Programme approval visit report

Section one

Programme provider name:	Aston University
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):	BSc (Honours) Nursing Studies (Registered Nurse Adult Nursing)
Academic levels:	
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:	29-30 September 2022
Programme start date:	
RN – Adult	18 September 2023
RN – Children's	
RN - Learning Disabilities	
RN - Mental Health	
NDA Adult	
NDA Children's	
NDA Learning Disabilities	
NDA Mental Health	
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
QA visitor(s):	Registrant Visitor: Rachel Game Lay Visitor: Philip Stephenson

Summary of review and findings
Aston University (AU) is seeking approved education institution (AEI) status with the Nursing and Midwifery Council (NMC). AU present for approval a full-time pre-registration Bachelor of Science with Honours (BSc (Hons)) nursing studies (registered nurse adult nursing) programme mapped against the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018). This three-year programme has been developed in partnership with regional health and social care practice learning partners (PLPs). There has been an identified need to increase the number of adult nursing students in the region to meet the workforce demand. Discussions with senior school management confirms that there are sufficient academic and practice staff available to support the programme.

Documentary evidence and the approval visit confirm effective partnership working with PLPs, service users and carers (SUCs) and students. There's evidence of regular meetings and working groups during the development of the programme. These continue throughout the academic year to ensure both theory and practice are delivered at a high standard.

AU formed Aston Medical School in 2014 and currently offer a wide range of continuing professional development, BSc and Master of Science (MSc) programmes ranging from 10 weeks duration to five years including optometry, audiology, biomedical sciences, pharmacy and more recently, medicine. Local hospital and community trusts have a longstanding history of supporting health programmes, including other AEI nursing programmes. PLPs work with AU students from its health programmes. They currently accept nursing students from a range of AEIs in the region and have mechanisms in place to support nursing students. AU and their PLPs developed the proposed programme through established partnership arrangements. At the approval visit PLPs tell us that there's sufficient capacity for the additional adult nursing students from AU.

AU is a member of the Birmingham and Solihull education partnership group (BSOL) and a member of the Midlands, Yorkshire and east practice learning group (MYEPLG) who meet monthly to share good practice, ideas and resolve issues in relation to practice learning, including supervision and assessment. AU will place student with PLPs that already have experienced practice assessors and supervisors; preparation and support of these is undertaken on an annual basis and training is delivered using MYEPLG resources. The programme will use the Midlands, Yorkshire and east practice assessment document (MYEPAD).

The nursing programme at AU is based around a spiral curriculum delivered through enquiry-based learning approaches. A core aim of the curriculum is that all students learn predominantly through research and critical enquiry, rather than passively receiving information. Delivery includes a blend of theory and practice,

with learning opportunities to include lectures, clinical skills workshops, independent library study, simulated placements and practice placements in both primary and secondary care settings. PLPs tell us they've had a range of opportunities to influence the development of the programme, for example the focus on community nursing and the opportunities for inter-professional learning (IPL). They're pleased that they've been involved and updated throughout the programme's development and are excited about the new and creative approaches it offers. At the visit we were shown the resources that will be used for delivery of the nursing programme, classrooms and the clinical skills suite. AU have bid for monies from the Office for Students to extend their current simulation provision. AU will use a variety of learning and teaching methods and students have access to the library and student support services. The resources are appropriate for delivery of the proposed pre-registration adult nursing programme.

The approval visit is undertaken as a face-to-face visit.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as conditions apply.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval subject to two NMC conditions. Two NMC recommendations and one joint NMC and university recommendation are made.

Updated 2 November 2022:

AU has provided documentation to meet the NMC conditions. All conditions are met. The programme is recommended to the NMC for approval.

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:
	Condition one: The programme team must clarify in the programme documentation the timing of assessment retrieval and any impact on annual leave. (SFNME R3.2; SPNP R2.1)
	Practice learning:
	None identified.
	Assessment, fitness for practice and award:
	None identified.
	Education governance: management and quality assurance:
	Condition two: The programme team must demonstrate compliance with the NMC Standards for education and training for all periods of learning undertaken outside the United Kingdom (UK) with particular reference to the SSSA. (SFNME R2.15; SPNP R4.1)
Date condition(s) to be met:	31 October 2022
Recommendations to enhance the programme delivery:	Recommendation one: Consider clarifying the potential outcomes of fitness to practise (FtP) in terms of NMC registration in student facing documentation. (SFNME R3.2; SPNP R2.1)
	Recommendation two: Consider reviewing the approach to recognition of prior learning (RPL) to enable second level nursing registration and registered nursing associates optimal access to the programme. (SPNP R1.5, R1.6) (NMC and university recommendation)
	Recommendation three: Consider developing a plan (timeline) to demonstrate that SUCs involved in the pre-registration nursing programme receive preparation and training for their roles (to include equality, diversity and inclusion (EDI)). (SFNME R2.6, R2.7; SPNP R2.1)

Focused areas for future monitoring:	Communication and collaboration between the practice assessor and academic assessor.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: AU provided additional documentation and narrative which described how each of the conditions have been met. The updated student handbook provides detail on the timing of retrieval at the end of each part of the programme and how this may impact on annual leave. Condition one is now met. AU have created procedural guidance for students who would like to undertake a placement overseas. Audits will be carried out for all overseas placements. Documentation provided demonstrates compliance with the NMC standards and the SSSA. The programme team will act as practice supervisors for students on overseas placements and will carry out indirect supervision. Condition two is now met.	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	2 November 2022

<u>Section three</u>

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)

NMC Programme standards

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)
Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)
QA Handbook (NMC, 2020)

Partnerships

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

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

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

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

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

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

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an <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.

Documentary evidence and discussions at the approval visit show clear collaboration and co-production by AU with PLPs in the development of the programme. Signed partnership agreements between AU and PLP organisations demonstrate collaboration at a strategic and operational level. AU will hold placement partner meetings on a monthly basis to share best practice and explore issues relating to practice placement learning. These meetings will feed into discussions at the programme steering group and regional partner meetings. PLPs tell us they've been involved with the development of the programme. There's clear evidence of effective communication between AU and all stakeholder groups including SUCs and students in addition to PLPs. PLPs tell us that AU is a responsive partner to work with and that there's dialogue back and forth illustrating effective communication. The visit assures us there is senior PLP support for the development of this programme at AU. PLPs are excited to have AU students.

AU is part of BSOL, which is a subsidiary of the integrated care board within the region. All AEIs within the region are members of this group and within the meetings provide an update on strategic and operational matters in their practice placement areas. All regional NHS trusts and many independent providers are also members, demonstrating a collaborative approach to practice learning provision within the area. All local AEIs and PLPs use the electronic version of the MYEPAD.

AU is a member of the MYEPLG who meet monthly to share good practice, ideas and resolve issues in relation to practice learning, including supervision and assessment. This group is the source of the regional MYEPAD adopted for the nursing programme. The MYEPLG maintains a range of resources to support AEIs with the implementation of the SSSA. The school senior team in partnership with PLPs confirm that any issues arising from Care Quality Commission quality reviews which may impact on the practice learning environment are managed through a systematic partnership process.

Local hospital and community trusts have a longstanding history of supporting health programmes, including other AEI nursing programmes. PLPs work with AU students from across its portfolio of health programmes. They currently accept nursing students from a range of AEIs in the region and have mechanisms in place to support nursing students. Nursing students from other AEIs tell us they're welcomed into their practice settings, are well supported and feel very much part of a team. Within the PLPs there's a clear, supportive student culture.

The SUC participation plan clearly sets out AU's commitment to purposeful engagement and active participation of SUCs. SUCs tell us they've met regularly to discuss the design and delivery of the programme and feel valued in their role. One of the organisations AU have approached tell us they're very pleased to have the opportunity to speak to students about their varied life experiences of healthcare provision. A workshop framework of co-production is being developed to support effective communication and professionalism as a student nurse prior to their first clinical placement. For this programme there's a designated team member as the SUC champion who is responsible for further recruitment of SUCs through external organisations and groups and local communities. There's a clear commitment to engage SUCs in student recruitment and selection as well as involving them in student learning, teaching and assessment. This is through role play, simulation, scenarios, guest lecturing, assessing student interaction and providing feedback. SUCs receive appropriate training to support their involvement in recruitment and selection. At the approval visit SUCs tell us that they've not yet been informed of the training that's offered so they can undertake the role. AU should consider developing a plan (timeline) to demonstrate that SUCs involved in the pre-registration nursing programme receive preparation and training for their roles (to include EDI). (Recommendation three)

There's a clear plan to promote IPL. AU is well placed to achieve this through its own medical programmes and student population within the college of health and life sciences (the college). The student population includes medical students, pharmacists, optometrists and audiologists. There are plans for IPL sessions with students from different areas of study to develop communication skills, conflict resolution, participation in a prescribing workshop and an opportunity for nursing students to work alongside AU law students on healthcare projects. Within the practice settings there are also opportunities for AU students to work alongside other nursing and medical students from across the region, for example in student led wards. At the approval visit, current AU students tell us that they've already been involved in IPL with other healthcare students and are looking forward to including the nursing students in this.

AU medical and pharmacy students tell us they feel well supported and are confident that staff respond quickly and/or signpost them to a wide range of available support services. They tell us that feedback opportunities, both formal and informal, are well established and they feel confident about raising any concerns. For the development of this programme two online focus groups and consultations were held with current year one, two and three pre-registration adult nursing students from another AEI. The proposed programme was discussed and

the students asked questions and answered queries about the design and delivery of the curriculum, which has subsequently informed development of the programme.

FtP and misconduct concerns about a student will be effectively managed in partnership between AU and PLPs. Students are represented at the higher education academic board, annual programme monitoring meetings and placement partner meetings. Future cohorts of nursing students will be represented on these boards and committees. Students tell us their feedback is listened to by AU and has resulted in changes to their own programmes. There are details included in the student facing documentation of the ways nursing students provide feedback on their experiences in academic and practice settings, during module review sessions and for practice learning through review meetings and the MYEPAD.

The implementation of the SSSA is confirmed. The programme team and PLPs tell us of a shared approach to the preparation of practice supervisors and practice assessors using established MYEPLG materials. PLPs tell us there's placement capacity for students recruited to the proposed programme and along with the programme team confirm there's a variety of placements to enable them to experience nursing across all four fields of nursing practice.

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

Nursing & Midwifery Council

Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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** ☐

- 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** ☐

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nursing associate education.

- 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. There's a robust RPL policy and process in place at AU. AU's general regulations for undergraduate and integrated master's programmes set out the requirements for RPL. RPL applications are mapped against the FN:SPRN, comply with Article 31(3) of directive 2005/36/EC and are reviewed on an individual basis; the amount of RPL permitted is dependent on education and previous experience. AU has a process of assessment to enable a decision to be made on the RPL application. The associate dean of teaching and learning approves all RPL requests, ensuring the programme learning outcomes for part one are met. The external examiner is engaged at stage two of the process to review applications and judge suitability for referral to the teaching and learning committee who make the final approval on the RPL application.

RPL is available for part (year) one of the programme only. As a result, nursing associates aren't eligible to apply for RPL up to a maximum of 50 percent of the programme. The programme team are recommended to consider reviewing the approach to RPL to enable nursing associates optimal access to the programme. (Recommendation two)

- 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. In the case of NMC registered nurses applying for a second field of practice, RPL is mapped to the FN:SPRN and the programme outcomes which may be more than 50 percent. RPL will however need to comply with the university regulation of a maximum two thirds of total credits of the award. Due to the programme structure the programme team permit RPL only for part one (year) for registered nurses. The programme team are recommended to consider reviewing the approach to RPL to enable second level nursing registration optimal access to the programme. (Recommendation two)

- 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 confirms that numeracy and literacy are required for entry onto the programme. Medicines management is assessed in each part of the programme as a component of the achievement of the FN:SPRN in the MYEPAD. Students undertake a summative numeracy assessment each year, and in the final year are required to pass at 100 percent. Students have access to safeMedicate, which is an online tool that supports safe clinical practice in relation to medication administration.

Students communicate verbally and in written form so there's an ongoing assessment of language and literacy skills. In the programme, processes are in place to ensure that all learning outcomes are met. Written assessments address literacy requirements and oral assessments address language skills. The assessments each year support the development of language, numeracy and literacy skills with a variety of approaches including a practical, written exam, written assessments and oral presentations.

The MYEPAD and ongoing achievement record (OAR) record student progression and competence in practice learning and incorporate the development, progression and achievement of numeracy, literacy and digital and technological literacy. The modules and programme learning outcomes are mapped against the FN:SPRN.

A virtual learning environment (VLE) is used by students and staff to support learning and teaching activities, including access to online learning materials and module activities such as discussions, quizzes and assignments. Support mechanisms are in place to enable students to develop their numeracy, literacy and digital and technology literacy throughout the programme.

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. AU don't currently have a nursing programme so there are no existing students to transfer.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment. This is a new programme so there are no students to transfer to the SSSA.

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: 30 September 2022

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A

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

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*

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

R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

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

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

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

Safe, kind, effective care through quality
assurance of nursing, midwifery and
nursing associate education.

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

YES ☐   **NO** ☒

R2.1 is not met. Documentary evidence and discussion with the programme team at the approval visit demonstrates that at the end of each part of the programme, there's four weeks allocated for annual leave for those students who have achieved the hours for the part. The programme team tell us that students who haven't achieved the required placement hours are required to forfeit their annual leave so they can retrieve practice hours they have missed. The programme flow through shows when annual leave is allocated at the end of each part of the programme, but retrieval is also planned for this time. However, the placement guide refers to a retrieval block outside of annual leave periods. It is therefore unclear from the programme documentation how students retrieve failures in placement and placement hours and whether they are asked to forfeit their annual leave to make up time. The programme team must clarify the programme documentation to confirm how students retrieve failure in placement and outstanding placement hours and any impact this may have on their annual leave. (Condition one)

The student facing documentation states that a student must have no FtP findings against them or cases pending to progress to graduation. AU are recommended to consider clarifying the potential outcomes of FtP in terms of NMC registration in student facing documentation. (Recommendation one)

At the approval visit SUCs tell us that they've not yet been informed of the training that's offered so they can undertake the role. AU should consider developing a plan (timeline) to demonstrate that SUCs involved in the pre-registration nursing programme receive preparation and training for their roles (to include EDI). (Recommendation three)

- 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. The programme is designed in collaboration with PLPs, SUCs and students to support students to deliver high quality, safe and compassionate nursing care, and incorporates exposure across all four fields of nursing practice. A spiral curriculum is planned to build on and enhance students' learning of key concepts and topics.

Documentary evidence demonstrates where students experience all four fields of nursing practice. At the approval visit PLPs tell us how they allocate students to practice learning placements to support experience of all four fields of nursing practice. PLPs confirm the types of experiences that are available within their clinical environments.

Programme documents reflect all four fields of nursing practice and the programme team tell us of the simulation weeks, where students are exposed to the four fields. Placement experiences include general practice and accident and emergency which cover all four fields of nursing practice. Students can negotiate a clinical placement at the end of year two and are encouraged to select a placement they've not been exposed to. Theoretical content is mapped to the SPNP and meets the requirement for support to experience the four fields of nursing practice. Clinical colleagues guest lecture in other fields, for example child nursing through a planned master class with contributions from a children's nurse and a registered school nurse.

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

MET ☒   **NOT MET** ☐

R2.5 is met. Documentary evidence and discussion at the approval visit confirm that the proposed design, structure and delivery of the programme relates to the adult field of nursing practice. Students are also exposed to other fields of nursing and maternity care via theoretical input and practice learning.

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

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

YES ☒   **NO** ☐

- There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing

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practice: adult, mental health, learning disabilities and children's nursing (R2.7)

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R2.8 is met. There's mapping to field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. Documentation shows that topics introduced in year one are revisited for deeper learning during years two and three. Person-centred case studies are used throughout the programme to support the link between theory and practice related to the law, safeguarding, consent, pharmacology and medicines administration and optimisation.

There's field specific content related to pharmacology and medicines administration. Numeracy is assessed through the online programme safeMedicate. There's a summative assessment of numeracy in each part of the pre-registration nursing programme with a 100 percent pass mark required in year three.

The programme team and PLPs confirm that there's sufficient field specific content within the modules and practice learning environments to enable students to achieve the outcomes related to their field of nursing 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)

MET ☒   **NOT MET** ☐

R2.9 is met. Documentary evidence shows there's an equal balance of theory and practice learning using a range of learning and teaching strategies over the three-year programme. The three-year programme consists of 2400 theory hours and 2400 practice hours equating to 4800 hours.

Programme documentation indicates a range of teaching and learning approaches across each part of the programme. Learning and teaching strategies include in class and online lectures, collaborative student group work, simulation, skills practice and development, seminars, one to one student support, self-directed learning, reflection and student presentations. Technology also enhances the students' learning through use of the VLE. A spiral curriculum is planned so that key concepts and topics are revisited throughout the programme which builds on, extends and enhances the prior knowledge of students. Module descriptors provide aims, outcomes and details of teaching and learning strategies.

The programme flow-through shows when students are based in practice. The students are supported in practice by clinical practice educators, practice assessors, practice supervisors, academic assessors and personal tutors. Students are supported to become confident and competent registered nurses through a combination of observation, supervision, feedback and reflection.

Practice placements are allocated in partnership with PLPs and demonstrate how practice hours are met on the programme. The MYEPAD records practice hours and the programme team tell us about the marking and moderation process that involves checking that practice hours are complete.

There's a simulated placement in each year of the programme equating to 280 hours of simulated practice overall. This provides exposure to all four fields of nursing practice and offers a safe space for learning, reflection and development of knowledge, skills and behaviours.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)
  YES ☐ **NO** ☐ **N/A** ☒

This programme is delivered in 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** ☒

The proposed programme doesn't lead to registration in two fields of nursing.

- 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** ☒

The proposed programme doesn't lead to nursing registration and registration in another profession.

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

YES ☐ **NO** ☒

Documentary evidence and discussion with the programme team at the approval visit demonstrates that at the end of each part of the programme, there's four weeks allocated for annual leave for those students who have achieved the placement hours for the part. The programme team tell us that students who haven't achieved the required hours are required to forfeit their annual leave so they can retrieve the practice hours they have lost. The programme flow through shows when annual leave is allocated at the end of each part of the programme, retrieval is also planned for this time. However, the placement guide refers to a retrieval block outside of annual leave periods. It is therefore unclear from the programme documentation how students retrieve failures in placement and make up placement hours and whether they are asked to forfeit their annual leave. The programme team must clarify the programme documentation to demonstrate how students retrieve failure in placement and any impact this may have on their annual leave. (Condition one)

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** ☒

Documentary evidence and discussion with the programme team at the approval visit demonstrates that at the end of each part of the programme, there's four weeks allocated for annual leave for those students who have achieved the hours for the part. However, students who haven't achieved the required hours are required to forfeit their annual leave so they can retrieve the practice hours they have lost. The programme flow through shows when annual leave is allocated at

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the end of each part of the programme and retrieval is also planned for this time if hours need to be made up. However, the placement guide refers to a retrieval block outside of annual leave periods. It is therefore unclear from the programme documentation how students retrieve failures in placement and make up placement hours and whether they are asked to forfeit their annual leave. The programme team must clarify the programme documentation to demonstrate how students retrieve failure in placement and any impact this may have on their annual leave.

Condition one: The programme team must clarify in the programme documentation the timing of assessment retrieval and any impact on annual leave. (SFNME R3.2; SPNP R2.1)

Date: 30 September 2022

Post event review
Identify how the condition(s) is met: Condition one: The updated student handbook provides detail on the timing of retrieval at the end of each part of the programme and how this may impact on annual leave. Condition one is now met. Evidence: Response to conditions with evidence, 30 September 2022 Placement guide draft version four, 2023-2024, undated
Date condition(s) met: 2 November 2022
Revised outcome after condition(s) met: MET ☒   NOT 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

Findings against the standard and requirements

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

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

    MET ☒   **NOT MET** ☐

R3.1 is met. Documentary evidence demonstrates that students have practice learning opportunities that allow them to develop and meet the FN:SPRN. AU works with BSOL to provide clinical placements across a variety of areas for students. There are opportunities for clinical placements in primary, community, secondary, tertiary, independent and voluntary healthcare organisations, so that students have a wide variety of experiences. Electronic placement audits are shared across the region, along with student feedback about placement experiences, to ensure that students have quality practice learning experiences that allow students to develop and meet the standards of proficiency for registered nurses.

A student-negotiated four-week placement is planned at the end of year two of the programme. This is to encourage self-management skills as well as to provide an opportunity to experience care in a different or a non-traditional setting. This could include placements out of the placement circuit area or overseas placements.

The MYEPAD is mapped to the FN:SPRN and is used to record experiences when students deliver care to SUCs in adult and other fields of nursing.

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Visits to PLPs allow us to view some of the practice learning environments the nursing students access. The visits assure us that the practice learning environments are appropriate to support the nursing students to achieve the programme learning outcomes and the FN:SPRN. Students experience a variety of practice learning environments that enable them to deliver care to a diverse range of people across all four fields of nursing practice.

AU are part of the education partnership group (EPG) which is part of BSOL. A subgroup of this is the adult hub, where issues are discussed related to placement allocation and capacity. This information is fed into the nursing and midwifery oversight group. All AEIs in the region update a project manager of projected student numbers during recruitment and actual student numbers on enrolment. AU will be involved in this activity. A fair share agreement is in place that allocates a number of placements in each trust to accommodate forecasted numbers. AU submits the number of placements required from each trust to the EPG. Each trust then confirms receipt of the proposed numbers and allocates the students to identified placement areas.

- 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. A university link lecturer from the nursing programme is allocated to specific clinical areas for concerns or queries from students and PLPs.

Students learn and develop knowledge, skills and behaviours in clinical practice within different placement settings during the course of the three-year programme. Students have placements in primary, community, secondary, tertiary, independent and voluntary healthcare organisations as well as simulated practice placements to meet the holistic needs of people of all ages. Students are exposed to all four fields of nursing practice and maternity. Potential placements in specialist services, such as health visiting, school nursing and sexual health services, also provide exposure to child field. Mental health conditions and learning disabilities are inherent across all nursing fields. Person-centred case studies are used throughout the programme to facilitate the link between theory and practice. SUCs are integral to the programme and are involved in the learning, teaching and assessment of students.

The BSOL education partnership agreement confirms there are processes in place for students to evaluate practice learning. Documentary evidence shows that effective processes are in place for assessing, monitoring and evaluating practice experiences. Electronic educational audits are shared across the region along with student feedback about placement experiences.

- Evidence that the practice learning opportunities allow students to meet the communication and relationship management skills and nursing

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procedures, as set out in the *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.3)

MET ☒   **NOT MET** ☐

R3.3 is met. Documentary evidence and the approval visit confirms that adult nursing students access appropriate practice learning experiences to enable them to meet communication and relationship management skills and nursing procedures, as set out in the FN:SPRN. A mapping document identifies where communication and relationship management skills are taught in the programme. Students are assessed in these skills and procedures in the MYEPAD.

AU offer a three-day workshop in the first year, prior to placement, which aims to raise awareness and develop knowledge, skills and behaviours required for effective communication and professionalism with patients, carers, staff and the general public. The workshop includes appropriate communication skills, professional issues and role identity as a nurse. SUCs tell us they're involved in the delivery of this workshop.

AU has established a working relationship with a charity called 'Friends 2 Friends' who care for adults with a learning disability and other vulnerable people in the community. It's anticipated that students will work with members of the charity and their coordinators will assist with recruitment of students, teaching and assessments.

There are opportunities for IPL and education with students on other healthcare programmes within the college. These opportunities support effective communication and relationship management skills through collaborative student-centred learning and teaching practices. In year one there are sessions on professional values, FtP, use of social media, accessing student support and equality and diversity. In year two, the students integrate with medicine and pharmacy students for a conflict resolution session and a practical simulation session based on assessment of a patient with Graves' disease. In year three, medicine and pharmacy students work together on a prescribing workshop which will include nursing students as part of this programme.

There are planned IPL sessions around assessment of acutely unwell patients for medicine, pharmacy and nursing students. AU have initiated discussions to work with AU law students on healthcare law projects, such as workshops on legal documentation, coroner referrals and healthcare law.

- 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. Documentary evidence and the approval visit confirms that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. This also supports the development of skills linked to assessment, decision making and leadership.

Simulated placement equates to 280 hours over the three-year programme. Simulation is used across the curriculum and counts towards their 2400 hours practice learning and reinforces learning in a safe environment. The staff within the nursing team will undertake the role of practice supervisor during the simulation hours. The programme team confirm the process to check that practice supervisors have the required understanding of the proficiencies they are supporting students to achieve. The simulation hours have been mapped to demonstrate how the European Union Directive has been met. The SSSA is applied to the 280 hours of simulated practice learning.

There's currently a simulation suite, a task-trainer skills laboratory, an eight bedded skills suite and a four bedded ward. Alongside this, a simulated home is under construction to enhance the students' confidence and competence working in people's home environments. An Office for Students bid has been submitted to add to these resources, with plans for a new 12 bedded ward area.

The digital literacy of students is developed throughout the programme as students are required to engage with digital systems both in practice placements and at AU. During induction to the university and in clinical placements students are required to undertake relevant online and virtual learning. In practice students are required to develop knowledge, skills and behaviours related to using technology such as electronic data capture of patients' conditions and accessing patient information such as blood test results. The VLE is used to support student learning, teaching and assessment. Pharmacology and medicines administration is introduced in year one and the safeMedicate online application is used throughout the three-year programme.

- 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. There are processes in place that take account of students' individual needs and personal circumstances. AU is a widening participation university and is committed to equality and diversity and supporting students who require reasonable adjustments.

The student and placement handbooks include information on supporting students with additional learning needs. Students are encouraged and supported to engage with a programme called 'get ahead at Aston'. The programme aims to support students with orientation to learning in higher education, online learning, academic writing and information literacy, managing wellbeing and community building and

peer mentoring. 'My engagement' is AU's learner analytics system that presents a dashboard of information about students' engagement. The system is designed to help them succeed. Information is shared with the personal tutor, programme director and other key staff to improve dialogue and support. If the data indicates the student may benefit from support, help is offered. Medical students and pharmacy students tell us that support mechanisms are effective and responsive to their needs.

In both theory and practice students with identified learning needs have reasonable adjustments in place and can access support from student support services. Students in practice tell us that their needs are always considered, and appropriate and discreet reasonable adjustments made.

Documentation, including the student handbook, clearly show the wide range of support available. Declared and identified additional needs are recorded on 'my Aston portal', a secure web portal accessible to students and staff. Support recommendations are available through team members with special interest and expertise in mental health, attention deficit hyperactivity disorder, autism spectrum disorder, physical health needs and dyslexia. These team members make appropriate referrals and advise students on further support available.

Students receive a placement induction where trust local policies are identified and discussed. They're supported in practice by both academic staff and their personal tutor and advised to disclose any reasonable adjustments recommended by the enabling team so that appropriate reasonable adjustments are made. The allocation of placements takes account of students' individual needs and personal circumstances as far as possible. If reasonable adjustments are required by the student, then this is communicated (with consent from the student) by the nursing team to the practice placement managers who have responsibility for allocating placements. Students are encouraged to be proactive and share any changes to their needs and personal circumstances with practice assessors and practice supervisors at initial meetings so that support and adjustments are in place.

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** ☐

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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: 30 September 2022		

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

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 not met. Documentary evidence and discussion at the approval visit demonstrates how the support, supervision, learning and assessment to be provided complies with the SFNME. University academic regulations, moderation and external examiner processes ensure fairness of assessment processes. The service level agreements provided are signed by each PLP and show that they'll commit to quality standards and monitoring arrangements.

AU is part of the BSOL group and a member of the MYEPLG which aims to develop and provide a consistent approach across the PLPs and the SSSA. The MYEPLG meets monthly to share good practice, ideas and resolve issues in relation to practice learning, including supervision and assessment. Roles and responsibilities of the practice supervisor, practice assessor and academic assessor are clearly articulated in the MYEPAD. There's an established training plan and update session for staff who are new or are continuing in the roles.

PLPs tell us they feel involved with AU and are consulted in monthly meetings so they can feedback on the curriculum, assessment and placement allocation within the programme. Programme committee meetings involve all stakeholders in curriculum review and development, recruitment, identification of placement learning opportunities, simulation, placement capacity and student allocation.

There's also a sharing of information related to student progress and responding to FtP issues. PLPs are invited to attend programme committees.

A student-negotiated four-week placement is planned at the end of year two of the programme. This is to encourage self-management skills as well as to provide an opportunity to experience care in a different or a non-traditional setting. This could include placements out of the placement circuit area or overseas placements. At the approval visit the programme team can't fully articulate how compliance with the SSSA is maintained for those students undertaking an overseas placement. The programme team must demonstrate compliance with the NMC Standards for education and training for all periods of learning undertaken outside the UK with particular reference to the SSSA. (Condition two)

- 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. Documentary evidence and the approval visit confirm that support, supervision, learning and assessment complies with the SSSA. Practice supervisors and practice assessors are experienced in the role by supporting nursing students from other AEIs and are prepared to support students from AU.

Documentation states that the academic team adopts a practice team approach, where each member has specific responsibility for each of the key PLP localities in which students are placed. The practice team consists of the academic team and placement team who work together strategically and operationally to support students and monitor and develop the quality of practice learning across PLPs.

PLPs use the NHS England e-learning for healthcare practice educator and assessor course to prepare registrants to become practice assessors or practice supervisors. Updates for practice supervisors and practice assessors are led by PLPs. The names and titles of the practice assessors and practice supervisors are recorded in the MYEPAD. PLPs tell us they've a practice supervisor and practice assessor database and confirm that there's capacity for the additional nursing students recruited to the AU programme.

The MYEPAD includes information on the roles of practice supervisors, practice assessors and academic assessors and provides guidance on the assessment process. The MYEPAD contains action plans where students identify and develop their learning needs.

The programme team tell us academic assessors are allocated from registrant nurse AU staff. Training is delivered through web-based programmes developed with the MYEPLG. There's a robust plan for allocation of student to academic assessor to ensure the current academic assessor isn't the academic assessor for a student in the subsequent part of the programme.

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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. Documentary evidence and the approval visit confirm there are processes in place to provide students with formative and summative feedback throughout the programme. There's a formative and summative assessment strategy. There's a variety of assessments in the programme including examinations, class tests, presentations and practical assessments. Detailed information related to assessments is included in the module descriptors.

Practice assessment is based on continuous assessment with ongoing feedback and review. The MYEPAD provides opportunities for students to receive formative and summative feedback on their progress and achievement of the FN:SPRN from practice supervisors, practice assessors, peers and SUCs. Assessment in practice has key points identified for feedback and supportive mechanisms are in place for students who are experiencing progression difficulties.

Personal tutors support students to engage with feedback and in a pastoral role. 'My engagement' provides learner analytics about students' attendance, engagement with key online resources and use of on-campus study spaces. Information is shared with the personal tutor, programme director and other key staff to improve dialogue and support. If the data indicates the student may benefit from support, help is offered.

- 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. Comprehensive mapping of the programme ensures students can meet the FN:SPRN and programme outcomes for adult nursing practice. Students

also gain experience of the other fields of nursing practice, mental health, learning disabilities and children's nursing. Student facing documents identify where and when the FN:SPRN can be achieved. Documentary evidence and the approval process assure us practice learning placements and programme content meet the FN:SPRN.

There are a number of steps to confirm that students meet the FN:SPRN and programme outcomes in full, demonstrating their fitness for practice and eligibility for academic and professional award. All assessed work is internally and externally moderated to comply with academic regulations.

Placement allocations are identified in partnership with PLPs to enable pre-registration students to meet their programme outcomes and complete the requirements of the MYEPAD. The internal moderation and verification of practice assessment aims to ensure students meet all the assessment requirements and that student supervision and assessment is appropriate and consistent.

Students complete a good health and character declaration each year. At the award and progression board at the end of the programme, personal tutors and academic assessors provide evidence in relation to each student indicating that they've met all the NMC requirements. The outcome of students' achievements is considered at the board of examiners, after which the programme administrator and academic team complete the appropriate declarations and NMC uploads.

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

YES ☐   **NO** ☒

At the approval visit the programme team can't fully articulate how compliance with the SSSA is maintained for those students undertaking an overseas placement. The programme team must demonstrate compliance with the NMC Standards for education and training for all periods of learning undertaken outside the UK with particular reference to the SSSA. (Condition two)

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

YES ☒   **NO** ☐

Outcome

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

At the approval visit the programme team can't fully articulate how compliance with the SSSA is maintained for those students undertaking an overseas placement.

Condition two: The programme team must demonstrate compliance with the NMC Standards for education and training for all periods of learning undertaken outside the UK with particular reference to the SSSA. (SFNNE R2.15; SPNP R4.1)

Date: 30 September 2022

Post event review

Identify how the condition(s) is met:

Condition two: AU have created procedural guidance for students who would like to undertake a placement overseas. Audits will be carried out for all overseas placements. Documentation provided demonstrates compliance with the NMC standards and the SSSA. The programme team will act as practice supervisors for students on overseas placements and will carry out long arm supervision. Condition two is now met.

| Evidence: |
| Additional response to conditions with evidence, 1 November 2022 |
| Process for negotiated placement version three, undated |

| **Date condition(s) met:** 2 November 2022 |

| **Revised outcome after condition(s) met:** | **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 exit award with registration as a nurse.

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

Safe, kind, effective care through quality
assurance of nursing, midwifery and
nursing associate education.

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 30 September 2022		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

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.	☒	☐
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: This programme doesn't offer an apprenticeship route.		
List additional documentation: Post condition documentary evidence to meet conditions: Response to conditions with evidence, 30 September 2022 Placement guide draft version four, 2023-2024, undated Additional response to conditions with evidence, 1 November 2022 Process for negotiated placement version three, undated		
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: Medical student, two x year three Pharmacy student, one x year three Pharmacy student, one x year four Business student, one x year three		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: This programme doesn't offer an apprenticeship route.		
Additional comments: None identified.		

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

	YES	NO

Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☒	☐
Library facilities	☒	☐
Technology enhanced learning/virtual learning environment	☒	☐
Educational audit tools/documentation	☒	☐
Practice learning environments	☒	☐
If practice learning environments are visited, state where visited/findings: Sandwell and West Birmingham Hospital Birmingham Community Healthcare NHS Foundation Trust Royal Orthopaedic Hospital Queen Elizabeth Hospital We met with PLP senior management, practice education staff, practice assessors and practice supervisors. They tell us there's sufficient high quality placement learning opportunities available to enable students to experience nursing across all four fields of nursing practice and across the lifespan. They tell us there's sufficient capacity to place AU student nurses and sufficient practice supervisors and practice assessors to support them. We met nursing students from other AEIs in the locality. They describe an extremely supportive practice learning environment with learning opportunities that enable them to meet programme learning outcomes and the FN:SPRN.		
System regulator reports reviewed for practice learning partners	☐	☒
If yes, system regulator reports list:		
If you stated no above, please provide the reason and mitigation: AU is an EI seeking AEI status and is not yet subject to NMC critical concerns process.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Rachel Game	Date:	5 October 2022

	Philip Stephenson		
Checked by:	Pamela Page	Date:	13 October 2022
Submitted by:	Amy Young	Date:	21 November 2022
Approved by:	Leeann Greer	Date:	28 November 2022