

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	University of East Anglia
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Cambridgeshire & Peterborough NHS Foundation Trust Hamlet Centre Trust Hertfordshire Partnership University NHS Foundation Trust Norfolk & Suffolk Foundation Trust Norfolk and Norwich University Hospital NHS Foundation Trust Private voluntary and independent healthcare providers
<b>Programmes reviewed:</b> <i>(Tick all that apply)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Child <input checked="" type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input checked="" type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input checked="" type="checkbox"/></p> <p>NDA Child <input checked="" type="checkbox"/></p> <p>NDA Learning Disabilities <input checked="" type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p>
<b>Title of programme(s):</b>	<p>BSc (Hons) Nursing - Adult; MSc Nursing – Adult</p> <p>BSc (Hons) Nursing - Mental Health; MSc Nursing - Mental Health</p> <p>BSc (Hons) Nursing - Learning Disabilities</p> <p>BSc (Hons) Nursing – Child</p> <p>BSc (Hons) Nursing - Adult Degree Apprenticeship</p> <p>BSc (Hons) Nursing - Learning Disabilities Degree Apprenticeship</p>

	BSc (Hons) Nursing - Child Degree Apprenticeship
<b>Academic levels:</b>	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p>
Registered Nurse – Child	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p>
NDA Adult	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p>
NDA Child	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10    <input type="checkbox"/> Level 11</p>
NDA Mental Health	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p>

	SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11																
<b>Date of approval visit:</b>	17 May 2019																
<b>Programme start date:</b>	<table border="1"> <tr> <td>RN – Adult</td> <td>23 September 2019</td> </tr> <tr> <td>RN – Child</td> <td>23 September 2019</td> </tr> <tr> <td>RN - Learning Disabilities</td> <td>23 September 2019</td> </tr> <tr> <td>RN - Mental Health</td> <td>23 September 2019</td> </tr> <tr> <td>NDA Adult</td> <td>23 September 2019</td> </tr> <tr> <td>NDA Child</td> <td>23 September 2019</td> </tr> <tr> <td>NDA Learning Disabilities</td> <td>23 September 2019</td> </tr> <tr> <td>NDA Mental Health</td> <td></td> </tr> </table>	RN – Adult	23 September 2019	RN – Child	23 September 2019	RN - Learning Disabilities	23 September 2019	RN - Mental Health	23 September 2019	NDA Adult	23 September 2019	NDA Child	23 September 2019	NDA Learning Disabilities	23 September 2019	NDA Mental Health	
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<b>QA visitor(s):</b>	Registrant Visitor: Pam Page Lay Visitor: Jennifer Dye																

**Section two**

**Summary of review and findings**

The school of health sciences (the school) at the University of East Anglia presented a pre-registration nursing programme under the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (NMC 2018) for approval. There is a full-time undergraduate BSc (Hons) nursing (adult, child, mental health and learning disabilities) programme delivered over three years; a fulltime postgraduate route, MSc Nursing (adult and mental health) delivered over two years; and a BSc (Hons) nursing degree apprenticeship (NDA) route in adult, child, and learning disabilities fields delivered over four years.

Programme documentation confirms evidence of effective partnership working between the approved education institution (AEI) and practice learning partners (PLPs). PLPs include national health service (NHS), independent, voluntary and private healthcare providers within the east of England. There is evidence of co-production across all stakeholder groups. In addition to PLPs, service users and carers (SUCs), students, other AEIs (with respect to the practice assessment documentation) have collaborated on the development of the proposed programme. Triangulation of documentary evidence undertaken as part of the approval visit confirms the documentary evidence submitted. Meetings with students, SUCs, and PLPs verified effective partnership working and co-production of this programme.

Employment for the nursing degree apprenticeship route in adult, child and learning disabilities is provided by: Norfolk Community Health and Care NHS Trust; Norfolk and Norwich University Hospital NHS Trust; James Paget University Hospital NHS Trust, Queen Elizabeth Hospital King's Lynn: and, East Coast Community Health and Care.

The development and sharing of the Midlands, Yorkshire and East practice assessment document MYEPAD is a strength in terms of partnership working and mapping to the Standards of proficiency for registered nurses.

The programme is recommended to the NMC for approval subject to three specific conditions. Four recommendations are made.

Updated 13 June 2019

Evidence was provided that the changes required to meet the conditions have been made. The conditions are now met.

The Standards for pre-registration nursing programmes, (NMC, 2018) are met.

The Standards framework for nursing and midwifery education, (NMC, 2018) and the Standards for student supervision and assessment, (NMC, 2018) are now met at programme level.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>Condition one. Confirm selection and recruitment of students includes service users and representatives from practice learning partners (Standards framework for nursing and midwifery education (SFNME) R2.7; Standards for pre-registration nursing programmes (SPNP R1.1.2 and R1.1.3).</p> <p><b>Selection, admission and progression:</b></p> <p>Condition two. Confirm the selection and recruitment of students ensures the assessment of values in accordance with the NMC Code and the capability to learn behaviours in accordance with the Code (SPNP R1.1.2 and R1.1.3).</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition three. Correct appendix six (page 25) of the draft operation plan which incorrectly states the registered nursing associates can act as academic assessors to student nurses and nurse degree apprentices (NDAs). (Standards for student supervision and assessment (SSSA) R6.3; SPNP R4.2).</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified</p>
<b>Date condition(s) to be met:</b>	28 June 2019
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one. Consider strengthening the link lecturer visibility in the support of students and NDAs in practice. (SSSA R1.4, R1.5,)

	<p>Recommendation two. The programme team give consideration to supporting students on the 2010 curriculum to develop proficiencies within the 2018 standards. (SPNP R1.7)</p> <p>Recommendation three. Consider evaluating the online RPL portfolio for MSc applicants. (SFNME R3.1)</p> <p>Recommendation four. To support field and route identify in practice settings specifically for NDAs, children's nurses and MSc students. (SFNME R3.1; SPNP R2.4)</p>
<b>Focused areas for future monitoring:</b>	The implementation of the SSSA for the future nurse standards.

Programme is recommended for approval subject to specific conditions being met	
<b>Commentary post review of evidence against conditions:</b>	
<p>Evidence is provided that the changes required to meet the three conditions are made.</p> <p>The AEI provided documentary evidence of how SUCs and PLPs will be engaged in student recruitment and selection of pre-registration nursing applicants. Condition one is met.</p> <p>The AEI provided documentary evidence of how they will confirm students, demonstrate the values in accordance with the Code and have the capability to learn behaviours in accordance with the Code, on entry to the pre-registration nursing programme. Condition two is met.</p> <p>The AEI provided a corrected operational partnership plan removing the annotation that registered nursing associates can act as academic assessors to pre-registration nursing students. Condition three is met.</p>	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	The education institution commented on the accuracy of the employers of the nurse degree apprenticeship route reported in the summary section. This is now corrected.
<b>Final recommendation made to NMC:</b>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>

<b>Date condition(s) met:</b>	13 June 2019
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### **Section three**

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

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



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

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

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

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

**Findings against the standard and requirements**

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

Documentary evidence and the approval visit show there are effective partnerships between the school and all stakeholders. There is evidence of co-production in the design, development, planned delivery and evaluation of the programme. PLPs, SUCs and students are identifiable stakeholders.

There is evidence to confirm stakeholders: PLPs, students, SUCs, and AEI staff are actively involved in the design and development of the programme. Stakeholders speak positively of their partnership working with the AEI.

The school has robust policies and processes for programme governance which stakeholders have confidence in. There are established communication pathways at strategic and operational levels between PLPs and the school for effective partnership working. The school and PLPs act quickly when any student or practice learning related issue is escalated and work to resolve these in a timely

fashion. A senior representative of Norfolk Community Health and Care NHS Trust confirmed the organisations strategic and financial commitment to the NDA route. Documentary evidence and the approval process demonstrate ongoing effective partnership with PLPs. PLPs spoke of their collaborative work with coaching models that mirror the SSSA model and express with confidence their conjoint implementation plan for the SSSA. We heard that PLPs are taking a system wide approach to upskilling their workforce in relation to the Future Nurse proficiencies. PLP policies are being reviewed to accommodate the expansion of proficiencies being developed by students. PLPs also told us that the new NMC standards have facilitated AEs working together which has been beneficial across the healthcare sector in the east of England.

We found PLPs are not involved in telephone interviews of adult, mental health and learning disabilities applicants. (Condition one, (SFNME 2.6).

Students told us that they have supernumerary status in practice. Students speak positively of their engagement with SUCs at recruitment and within the current programme. Some students told us the visibility of link lecturers in practice learning environments is “hit and miss”. (Recommendation one). (SSSA 1.4, 1.5,).

Students from the children’s nursing field say their field identity is limited and only visible in year three of the programme. Students studying the current MSc nursing programme and the NDA route told us their role and identity is unclear to PLPs. All NDAs present confirmed their supernumerary status however NDAs told us that they are frequently assumed to be trainee nursing associates and felt PLPs are unclear about the NDA programme. Similarly, the MSc student felt that PLPs did not understand the MSc programme. They would welcome support from the AEI in helping to establish their identity more securely. (Recommendation four). SFNME R3.1; SPNP R2.4.

Documentation within gateway one suggests that SUCs involvement in the delivery of the programme is proving to be challenging. However, the AEI provided further documentary evidence of SUCs involvement in the delivery of both the current and proposed programme; notably the 'Voices from the edge' event held in February 2019. The diverse nature of the SUCs group ensures that students hear from under represented and vulnerable groups of society and is a strength of the programme. The SUCs group speak positively of the support they receive from the AEI in all aspects of their engagement; recruitment and selection, teaching, assessment and research. The appointment of the SUC lead illustrates the AEI’s strategic commitment to SUCs engagement across all health programmes. The SUCs that we met at the approval visit are from across the life-span and reflect diversity in terms of age, gender, ethnicity and ability.

SUCs confirm that they are prepared for their role in face to face interviews. They say they play a valuable role in the selection process, particularly in relation to face to face interviews. There is less evidence of consultation and partnership working with the pilot of telephone interviews. One SUC expressed concern about the use of telephone interviews to recruit students to adult, mental health and learning disabilities fields of nursing. (Condition one) (SFNME 2.6)

SUCs identify their involvement in formative feedback opportunities through simulation learning and Objective Structured Clinical Examination (OSCE) assessments; students identify SUCs input into their teaching, simulation and practice assessments.

Meetings with all stakeholder groups evidenced partnership working as largely positive with examples being put forward of how their voices are heard and acted upon and how their contribution is valued by the AEI.

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

**Please provide any narrative for any exceptions**

PLPs are not involved in telephone interviews of adult, mental health and learning disabilities applicants. SUCs confirm that they are prepared for their role in face to face interviews. However, there is less evidence of consultation and partnership working with the pilot of telephone interviews.

(Condition one, (SFNME 2.6; SPNP R1.1.2 and R1.1.3)

Some students told us the visibility of link lecturers in practice learning environments is “hit and miss”. (Recommendation one). (SSSA 1.4, 1.5,).

Students from the children’s nursing field say their field identity is limited and only visible in year three of the programme.

Students studying the current MSc nursing programme and the NDA route told us their role and identity is unclear to PLPs. NDAs told us that they are frequently assumed to be trainee nursing associates and felt PLPs are unclear about the NDA programme. Similarly, the MSc student felt that PLPs did not understand the MSc programme. They would welcome support from the AEI in helping to establish their identity more securely. (Recommendation four) (SFNME R3.1; SPNP R2.4).

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

**Please provide any narrative for any exceptions**

**If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome**

PLPs are not involved in telephone interviews of adult, mental health and learning disabilities applicants. SUCs confirm that they are prepared for their role in face to face interviews. However, there is less evidence of consultation and partnership working with the pilot of telephone interviews. (Condition one)

Condition one. Confirm selection and recruitment of students includes service users and representatives from PLPs (SFNME) R2.7; SPNP R1.1.2 and R1.1.3).

Some students told us the visibility of link lecturers in practice learning environments is “hit and miss”. (Recommendation one).

Recommendation one. Consider strengthening the link lecturer visibility in the support of students and NDAs in practice (SSSA R1.4, R1.5,).

Students from the children’s nursing field say their field identity is limited and only visible in year three of the programme.

Students studying the current MSc nursing programme and the NDA route told us their role and identity is unclear to PLPs. NDAs told us that they are frequently assumed to be trainee nursing associates and felt PLPs are unclear about the NDA programme. Similarly, the MSc student felt that PLPs did not understand the MSc programme. They would welcome support from the AEI in helping to establish their identity more securely. (Recommendation four).

Recommendation four. To consider supporting field and route identity in practice settings specifically for NDAs, child field students and MSc nursing students. (SFNME R3.1; SPNP R2.4)

**Post Event Review**

**Identify how the condition is met:**

Condition one: the AEI provided documentary evidence of how SUCs and PLPs are engaged in student recruitment and selection of pre-registration nursing applicants. Condition one is now met.

Evidence:

- UEA HSC recruitment and selection strategy, May 2019
- UEA pre-registration nursing response to conditions, June 2019

**Date condition(s) met:** 13 June 2019

**Revised outcome after condition(s) met:** MET  NOT MET

The standard is now met.

Assurance is provided that the SFNME R2.7 and SPNP R1.1.2 and R1.1.3 are now met.

**Student journey through the programme**

**Standard 1: Selection, admission and progression**

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

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

R1.1.1 are suitable for their intended field of nursing practice:

adult, mental health, learning disabilities and  
children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

R1.4 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

1.8 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).

**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

R1.1. 2 and R1.1.3 is not met. Through documentary evidence and discussion with the programme team we established that the AEI is utilising telephone interviews for selecting entrants to the programme for September 2019.

The rationale for the school moving from face to face to piloting of telephone interviews is reported to be based on improving the applicant experience with respect to flexibility and response times. This is in response to a reduction in recruitment to adult, mental health and learning disabilities fields of nursing. The AEI confirms that telephone interviews (not Skype) are being employed for all nursing applicants, with the exception of children's nursing. We heard from the head of admissions and programme team that all applicants (within these fields of nursing) for the 2018/19 cycle are being recruited via telephone interviews. The AEI confirm they are speaking with the named applicant through verification of date of birth and using questions that relate to their UCAS statement or personal statement if a direct entry applicant. Involvement of SUCs at telephone interviews does occur but their role is not clear. We heard from NDAs that SUCs have not been directly involved in their interviews. PLPs told us they are not involved in telephone interviews

Condition one. (Standards framework for nursing and midwifery education (SFNME) R2.7; SNPE R1.1.2 and R1.1.3).

Telephone interviews do not appear to offer a valid method of assessing all the values and capabilities to learn behaviours in accordance with the Code.

Condition two. (SPNP R1.1.2 and R1.1.3).

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

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

MET  NOT MET

R1.5 is met. We found recognition of prior learning (RPL) requirements and processes detailed at both AEI level and school level policy. Mapping of NMC programme outcomes is permitted at all levels up to a maximum of 50 percent of the programme and compliant with the EU directive for the field of adult nursing. Mapping is evident for the BSc and NDA; the school policy is clear that RPL is not applied to the MSc beyond entry requirements. The MSc Nursing accelerated route RPL admission project document is described as 'applicant friendly'. At the approval visit the student studying the MSc programme reported the RPL process to be complex with limited guidance. The AEI has responded by developing an online RPL portfolio. Recommendation three, NMC Standards framework for nursing and midwifery education R2.8.

- 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. The curriculum framework document refers to the recognition of greater than 50 percent RPL. The school policy has been updated and explicitly refers to applicants already registered with the NMC as a nurse in one field of

practice being able to RPL towards a second registration in a different field of practice.

The AEI provided evidence and further clarification prior to approval visit via several scenarios as to how an NMC registrant might successfully return to study a different field of nursing; the evidence suggests an individual bespoke approach based on detailed mapping.

- 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. We found extensive and well-signposted support mechanisms for students to develop their abilities in numeracy, literacy, digital and technological literacy. Numeracy skills are developed across the programme regarding medicines management, with numeracy summatively assessed with a pass mark of 100 percent for final year students utilising the software package "Safe Medicate".

Numeracy, literacy, digital and technological literacy is evident across the programme in theory and practice modules. They are mapped against the proficiency standards and programme outcomes. The MYEPAD and ongoing record of achievement (ORA) give explanations to both students and practice supervisors about achieving the proficiencies and programme outcomes. There is a planned rollout of an e-platform for the MYEPAD which will further support the digital literacy of students, practice supervisors and practice assessors. Blended learning and flipped classroom are two further approaches to developing digital literacy skills through the virtual learning environment (VLE), (Blackboard). Online packages including MasteringA&P©, the Edward Jenner Leadership programme, eLearning for Health online modules which further develop both knowledge and digital literacy.

The school provide an academic literacy pathway from levels four to seven to support students in key literacy skills. The pathway supports use of the VLE, and a range of academic skills which scaffold learning throughout the duration of the programme

At the approval visit students reported an awareness of support available, both generically and on a one to one basis. We heard first hand evidence of support for specific learning disabilities which was reported as positive and helpful.

**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 evaluative summary 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.**

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

MET  NOT MET

There is a mapped transfer plan in place for NDAs in the February 2018, October 2018 and February 2019 cohorts to transfer from the NMC 2010 standards to the NMC 2018 pre-registration nursing standards. NDAs are aware and have consented to the transfer, although they lacked clear details of the change in the programme. This transfer involves one PLP who has worked in partnership with the AEI to operationalise the transfer; the mapping facilitates the transfer to be at a meaningful point. In addition, all students on the NMC 2010 standards for registered nursing (all fields) are transferring from SLAiP (Standards for learning and assessment in practice, NMC 2008) to the SSSA as the model of practice supervision and assessment from September 2019.

At the approval visit students told us that the AEI had provided information about the transfer from SLAiP to the SSSA. Further detail and greater clarity are expected to occur close to the start of the practice block when all documentation will be covered with students. This approach is confirmed by the programme team. Opportunities with the move to the e-platform for the MYEPAD are identified by the programme team to provide greater clarity on who is the practice supervisor, practice assessor and academic assessor.

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

MET  NOT MET

There is a mapped transfer plan in place for all NDAs (February 2018, October 2018 and February 2019 cohorts) to transfer from the NMC 2010 standards to the NMC 2018 pre-registration nursing standards. All direct entry, pre-registration nursing students admitted to the AEI prior to September 2019 are remaining on the Standards for pre-registration nursing education programme (NMC 2010) but are

transferring from SLAiP to the SSSA as the model of practice supervision and assessment from September 2019.

Students completing the Standards for pre-registration nursing education (NMC 2010) said they would like to have the opportunity to develop a range of skills within the Standards of proficiency for registered nurses (NMC 2018), being mindful that they will be the practice supervisors and assessors of the future. Recommendation two, the programme team give consideration to supporting students on the pre-registration nurse education programme (NMC, 2010) programme to develop proficiencies within the 2018 standards (Standards of proficiency for registered nurses).

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

YES  NO

This standard is not met. Documentary analysis and the approval visit confirm that the AEI is utilising telephone interviews to recruit students to the fields of adult, learning disabilities and mental health nursing. This is for both direct entry and University and College Admission Service (UCAS) applicants.

SUCs reported concerns around the telephone interviews, it was not clear whether the AEI had responded to these concerns. Involvement of SUCs at telephone interviews does occur but their role is not clear. We heard from NDAs that SUCs have not been directly involved in their interviews. PLPs told us they are not involved in telephone interviews. (Condition one)

(Standards framework for nursing and midwifery education R2.7).

**Outcome**

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

The AEI is using telephone interviews to recruit students to the fields of adult, learning disabilities and mental health nursing.

Involvement of SUCs at telephone interviews does occur but their role is not clear. We heard from NDAs that SUCs have not been directly involved in their interviews. PLPs told us they are not involved in telephone interviews. (Condition one)

Condition one. Confirm selection and recruitment of students includes service users and representatives from PLPs (Standards framework for nursing and midwifery education. (SFNME) R2.7; SPNP R 1.1.2 and R1.1.3)

Telephone interviews do not appear to offer a valid method of assessing all the values and capabilities to learn behaviours in accordance with the Code.

Condition two. Confirm the selection and recruitment of students ensures the assessment of values in accordance with the NMC Code and the capability to learn behaviours in accordance with the Code. (Standards for pre-registration nursing programmes R1.1.2 and R1.1.3)

**Date:** 17 May 2019

**Post event review**

**Identify how the condition(s) is met:**

Condition one: the AEI provided documentary evidence of how SUC and PLPs are engaged in student recruitment and selection of pre-registration nursing applicants. Condition one is now met.

Condition two: the AEI provided documentary evidence of how they will confirm students demonstrate the values in accordance with the Code and have the capability to learn behaviours in accordance with the Code, on entry to the pre-registration nursing programme. Condition two is now met.

Evidence:

- UEA HSC recruitment and selection strategy, May 2019
- UEA pre-registration nursing - response to conditions, June 2019

**Date condition(s) met:** 13 June 2019

**Revised outcome after condition(s) met:** MET  NOT MET

The standards are now met.

Assurance is provided the SPNP R 1.1.2 and R1.1.3 and SFNME R2.7 are met.

**Standard 2: Curriculum**

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

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

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

R2.3 ensure that 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 evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.**

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

**MET**  **NOT MET**

R2.4 is met. Documentary evidence in the curriculum framework indicates support for students in theory and practice learning across each field of nursing and this was confirmed by the programme team, students and PLPs. The programme takes a life-course approach and focuses on health and the prevention of ill health from the outset. Cross field teaching in the school reinforces the integration of physical and mental health care and field specific teaching is supported. Whilst it is clear that the programme provides exposure across all four fields of nursing, child field nursing students, NDAs and MSc nursing students said they would welcome support to help confirm their field and route identity.

Recommendation four. (SFNME R3.1; SPNP R2.4)

- 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. We found each field of nursing and route of the programme is balanced in structure, design and delivery. There is generic and field specific learning which allow students to enter the NMC register in their field of nursing practice. Module outlines illustrate the field specific application of generic content.

Students perception of the current programme is that shared learning across all four fields is more focussed at the start of their programme. In response to student feedback the AEI has increased field specific teaching in the proposed programme from the beginning of the programme to increase the field identity of nursing students.

The curriculum framework document reports that there will be a balance between generic and field specific teaching/activities with a focus on core content which is then applied in depth to the chosen field. Assessment tasks are the same across fields, but the application is field specific.

PLPs confirmed their support for the design and delivery of the proposed programme.

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

YES  NO

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

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

MET  NOT MET

R2.8 is met. Module outlines provide evidence of field specific mapping for content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation. These elements are explicitly mapped against the MYEPAD document which provides a complete mapping of the Standards of proficiency for registered nurses (NMC 2018).

- 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 analysis of programme planners confirms there is an equal balance of hours, practice hours and simulation hours specified for all routes in the pre-registration nursing programme.

The teaching and learning strategy set out to develop scholar practitioners, this has an explicit reflective focus with commitment to the safety and wellbeing of clients and colleagues. A range of learning and teaching strategies including, lectures, blended, and online learning is evident. A virtual classroom can be

created on the virtual learning environment (VLE) platform Blackboard. 'Flipped classrooms' are employed and there is a commitment to inter-professional education. Module aims, and outcomes are detailed in user friendly language. The programme team told us that opportunities for shared learning are maximised to develop emotionally intelligent and resilient nurses. The VLE usage and blended learning are well established at the AEI and online MOOCs (massive online open courses) are available to nursing students. The programme is balanced in terms of allocation of theory and practice hours for each part and reflects student progression in terms of professional competence. The achievement of designated hours is transparent, and theory and practice hours are monitored.

The programme team told us that nursing students work with active researchers across the school and that practice focused research is a strength within the programme team who have made national and international contributions to healthcare research.

**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

Not applicable, this programme is for a single award.

- 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

Not applicable. Nursing registration is with the NMC only.

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:** 17 May 2019

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

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

**MET**  **NOT MET**

R3.1 is met. The PLPs across NHS, private, voluntary and independent sectors provide diverse practice learning opportunities across all fields of nursing. These are sufficient to meet the Standards of proficiency for registered nurses in delivering safe and effective care. Assurance was provided from the PLP supporting NDAs that their apprentices will be supported outside of their place of employment to ensure that the Standards of proficiency for registered nurses are met.

Documentary review illustrates that the AEI has a holistic approach to practice learning which considers all factors for example, allocation, support and documentation; all of which combine to facilitate student development. The MYEPAD is the vehicle to record formative and summative assessment of the Standards of proficiency for registered nurses.

The programme team told us that students identify and determine spoke placements. We heard from PLPs and the AEI that there are effective communication flows through well-established processes such as educational audit and cause for concern procedures. Documentary review confirms established evaluation systems with students evaluating their experience for each practice learning environment. There are biennial educational audits using an AEI shared audit tool. Link lecturers have responsibility for monitoring and quality assuring practice learning environments. Evaluation systems are responsive, reporting to university boards, PLPs and programme advisory board meetings.

PLPs are coherent in their agreement that the expanding proficiencies require a degree of up skilling within the workforce and this is 'work in progress', as is the updating of local policies. PLPs anticipate this work will be completed by October 2019. PLPs told us they work collaboratively in a system wide approach as part of the sustainable transformation partnership.

- 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. The programme takes a holistic, life span approach to practice experience, ensuring that students experience the required variety of practice. The AEI has administrative processes in place to monitor both the quality and variety of individual student's placement experience. We are assured that the practice learning experiences will prepare students to meet the holistic needs of people in all ages.

- 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. Documentary evidence shows practice learning environments allow students the opportunity to meet communication and relationship management skills and nursing procedures within their selected field of nursing practice, as set out in the Standards of proficiency for registered nurses. Stakeholders confirm this.

Module outlines provide evidence of communication and relationship management skills. The MYEPAD is the vehicle to record formative and summative assessment of this learning.

- 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 analysis and discussion with the programme team confirm the programme utilises a VLE (Blackboard) which includes e-learning packages and MOOCs to complement face to face teaching and learning. Further examples of technology enhanced learning include MasteringA&P®, the Edward Jenner Leadership programme, and eLearning for Health online modules. The pedagogy of blended learning and 'flipped classrooms' is well established. Episodes of simulated practice are clearly identified within module outlines and programme planners. Simulation based learning is evident in each part of the programme. Simulation will be used to develop communication, teamwork, decision-making and psychomotor/technical skills, a clear strategy for developing pre-registration nursing proficiencies is in place. Module learning outcomes and learning level dictate the simulation format. We heard from the programme team that simulation events are person centred and thoughtfully constructed to ensure authenticity. Briefing and debriefing are identified as essential to learning. Documentary analysis and triangulation with the programme team confirm that registration in the adult field of practice complies with Article 31 (5) of EU Directive 2005/36/EC. The employer of NDAs confirmed support for NDAs (adult) to experience relevant content to meet the EU directive.



- 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. Documentary evidence confirms processes are in place to meet students' individual needs and personal circumstances. Where recommendations for reasonable adjustments are advised by university occupational health or disability services, these are shared with PLPs, subject to the student's consent. A policy and processes for reasonable adjustments are in place. At the approval visit the programme team and PLPs demonstrate familiarity with both.

Student and PLPs told us that the policies and processes are working effectively.

**Note:** *If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.*

**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:** 17 May 2019

#### **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, R3.8, R3.11, R3.13, R3.14, R3.17;*

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

*Standards for student supervision and assessment*

*R4.1 – R4.11*

**Findings against the standards and requirements**

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

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

**MET**  **NOT MET**

R4.1 is met. Processes for support, supervision, learning and assessment in the university and practice learning settings are clear in programme documents and in the operational plan implementing the SSSA. PLPs tell us they understand their responsibilities in complying with the Standards framework for nursing and midwifery education. Students (including NDAs) confirm they know about the support they can receive in the academic and practice learning settings. NDAs spoke of bespoke AEI support that coincided with their 20 percent off the job training.

PLPs and the AEI have collaborated to develop and agree guidelines which articulate how the new roles of practice assessor, practice supervisor and academic assessor will be implemented in September 2019. This includes how individuals in these roles will be prepared and developed. PLPs tell us that they participate in the regional MYEPAD group and are working collaboratively to support the implementation of the SSSA. The group aims to ensure consistency across different practice learning environments. PLPs say that cross working with other AEIs helps ensure consistency of learning in the practice environments. PLPs told us that they recognise the opportunities the SSSA offer and view them as an opportunity to enhance practice learning for students. The dean of faculty at the AEI provided assurance that resources for the programme have been verified via scrutiny of the business case. Projection of staffing resource is made regularly through review of numbers during the applicant cycle. At operational level workload modelling of academic assessors has been scoped and is subject to regular strategic review.

- 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 not met. The PLPs and AEI have a strong partnership which is enhanced through the collaboration across multiple AEIs who support the MYEPAD. Mentor preparation updates evidence how local and national changes are being actively communicated, particularly around the SSSA. There are processes in place to identify the practice supervisors and practice assessors and how they will be prepared for their roles.

The operational plan produced by the AEI in collaboration with PLPs details the preparation of practice supervisors and assessors. PLPs are confident processes for the preparation and introduction of practice supervisors and assessors are effective. They told us that the adoption of coaching models in advance of the SSSA are helping to facilitate the transfer from SLAiP to the SSSA.

Students show an awareness of the transfer from the SLAiP to the SSSA and understand that further preparation will be provided by the AEI in September 2019. Final year students say they are being prepared to undertake practice supervisor roles under the SSSA model.

The AEI has undertaken a scoping exercise for allocation of academic assessors and adequate staff resource is assured at strategic level. The operation plan for implementation of the SSSA states registered nursing associates can act as academic assessors to student nurses and nurse apprentices. This is incorrect and requires amending. (Condition three) (SSSA) R6.3; SPNP R4.2).

There is a link lecturer support system to support students in practice learning and students' perceptions of the range and appropriateness of their practice learning experiences is positive, however the connection with the link lecturer during placement is reported as being variable. Students told us they largely feel supported however, some students found the link lecturer role to be "hit and miss". (Recommendation one) (SSSA R1.4, R1.5).

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

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

**MET**  **NOT MET**

R4.4 is met. Module outlines and programme handbooks meet university regulations for assessment and feedback. Strategies for both formative and summative assessment are clearly evident through module outlines, the assessment handbook and MYEPAD. The assessment handbook is a strength of the programme. Assessment strategies are varied and include essays, multiple choice questions, poster presentations, video diary, Podcasts, examinations, and practice assessment through the MYEPAD. Formative and summative assessments for each module are stated in programme documents and student-facing handbooks. Information is included on good academic practice and penalties for academic misconduct.

Students are clear that both formative and summative assessment opportunities are available and confirm that timely feedback occurs. Some students we met at the approval visit told us they would like to see enhancements to their proficiencies in line with the Standards of proficiency for registered nurses (NMC, 2018). (Recommendation two). (SPNP R1.7)

We found external examiners comment on assessment processes and feedback to students.

- 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. The placement mapping documentation shows students have practice learning opportunities across health and social care and in a variety of health care settings. These are relevant to each field of nursing and have a 'hub and spoke' structure.

The MYEPAD is mapped to the standards of proficiency for registered nurses. A skills passport is in place to record mandatory training.

**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**



<ul style="list-style-type: none"> <li>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) <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/></li> </ul>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met <b>YES</b> <input type="checkbox"/> <b>NO</b> <input checked="" type="checkbox"/></p> <p>The draft operation plan for implementation of the SSSA states registered nursing associates can act as academic assessors to student nurses and nurse apprentices. This is incorrect and requires amending (Condition three). (SSSA R6.3; SPNP programmes R4.2).</p>
<p><b>Outcome</b></p>
<p><b>Is the standard met?</b> <b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input checked="" type="checkbox"/></p> <p>The draft operation plan for implementation of the SSSA states registered nursing associates can act as academic assessors to student nurses and nurse apprentices. This is incorrect and requires amending. (Condition three)</p> <p>Condition three: Correct appendix six (page 25) of the draft operation plan which incorrectly states the registered nursing associates can act as academic assessors to student nurses and NDAs. (SSSA R6.3; SPNP R4.2)</p> <p><b>Date:</b> 17 May 2019</p>
<p><b>Post event review</b></p>
<p><b>Identify how the condition(s) is met:</b></p> <p>Condition three: the AEI provided a corrected operational partnership plan removing the annotation that registered nursing associates can act as academic assessors to pre-registration nursing students. Condition three is now met.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>Operational partnership plan, June 2019</li> <li>UEA pre-registration nursing - response to conditions, June 2019</li> </ul>
<p><b>Date condition(s) met:</b> 13 June 2019</p>
<p><b>Revised outcome after condition(s) met:</b> <b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/></p> <p>The condition is now met.</p>

Assurance is provided that the SSSA R6.3 and SPNP R4.2 are now 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.

**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

*Standards framework for nursing and midwifery education* specifically R2.11, R2.20

YES  NO  N/A

There is no exit award leading to 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:** 17 May 2019

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>Assessment handbook, March 2019</p> <p>Programme conditions for NDAs, March 2019</p> <p>Draft operational plan (SSSA), May 2019</p> <p>Post event conditions documentation:</p> <p>HSC recruitment and selection strategy, May 2019</p> <p>Operational partnership plan, June 2019</p> <p>UEA pre-registration nursing -response to conditions, June 2019</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>Student university handbook is not produced as all relevant documentation appears in the programme handbook with relevant links to AEI policies.</p>		
<p>Additional comments:</p>		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, please identify cohort year/programme of study:</p> <p>RN adult year three x one</p> <p>RN child year three x two</p> <p>RN mental health year one</p> <p>NDA adult year one x two</p> <p>NDA adult year two x two</p> <p>MSc adult x one (completed student)</p> <p>Note: A learning disabilities nursing student was scheduled to attend the student meeting but was unable to attend.</p>		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

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

	<b>YES</b>	<b>NO</b>
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		

System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list</p> <p>CQC Quality report Norfolk and Suffolk NHS Foundation Trust, 2018</p> <p>CQC Quality report Norfolk Community Health and Care NHS Trust, 2018</p> <p>CQC Quality report Norfolk and Norwich University Hospitals NHS Trust, 2018</p> <p>CQC Quality report Queen Elizabeth Hospitals NHS Trust, 2018</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>The AEI is an established provider of pre-registration nursing programmes across all four fields.</p>		
<p>Additional comments:</p>		

**Mott MacDonald Group Disclaimer**

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

**Issue record**

**Final Report**

Author:	Pam Page	Date:	03 June 2019
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Approved by:	Leeann Greer	Date:	09 July 2019
Submitted by:	Lucy Percival	Date:	10 July 2019