet programme outcomes.
R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.10

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

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC, 2018).
Demonstrate a robust process to transfer current students onto the *Standards for student supervision and assessment* (NMC, 2018).

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

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

    MET ☒   **NOT MET** ☐

R1.5 is met. Accreditation of prior learning (APL) is permitted in the university regulations for integrated masters programmes up to a maximum of 50 percent of the programme. Documentation shows that prior learning is matched to the UoL module learning outcomes and achievement. An APL flowchart outlines the process and confirms involvement of the external examiner. Mapping documentation is provided to ensure that consistency and a robust process is applied to assessing APL claims for admission to the programme. Documentation demonstrates compliance with Article 31(3) of Directive 2005/36/EC.

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

MET ☒   **NOT MET** ☐

R1.6 is met. Documentary evidence, including an approved derogation from university policy, provides assurance that NMC registered nurses may have recognition of prior learning (RPL) for more than 50 percent of the programme. RPL is mapped to the programme outcomes and Standards of proficiency for registered nurses. All RPL claims have external review and are ratified through the assessment board process.

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

  Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)
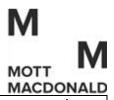
MET ☒   **NOT MET** ☐

R1.7 is met. Documentary evidence demonstrates that, in both theory and practice learning, numeracy, literacy, digital and technological literacy is mapped against the proficiency standards and programme outcomes. The AEI confirms the candidate's capability to develop numeracy, literacy, digital and technological literacy skills during the admissions process.

Documentary evidence confirmed by the programme team demonstrates that numeracy, literacy, digital and technological literacy skills are embedded throughout the programme.

The MYEPAD links to competence requirements for numeracy, literacy, digital and technological literacy to meet programme outcomes. The MYEPAD assesses these requirements in practice.

All students are given a peer mentor/buddy to support them in year one. The student academic skills centre offers students support for numeracy and literacy. The library offers support for research and searching for information. Blackboard is the virtual learning environment (VLE). Nursing students are issued with a tablet computer which is used in taught sessions so students can share and annotate notes and group work. They access assessment comments through an online application. Students tell us of very good support for their learning needs. The

librarian and students confirm there is a range of online learning packages and ebooks. Students give examples of a range of support to help those with specific learning needs, such as extra time and a separate room for examinations and paper copies of lectures.

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

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

YES ☒   **NO** ☐

Proposed transfer of current students to the programme under review

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

Students on the current programme will transition to the NMC 2018 standards in September 2021. Year one (September 2020), year two (September 2019) and year three students (September 2018) will transfer to the proposed programme.

Documentary evidence and the students tell us discussion events have been held with students to consider the advantages and disadvantages of each cohort moving to the new standards and if there were any objections. They were also asked how they'd like to see service users contributing to the programme. All students tell us they've been consulted and understand what the changes will mean for them. First year students tell us they've been continually consulted and updated since before enrolment.

Documentary evidence gives assurance that the Standards for pre-registration nursing programmes (NMC, 2018) (SPNP) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018) (FN:SPRN) will be met by the transfer of existing students. Detailed mapping has been completed to ensure all requirements are met.

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

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

SSSA standards were introduced in 2019 via programme major modification and all students have now been transferred onto these standards.

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

YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 25 November 2020		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*   R2.2 comply with the NMC *Standards for student supervision and assessment*   R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing   R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing   R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing   R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes   R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing   R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice   R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies

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

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

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

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

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

Standards framework for nursing and midwifery education specifically*:*
R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; R5.1 - R5.16.

Standards for student supervision and assessment specifically*:*
R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R2.4 is met. Documentary evidence and the approval process demonstrate comprehensive skills mapping to ensure the programme will support students in theory and practice to gain experience of all four fields of nursing.

The spiral curriculum has five main themes running throughout the four year programme; nursing specific, leadership, IPL, evidenced based practice and clinical practice. Students study shared and field specific modules. For the single registration pathways, it is planned for students studying adult nursing to complete one mental health module and placement and that students studying mental health nursing will complete one adult module and placement to support their learning and experience. Child experience will be gained through clinical visits and opportunistic exposure.

Students and the programme team tell us how the exposure to other fields is logged and checked by the personal tutors during tutorials and how action plans are developed to ensure all requirements are met. Students give examples of experiences they have and how they are encouraged to access opportunities.

Opportunities for IPL exist in the school of medicine, including clinical simulation and service user-led sessions. Students tell us how working in different IPL groups allows them to recognise different roles and how they're involved at different stages of the patient journey. Both NHS Trusts offer a range of practice learning opportunities which allows students to experience across all four fields and lifespan. The local learning disabilities (LD) team deliver an introduction to LD.

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

MET ☒   **NOT MET** ☐

R2.5 is met. Programme documentation illustrates that the structure, design and delivery of the programme allows students to enter the register in one or more specific fields of nursing practice. Students complete field specific modules within the theoretical taught components of the programme. There's documentary evidence that field specific learning outcomes and content are relevant. PLPs and the programme team give assurance that placement experiences will ensure field specific learning outcomes are met.

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R2.8 is met. Documentation shows mapping has been undertaken to ensure that field specific content in relation to law, safeguarding, consent, pharmacology and medicines administration and optimisation is included within the programme. Modules introduce the law, safeguarding and consent in year one with principles of the mental capacity act and mental health content developed further in years two, three and four. Pharmacology is introduced in years one and two. Year three has a module based on pharmacology. Documentation for MSci Nursing with Leadership dual award and single award shows where medicines optimisation is within modules.

A digital programme is being introduced to support and assess numeracy calculations. Module content is mapped to SPRN.

- 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)

R2.9 is met. The student handbook sets out NMC requirements for 6,133 (dual registration) or 4,800 (single registration) hours of study, divided equally between theory and practice. Teaching and learning methods are detailed in each module specification and might include lectures, skills and simulation workshops, small group work with application to mental health, children's and adult nursing, critical reflection sessions and review and formative opportunities such as OSCE examination. IPL is supported through joint modules between nursing and midwifery. Year one students learn interprofessionally with midwives and physiotherapists and are involved in events with the students from the university's medical school. The 50 percent practice based learning is integrated with the curriculum. Practice placements are scheduled to ensure direct application of learning in practice after being prepared in simulation. Clear processes are in place to ensure the achievement of the designated programme hours.

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

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

  YES ☐   **NO** ☐   **N/A** ☒

The programme is 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 ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

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The programme leads to registration solely with the NMC.

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

YES ☒   NO ☐

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

YES ☒   NO ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 25 November 2020		

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

Standard 3: Practice learning

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education, specifically:
R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

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

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

  MET ☒   **NOT MET** ☐

R3.1 is met. Documentation states students are allocated to placements based on the learning opportunities available and are responsive to learning the student has already experienced. They aim to provide experience with inpatient and community services across the fields of practice. Documentation and feedback from the approval visit confirms all students are supernumerary, with students and practice learning environments made aware of this requirement. Students tell us they've not been included in placement numbers and always feel they are there to learn. Practice learning teams are in place in UHL and LPT to offer support to students, practice supervisors and practice assessors. The placement management group oversees matters relating to placements including educational audit, allocations and evaluations. Students tell us how their practice placements allow them to experience all four fields, for example a child nursing student placed on a paediatric oncology ward experienced working with adults through beds funded by a teenage cancer charity. Students tell us they know how to raise and escalate a concern. PLPs tell us of robust fitness to practise procedures in place.

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

  MET ☒   **NOT MET** ☐

R3.2 is met. Students on the dual registration programme experience both a physical and a mental health placement each year. Documentation presented confirms student nurses will experience the hours of a registered nurse when on practice learning placement, including weekends and night shifts. These are detailed in student facing documents and supported during induction. Example ward placement summary shows the range of experiences each cohort of nursing students will expect to find. Personal tutors, practice assessors and practice supervisors together with students monitor their experience to assure that a range of opportunities are experienced across fields and lifespan and placement decisions are tracked and adapted. Students on the dual registration programme are assessed within each field of practice through the MYEPAD. Students complete placement evaluations and these are shared through PINMG meetings. The panel made a recommendation for greater information to be shared with students about how their evaluations are used and acted upon. Recommendation one.

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

MET ☒ **NOT MET** ☐

R3.3 is met. Documentation and evidence from the approval visit confirm that through training provided by practice learning teams, practice supervisors and practice assessors have been prepared to make sure that students are given opportunities to meet communication and relationship skills and nursing procedures. These are cross referenced in the MYEPAD.

Documentation states that where a student has not had sufficient opportunity to meet some of the more specialist and advanced communication and relationship management skills and nursing procedures during placement hours, additional simulated practice learning opportunities will be provided. Students tell us that the university and practice assessors work together to ensure that they gain appropriate opportunities. The UoL confirms no issues have been raised with regards to students not being able to achieve their proficiencies.

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

MET ☒ **NOT MET** ☐

R3.4 is met. A range of technologies, including tablet computers are used to support student learning. Activities include flipped classroom techniques. Online reading lists and clinical skills programmes are used. Skills-based simulation sessions are used for students to practise procedures in a safe environment. Students are assessed using a simulation based OSCE in modules in year one and year three. At the end of the academic year an IPL simulation day gives nursing students the chance to work with students from allied health professions including role play with SUC as simulated patients. Students tell us how simulation, for example for basic skills and OSCEs for clinical skills, at the start of their programme allows them to integrate quickly into their placement. Recorded simulation sessions and online lessons further prepare them for practice placement. Simulation-based learning complies with Directive EU2005/36 Article 31 (5) and does not directly contribute to practice learning hours for the adult field.

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

MET ☒   **NOT MET** ☐

R3.5 is met. Students, PLPs and the programme team tell us of the close partnership working that ensures students' individual needs and personal circumstances are taken into account when allocating practice learning placements. The joint appointments/secondments between the Trusts and the university also help to facilitate this. Documentation gives assurance that a clear process is in place for reasonable adjustments. Practice assessors and supervisors tell us they encourage students to declare any reasonable adjustments they require at the start of a placement. Students gave examples of the support they receive for their disabilities and were clear who to contact if they had any issues.

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ relevant to practice learning are met		
	YES ☒	NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 25 November 2020		

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

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC _Standards framework for nursing and midwifery education_ R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC _Standards for student supervision and assessment_ R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme R4.4 provide students with feedback throughout the programme to support their development R4.5 ensure throughout the programme that students meet the _Standards of proficiency for registered nurses_ and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100% R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse R4.9 ensure that there is equal weighting in the assessment of theory and practice R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in _Standards of proficiency for registered nurses_, and

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

Standards framework for nursing and midwifery education, specifically*:*
R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment, specifically *R4.1 – R4.11*

Findings against the standards and requirements

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

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

MET ☒   **NOT MET** ☐

R4.1 is met. The three parts of the MYEPAD are incorporated into the four year MSci Nursing with Leadership programme, with part one in year one of the programme, part two in years two and three of the programme and part three in year four of the programme. Part two is spread across year two and year three of the programme to allow sufficient time for students to consolidate their skills in practice and enable them to achieve field specific competencies. Proficiencies are recorded in the MYEPAD Ongoing Achievement Record (OAR) and recorded as completed during placement learning. The practice assessor works in partnership with the practice supervisor to assess and monitor completion of proficiencies. The academic assessor reviews MYEPADs and OAR. Compliance with SSSA will be achieved in collaboration with NHS and other partners through the learning and teaching committee, programme management group, joint oversight board and MYEPLG.

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

MET ☒   **NOT MET** ☐

R4.2 is met. As a member of MYEPLG, the UoL has introduced and implemented the new supervision and assessment roles and has developed a programme of

support for practice supervisors and practice assessors. They are confident that the strong partnership working already in place across LLR is a sound basis for further development. Partnerships with Northampton General Hospital NHS Trust and North West Anglia NHS Foundation Trust to expand placement capacity into Northampton and Peterborough are being developed with a plan to access these areas from September 2021.

Documentary analysis and discussion with the programme team and PLPs provides assurance that processes are in place to identify practice assessors, practice supervisors and academic assessors and prepare them for their role. The roles and responsibilities are clearly defined within the practice assessment, practice learning handbook and the MYEPLG training resources. There's standardised training documentation in the MYEPAD approach for the preparation of practice supervisors and practice assessors which is being used by the PLPs and AEI. There are regular meetings between the PLPs and AEIs at both a strategic and operational level to ensure the SSSA is in place. These include the PINMG, PMC and Leicestershire SSSA partnership working group.

The PINMG aims, with the LLR Strategic group to ensure placement capacity across all fields. PLPs tell us ongoing audits show any areas of clinical skills which need to be developed within the workforce in order to allow them to fulfil their practice supervisor and practice assessor roles. Practice supervisor training is mandatory in one NHS Trust as part of preceptorship to further strengthen the availability of practice supervision.

Documentary evidence and discussion with the programme team confirm university nursing lecturers fulfil the role of academic assessor. Students will not have the same academic assessor for consecutive years to meet the SSSA standard. The AEI has responsibility for allocating academic assessors to individual students for each year of the programme and ensuring they are suitably prepared for the role. Scrutiny of the documentation and findings during the approval event confirm this preparation.

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

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

                                                 YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R4.4 is met. Teaching and learning include both formative and summative assessment and the assessment strategy and timetable are included in the programme specification document and the module specifications. Students tell us how formative feedback supports them for summative assessments. They tell us working together with peers to write mini formative essays for peer review and feedback helps them to understand the requirements for writing at university level.

Feedback is given by a range of stakeholders in teaching and learning situations, including simulated practice, small group tutorials and student presentations. Written theory assessments receive written electronic feedback. Students receive feedback and support through their academic assessor and personal tutor. They tell us how useful feed-forward guidance is. On practice learning placements practice supervisors, practice assessors and SUC give feedback through MYEPAD. Students give and receive peer feedback within presentations throughout the programme and through their learning leadership sets. External examiner feedback is shared with the students through the learning and teaching and student staff committees. The panel recommended better signposting for students to external examiner comments.

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

  MET ☒   **NOT MET** ☐

R4.5 is met. There's comprehensive mapping of the Standards of proficiency for registered nurses including the skills and procedures in annexes A and B. Mapping illustrates how these are met for each of the fields of nursing practice. PLPs tell us they're reviewing and updating their policies and staff capability to allow students to learn and practice these skills and procedures in a supportive environment.

The programme and module learning outcomes are mapped to the proficiencies. In each module guide the relevant standards of proficiency are listed in line with the learning outcomes and indicative content. Documentation shows mapping of Standards of proficiencies to the learning outcomes, programme specification and module specifications and MYEPAD. Students will have the opportunity to engage with relevant baby friendly initiative (BFI) sessions such as infant feeding and will be given a maternity workbook to help achieve the EU directives.

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 associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 25 November 2020		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards. *Standards framework for nursing and midwifery education, specifically R2.11, R2.20*

Findings against the standards and requirements
Evidence provides assurance that the following QA approval criteria are met:

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Fall Back Award

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

YES ☐   **NO** ☐   **N/A** ☒

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

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met   **YES** ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐
Date: 25 November 2020
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐   N/A

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for registered nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for pre-registration nursing programmes* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	☒	☐

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation:		
List additional documentation: N/A		
Additional comments: None identified.		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: MSci Nursing with Leadership Dual Registration in Mental Health and Child x one third year MSci Nursing with Leadership Dual Registration in Mental Health and Adult x one third year MSci Nursing with Leadership Dual Registration in Mental Health and Child x two second year MSci Nursing with Leadership Dual Registration in Mental Health and Adult x three first year MSci Nursing with Leadership Dual Registration in Mental Health and Child x two first year		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: Apprenticeship routes are not presented for approval.		
Additional comments: None identified.		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings: Educational audit tools /documentation were presented as evidence		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: CQC reports UHL NHS Trust, 5 February 2020		
If you stated no above, please provide the reason and mitigation: The visit was undertaken remotely due to COVID 19.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Karen Hibbert Sandra Stephenson	Date:	1 December 2020
Checked by:	Patricia Hibberd	Date:	7 December 2020
Approved by:	Lucy Percival	Date:	20 January 2021
Submitted by:	Emiko Hughes	Date:	21 January 2021