Programme approval visit report

Section one

Programme provider name:	University of Gloucestershire
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Gloucestershire Health and Care NHS Foundation Trust
	Gloucestershire Hospitals NHS Foundation Trust
	Great Western Hospital NHS Foundation Trust
	NHS Gloucestershire Clinical Commissioning Group
	NHS Swindon Clinical Commissioning Group
	North Bristol NHS Trust
	Oxford Health NHS Foundation Trust
	Royal United Hospitals Bath NHS Foundation Trust
	Private, voluntary and independent sector organisations
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 (Hons) Nursing (Adult), BSc (Hons) Nursing (Mental Health) BSc (Hons) Nursing (Learning Disabilities)

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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:	14 and 15 October 2020
Programme start date:	
RN – Adult	18 January 2021
RN – Children's	
RN - Learning Disabilities	18 January 2021
RN - Mental Health	13 September 2021
NDA Adult	18 January 2021
NDA Children's	
NDA Learning Disabilities	18 January 2021
NDA Mental Health	13 September 2021

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: Pepsi Takawira Lay Visitor: Jayne Walters

Summary of review and findings
The University of Gloucestershire (UoG), an approved education institution (AEI), school of health and social care presented documentation for the approval of the following pre-registration nursing provision: direct entry pre-registration BSc (Hons) nursing programme in three fields of nursing practice; adult, mental health and learning disabilities; a four-year BSc (Hons) nursing degree apprenticeship (NDA) in each of the three fields of nursing. A three-year direct entry blended learning route in each of the three fields of nursing. This approval visit was undertaken remotely due to COVID-19. The programme is proposed for delivery from 18 January 2021. The programme documentation and evidence presented at the approval visit confirm the curriculum content, modes of delivery and practice experiences are designed to enable students to meet the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018). The essence of the standards is captured and explained both in the programme documentation and through discussion at the approval visit. Documentary analysis and discussion at the approval visit confirm there's robust and effective partnership working at a strategic and operational level with practice learning partners (PLPs) and employers. PLPs confirm that there's sufficient placement capacity to support student numbers. There are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiencies for all nursing students. Placement visits confirm that learning disability practice learning environments are appropriate and sufficient to support students. We met with service user (SUC) representatives who are referred to as 'experts by experience' (EBE). Whilst there's evidence of engagement with SUCs, this is opportunistic and inconsistent in all aspects of the programme. There are processes to address issues raised in Care Quality Commission (CQC) quality reports which require the attention of UoG and the associated PLPs to assure the quality of student practice learning experiences. In all cases there are action plans developed in collaboration with PLPs to mitigate risks to student learning. The apprentice employer partners (EPs) supporting the NDA route are, Priory Group and National Star College.

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The UoG is involved in partnership working with other regional AEIs in the development of the practice assessment document (PAD) and ongoing achievement record (OAR) for pre-registration nursing students which are being adopted for this programme. The UoG will adopt the South PAD. There's a shared regional strategy and a local plan approach to the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018), and preparation of practice supervisors, practice assessors and academic assessors.

The SSSA are met at programme level.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level.

The programme is recommended to the NMC for approval subject to four NMC conditions and three university conditions. One NMC recommendation and one university recommendation is made.

Update 12 November 2020:

The programme team has provided documentation to meet the NMC conditions. The AEI has confirmed the university conditions are also 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:** Condition one: The AEI must develop an implementation plan to provide opportunities throughout the programme for students to collaborate with and learn from other professionals and peers. (SFNME R3.16; SPNP R2.1) Condition two: The AEI must develop an implementation plan, that ensures sustainable SUC involvement in the design, development, delivery and evaluation of the Future Nurse programme. This must

include evidence of suitable preparation (including equality, diversity and inclusion (EDI)) training for engagement with student recruitment and student assessment. (SFNME R1.12, R2.7, R5.14; SPNP R2.1)

Condition three: The AEI must produce a plan to confirm how, where and who will deliver the blended learning routes. (SFNME R3.2; SPNP R2.1)

Selection, admission and progression:

Condition four: The AEI must provide information in the documentation to ensure consistency and clarity that recognition of prior learning (RPL) can be used to a maximum of 50 percent. (SPNP R1.5)

Practice learning:

None identified.

Assessment, fitness for practice and award:

None identified.

Education governance: management and quality assurance:

Condition four: Describe the local (school – community) research framework (research staff, research themes and activities) and explain how this supports research informed teaching for the three courses. (University condition)

Condition five: Apply to academic board for the required variation to the academic regulations. (University condition)

Condition six: Complete the technical amendments. (University condition)

Date condition(s) to be met:	12 November 2020
Recommendations to enhance the programme delivery:	Recommendation one: The AEI should consider developing a process for monitoring supernumerary status. (SPNP R3.7)

	Recommendation two: Explain better the incorporation of the research methods theme into the syllabus. (University recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: The programme team provided an implementation plan to provide assurance of how students will collaborate with and learn from other professionals and peers. Condition one is now met. The revised co-production SUC strategy document provides assurance that SUCs involved in the pre-registration nursing programme will receive appropriate training for their roles. Condition two is now met. The programme team provided an updated plan detailing how, where and who will deliver the blended learning routes. Condition three is now met. The programme team have amended the documentation to ensure consistency and clarity that RPL can be used to a maximum of 50 percent. Condition four is now met. Evidence is provided to confirm the university conditions are also met.

AEI Observations	Observations have been made by the education institution **YES** ☒ **NO** ☐
Summary of observations made, if applicable	Summary section – amend faculty name to school of health and social care. Summary section – amend four-year NDA to three-year direct entry. Amendments made as requested above.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	12 November 2020

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC *Standards for student supervision and assessment* R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
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

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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.

The programme documentation indicates that the programme has been developed with engagement and collaboration from students, SUCs and PLPs. Whilst it's evident that processes are in place for utilising SUCs in aspects of programme operation and delivery there's limited evidence of the strategic and operational aspects of involving SUCs within the programme. At the approval visit we found SUC involvement in the programme to be inconsistent at all levels of involvement (selection and recruitment; programme management and delivery; teaching learning and assessment). The programme team tell us about the intention to involve SUCs in the programme, but there's no evidence to confirm these plans at programme level. SUCs tell us they were not involved in the design and development of the new programme. SUCs tell us that they feel valued in their role by the programme team and students. There's no evidence that SUCs receive formal preparation or training for their role and they haven't completed EDI training.

The programme team must provide a programme level plan to demonstrate sustainable and meaningful SUC involvement across all parts of the programme. This should detail the support and training available to SUCs. (Condition two)

The AEI has in place an approach to inter-professional learning (IPL) (multi-professional learning) which provides an annual opportunity for students to engage in the academic setting, learning from and with students from other professional disciplines. The interdisciplinary education and learning framework focuses on several inter-professional working themes including personal and professional development, communication and team working. Evidence provided indicates that

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inter-professional education is still evolving for the AEI as a whole and the programme considered for approval. There's no evidence that students will have robust programme level IPL experiences in theory, however, the south PAD does provide opportunities for students to record IPL experiences in practice settings. At the approval visit we find that IPL will take place in an annual themed day. IPL opportunities aren't effectively embedded within the programme. (Condition one)

Students tell us that they provide feedback to the programme team via module and placement evaluations. Students feel that their voice is heard, and their feedback effects change in all parts of the programme. Further options to feedback are open to students through the 'simon' portal on the students MyGlos homepage. This is managed and reported on through the student union and brought to programme team meetings by the programme student representatives. Students tell us that they've been informed about the new programme and transition to the new standards.

The AEI is involved in partnership working with other regional AEIs, in the development of the south PAD and OAR for pre-registration nursing students. To support the implementation of the PAD there are shared regional strategies and a local plan approach to preparing practice supervisors, practice assessors and academic assessors to meet the SSSA. PLPs confirm that there's effective partnership working with UoG at strategic and operational levels. Managers and those involved in the supervision and assessment of students tell us there are effective processes in place to manage concerns and support students with reasonable adjustments.

Employers we met at the approval visit from the NHS and private/voluntary sector are committed to delivering the pre-registration nursing apprenticeship route in the proposed programme. This commitment includes supernumerary time for apprentices, broader practice learning experiences outside of the apprentices' employment base and the provision of practice learning experiences for students on the direct entry route.

At the approval visit PLPs and employers confirm that they've a robust partnership with the AEI. They tell us that the communication process between the AEI and PLPs/employers is highly effective. Employers/PLPs confirm they undertake joint recruitment and selection of students for the programme. They've involvement in programme delivery and assessment. PLPs confirm that there's sufficient placement capacity to support student numbers. There are sufficient appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for assessment of skills and proficiencies for all nursing students. This is managed via the collaborative strategic workforce development project board which has cross partner representation.

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*

The programme documentation indicates that inter-professional education is still evolving for the AEI as a whole and IPL opportunities aren't effectively embedded within the programme.

Condition one: The AEI must develop an implementation plan to provide opportunities throughout the programme for students to collaborate with and learn from other professionals and peers. (SFNME R3.16; SPNP R2.1)

The programme documentation indicates that the programme has been developed with engagement and collaboration from students, SUCs and PLPs. Whilst it's evident that processes are in place for utilising SUCs in aspects of programme operation and delivery there's little key evidence of the strategic and operational aspects of involving SUCs within the programme.

Condition two: The AEI must develop an implementation plan, that ensures sustainable SUC involvement in the design, development, delivery and evaluation of the Future Nurse programme. To include evidence of suitable preparation (including EDI training) for engagement with student recruitment, and student assessment. (SFNME R1.12, R2.7, R5.14; SPNP R2.1)

Assurance is provided that the AEI works in partnership with their practice learning partners, SUCs, 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:

Documentation submitted by the programme team provides assurance that there will be opportunities throughout the programme for students to collaborate with and learn from other professionals and peers.
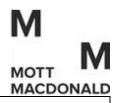
Condition one is now met.

Evidence:
UoG IPL implementation plan, November 2020

The programme team submitted documentary evidence that ensures sustainable SUC involvement in the design, development, delivery and evaluation of the future nurse programme. The documentation provides assurance that SUCs involved in the programme will receive preparation and training for their roles.

Condition two is now met.

Evidence:
UoG SUC programme, November 2020
UoG SUC implementation plan, November 2020
EBE interview skills training, September 2020
SUC involvement mapping document, November 2020

Date condition(s) met: 12 November 2020

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

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:
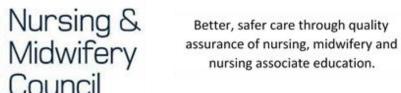
- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)
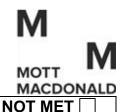
    YES ☒   **NO** ☐

- 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** ☐

- 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 not met. There's an established university process for RPL. Documentary evidence indicates that RPL can be used for a maximum of 50 percent of the programme. There's an RPL process and guidance is available. Applicants can access information about RPL on the AEI website.

Applicants submit a portfolio of evidence which is assessed by the admissions team, RPL panel and external examiner.

The hours identified in the validation documents are inconsistent and equate to more than 50 percent of the programme. This information needs to be revised and presented consistently in the documentation.

The AEI must provide information in the documentation to ensure consistency and clarity that RPL can be used to a maximum of 50 percent. (Condition four)

- 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. There's an established university process for RPL. Documentary evidence indicates that RPL can be used for the programme. Documentation is explicit that NMC registered nurses can be granted more than 50 percent RPL. There are detailed RPL mapping tools for both theory and practice learning.

- 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 and the approval process confirm opportunities for students to develop abilities in digital and technological literacy, numeracy and literacy are embedded throughout the programme. There's documentary evidence that the PAD is linked to proficiency outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes.

UoG is adopting the South PAD and OAR which includes requirements for and confirms student proficiency in numeracy, literacy and digital technology.

Students on all routes can access support services in relation to study skills which includes writing assignments and digital literacy to support blended learning. The Moodle virtual learning environment (VLE) will be used to support learning for students on all routes.

Students on the blended learning route will be taught using a virtual classroom. They'll complete the BKSB functional skills assessment within the first week of study which will help guide the student and personal tutor towards any support required in English, maths and digital skills. The blended learning route will utilise a combination of asynchronous, digital and synchronous learning therefore providing the ability to learn when it suits the student.

Students on all routes use the safeMedicate online learning and assessment platform for numeracy and drug calculations.

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Students confirm they can access a range of academic and pastoral support services to support learning.

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

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

  YES ☒   **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.

There's intention to transfer current students onto the proposed programme, a robust programme mapping exercise has been undertaken to support transfer arrangements. Arrangements for the transfer of students to the new standards are clear. There's evidence of consultation with students.

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.

PLPs and the programme team confirm that UoG transitioned to the SSSA following publication of the NMC's emergency standards. Students tell us they've been involved in consultations and briefings on these changes and how this will affect them.

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 ☒

The permitted RPL hours identified in the validation documents are inconsistent and equate to more than 50 percent of the programme.

Condition four: The AEI must provide information in the documentation to ensure consistency and clarity that RPL can be used to a maximum of 50 percent. (SPNP R1.5)

Date: 15 October 2020

Post event review
Identify how the condition(s) is met: The programme team have amended the documentation to ensure consistency and clarity that RPL can be used to a maximum of 50 percent. Condition four is now met. Evidence: Revised programme specifications, undated Revised student handbooks, undated Revised RPL documents, August 2020
Date condition(s) met: 12 November 2020
Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Standard 2: Curriculum
Approved education institutions, together with practice learning partners, must:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

  YES ☐   **NO** ☒

R2.1 is not met. Narrative evidence is provided which suggests that only PLPs have been involved in curriculum development. However, at the visit, students confirmed that they'd contributed to curriculum development.

Whilst it's evident that processes are in place for utilising SUCs in aspects of programme operation and delivery there's little key evidence of the strategic and operational aspects of involving SUCs within the programme. At the approval visit we find SUC involvement in the programme to be inconsistent at all levels of involvement (selection and recruitment; programme management and delivery; teaching learning and assessment). The programme team tell us about the intention to involve SUCs in the programme, but there's no evidence to confirm these plans at programme level. SUCs tell us they've not been involved in the design and development of the new programme. SUCs tell us that they feel valued in their role by the programme team and students. The co-production strategy

which is currently being developed suggests that those involved in recruitment and selection will have EDI training. There's no evidence that SUCs receive formal preparation or training, including EDI training, for their role.

The AEI must provide a programme level plan to demonstrate sustainable and meaningful SUC involvement across all parts of the programme. This should detail the support and training available to SUCs. (Condition two)

Arrangements for the delivery of learning and teaching for the blended learning route are unclear. PLPs and the programme team tell us that some clinical skills teaching will take place off campus. It's unclear how, where or who will deliver this teaching. (Condition three)

Students are supported by personal tutors, academic assessors, and other members of the programme team. Students have access to the AEIs academic and wellbeing student support services. Students also have access to welfare services provided by employers and PLPs.

Placement audits are undertaken by the UoG or other AEIs in the region to assure the quality of placement learning environments. There's documentary evidence that audit management processes are in place, including the sharing of information with other AEIs in the region.

There are policies and processes in place for students to raise concerns. These are outlined in the student handbook and discussed as part of placement orientation. This is confirmed in the PAD. The process for raising concerns between PLPs and the AEI was confirmed at the visit.

The PAD provides students with opportunities to reflect on IPL. The programme documentation suggests that IPL will take place with students from other health and social care programmes. At the approval visit we find that IPL will take place in an annual themed day. IPL opportunities aren't embedded within the academic setting. (Condition one).

There's evidence that students' feedback through module evaluations, student surveys and course boards. Students confirm that they provide feedback to the programme team via module and placement evaluations. Students feel that their voice is heard, and their feedback effects change in all parts of the programme. Students tell us that they've been informed about the new programme and transition to the new standards.

The programme team confirm that attendance is monitored using online software which identifies when a student engages with online learning and teaching activities.

- 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. Documentation and evidence from the approval visit confirm that 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, child and learning disabilities. A programme plan identifies where theory and practice learning will take place. NDA students confirm that they have placements to support learning across the four fields. This includes external placements when appropriate. Placements are allocated by the UoG placements team for students on all routes. Examples of placements indicate students will have exposure to the four fields of nursing. Placement experience is monitored by the placements team lead.

- 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. The programme comprises a combination of generic and field specific modules. There's clear evidence in the programme specifications and module descriptors that the programme will prepare students to enter the register in their chosen field of nursing practice. Students complete field specific as well as generic core modules within the programme.

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R2.8 is met. Programme documentation provides evidence that supports the development of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in one of the three fields of nursing practice. The South PAD adopted for the programme is designed to assess pharmacology and medicines administration for entry to the register. The proposed programme has been collaboratively developed with relevant students, employers and PLPs from all fields to ensure appropriate field specific content.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.
  There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET ☒   **NOT MET** ☐

R2.9 is met. Programme documentation and the approval process confirm that the programme has an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning

allocations. All hours and learning outcomes must be achieved by the end of the programme.

A comprehensive range of learning and teaching strategies to actively engage students are detailed in the programme documentation. These include simulation, enquiry-based learning, blended learning, expert practitioner input and research informed teaching. These strategies are designed to offer students a variety of learning opportunities that align with their module learning outcomes and enable appropriate preparation and support as they progress through the programme. Blended learning students will have face-to-face clinical skills learning.

Programme length for the direct and apprenticeship routes is detailed in the programme specification documents. There's an equal balance of theory and practice across the programme stages. These meet the required 2300 hours in theory and 2300 hours in practice learning.

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 isn't delivered in Wales.

- 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 programme doesn't lead to registration in two fields of nursing practice.

- 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)

The 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 ☒

The PAD provides students with opportunities to reflect on IPL. The programme documentation suggests that IPL will take place with students from other health and social care programmes. At the approval visit we find that IPL will take place in an annual themed day. IPL opportunities aren't embedded within the academic setting. (Condition one)

The AEI must provide a programme level plan to demonstrate sustainable and meaningful SUC involvement across all parts of the programme. This should detail the support and training available to SUCs. (Condition two)

Arrangements for the delivery of learning and teaching for the blended learning route are unclear. PLPs and the programme team tell us that some clinical skills teaching will take place off campus. It's unclear how, where or who will deliver this teaching. (Condition three)

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 ☒

IPL opportunities aren't embedded within the theory element of the programme.

Condition one: The AEI must develop an implementation plan to provide opportunities throughout the programme for students to collaborate with and learn from other professionals and peers. (SFNME R3.16; SPNP R2.1)

There's no programme level plan to demonstrate sustainable and meaningful SUC involvement across all parts of the programme.

Condition two: The AEI must develop an implementation plan, that ensures sustainable SUC involvement in the design, development, delivery and evaluation of the Future Nurse programme. This must include evidence of suitable

preparation (including EDI training) for engagement with student recruitment, and student assessment. (SFNME R1.12, R2.7, R5.14; SPNP R2.1).

PLPs and the programme team tell us that some clinical skills teaching will take place off campus. It's unclear how, where or who will deliver this teaching.

Condition three: The AEI must produce a plan to confirm how, where and who will deliver the blended learning routes. (SFNME R3.2: SPNP R2.1)

Date: 15 October 2020

Post event review

Identify how the condition(s) is met:

Documentation submitted by the programme team provides assurance that there will be opportunities throughout the programme for students to collaborate with and learn from other professionals and peers.

Condition one is now met.

Evidence:
UoG IPL implementation plan, November 2020

The programme team submitted documentary evidence that ensures sustainable SUC involvement in the design, development, delivery and evaluation of the future nurse programme. The documentation provides assurance that SUCs involved in the programme will receive preparation and training for their roles.

Condition two is now met.

Evidence:
UoG SUC programme, November 2020
UoG SUC implementation plan, November 2020
EBE interview skills training, September 2020
SUC involvement mapping document, November 2020

The programme team provided an updated plan detailing how, where and who will deliver the blended learning routes.

Condition three is now met.

Evidence:
BSc blended learning route delivery, undated

Date condition(s) met: 12 November 2020

Revised outcome after condition(s) met: MET ☒   NOT MET ☐

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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 and the approval process indicate that there are practice learning opportunities to allow students to develop and meet the

proficiencies to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice. Sample practice learning plans and meetings with PLPs, the programme team and students confirm that students will have the necessary placement learning experience. UoG uses the ARC system to allocate and monitor placement learning experience.

The South PAD and OAR adopted for the programme will be used to record student practice learning opportunities.

NDA students experience both hub and external/spoke placements throughout their programme. The hub placements are based with their employer. The students are also placed in a range of practice settings to enable them to meet the Standard of proficiency for registered nurses.

There are established processes and procedures for raising and escalating concerns which students and PLPs confirm they understand. There's a joint process between PLPs/employers and the AEI for managing fitness to practise issues.

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

MET ☒   **NOT MET** ☐

R3.2 is met. The anticipated practice pattern provides assurance that students will get opportunities to develop both clinical and theoretical skills to deliver safe and effective care and meet the diverse needs of people through varied experiences across the lifespan.

Documentary evidence confirms there's a range of systems and processes in place through partnership working between the AEI, employers and PLPs to ensure that the quality of practice learning environments is monitored. This includes undertaking educational audits and sharing these with other AEIs that use the same practice learning environments, managing, and monitoring concerns and complaints as well as student evaluations of their practice learning experiences.

The programme narrative indicates that the AEI attends the south west partnership group (SWPG), which is made up of all AEIs in the south west where agreements to supporting students, placement capacity and working processes are discussed and agreed.

Students evaluate practice via ARC, and this is shared with PLPs via Nurse Educational Partnership Group (NEPG) meetings. Students tell us that they provide feedback on placement learning which is collated and fed back to PLPs. PLPs confirm that they receive this feedback which is used to enhance placement learning.

- 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. The south PAD clearly maps the Future nurse: Standards of proficiency for registered nurses (NMC, 2018) and identifies where the platforms and nursing procedures are recorded and assessed. Communication and relationship management skills are assessed for the three fields of nursing practice through the south PAD. SUCs give feedback to students through the south PAD. Practice learning opportunities allow students to meet annexes A and B as evidenced through successful completion of the PAD.

- 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. Programme documentation and the approval process confirm that simulation is used to support and enhance skills teaching. Compliance with the content of article 31(5) of directive 2005/36/EC is evident and mapped to the content of the programme specification and module documents. 288 simulated learning hours are spread across the programme to support learning and assessment. These are counted as part of the total 2300 practice hours. Intent to involve SUC in simulated activities is confirmed at the approval visit.

The leadership team and students confirm that robust support is provided to students to engage with technology. The programme is supported by a variety of support services which include the libraries and information technology (IT) facilities. Students are introduced to the VLE platform at the start of the programme and it's integrated throughout to support all academic activity.

Student learning for those undertaking the blended learning route is supported by a virtual classroom and virtual reality. Students on this route have face-to-face teaching for clinical skills.

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- 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. Programme documentation and the approval process confirm that the AEI has robust policies and procedures in place to ensure that students' individual needs and circumstances are considered at all levels of the programme. This allows reasonable adjustments to be made as appropriate. This is explicit in the student handbook. PLPs confirm that students can also access support services within the trusts.

Students confirm various reasonable adjustments they've had in both practice learning environments and the university. They give examples of support offered by the AEIs help zone and circumstances when reasonable adjustments have been made. The practice learning initial interview gives students the opportunity to discuss reasonable adjustments with their practice supervisor.

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

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

There's documentary evidence that students will be supernumerary in practice. However, we found that some students aren't always supernumerary. There's limited evidence of an effective mechanism to monitor students' supernumerary status. (Recommendation one)

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: 15 October 2020		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education* R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment* R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme R4.4 provide students with feedback throughout the programme to support their development R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100% R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse R4.9 ensure that there is equal weighting in the assessment of theory and practice R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*, and R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

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

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

Findings against the standards and requirements

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

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

MET ☒   **NOT MET** ☐

R4.1 is met. Programme documentation and the approval process provide evidence of processes to monitor how the supervision, support, learning, and assessment provided complies with the SFNME. The south PAD and associated guidance provide an objective approach to assessing students' practice learning and achievement of the Standards of proficiency for registered nurses (NMC, 2018). There are policies in place supporting quality assurance of the programme.

The programme team and employer/PLPs tell us those involved in student supervision and assessment are suitably prepared and undergo appropriate updates. We found there's an effective partnership approach in the implementation of the SSSA. PLPs and employers confirm there are enough practice supervisors and practice assessors for all students.

Academic support and student support services are comprehensive and clearly identified in programme documentation. Students tell us they're aware of what support they can receive in academic and practice learning environments. Students confirm they're well supported in university and in practice areas. UoG student support service provides a range of specialist services including disability services, dyslexia support and mental health support. Students tell us these services are helpful and supportive.

Placement audits are undertaken by UoG or other AEIs in the region to assure the quality of placement learning environments. There's documentary evidence that audit management processes are in place, including the sharing of information with other AEIs in the region.

- 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 in gateway two and the approval process confirm robust processes in the preparation for the SSSA. The role and responsibilities of practice supervisors and practice assessors are detailed in programme documentation. Students will be supported and assessed by suitably prepared practice supervisors, practice assessors and academic assessors. Students will also be supported using the collaborative learning in practice (CLiP) model of coaching.

We found PLPs and employers have a clear understanding of the requirements of the SSSA. A regional approach to supervision of students is adopted to ensure consistency in shared practice learning environments. There's appropriate material available for preparing and updating practice supervisors and practice assessors. Practice assessors say they're confident about how the SSSA is being implemented and are aware of their roles and responsibilities in this regard. PLPs tell us they've appropriate systems in place to monitor and assure capacity for practice supervision and assessment.

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. There are appropriate mechanisms in place to provide students with formative and summative feedback throughout the programme to support their development. The assessment process provides feedback and feed forward to students on their performance and achievement. Students confirm they receive a good level of support within the university and in practice learning environments. Students say they've formative feedback opportunities to prepare them for summative assessments. Students confirm they're able to obtain SUC feedback through the south PAD.

The south PAD provides opportunities for students to receive feedback about their progress in practice learning. Practice supervisors record their decisions on the student's progress and proficiency. Students receive further feedback via the OAR and skills annexes.

For NDA students there are three tripartite meetings per academic year, these create further opportunities for feedback.

- 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 to the three fields of nursing on each of the routes provides assurance that students will meet the Standards of proficiency for registered nurses in their field of nursing practice. PLPs and the programme team confirm there are collaborative processes for preparation for enhanced skills delivery in practice learning and practice assessment.

Students tell us that the programme and practice learning opportunities prepare them for their field of nursing.

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** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 15 October 2020		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must:

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

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

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

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Fall Back Award

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

YES ☐   **NO** ☐   **N/A** ☒

There's no fall-back 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** ☐

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

Date: 15 October 2020

Post event review

Identify how the condition(s) is met:
N/A

Date condition(s) met:

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

N/A

Sources of evidence

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

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

	YES	NO
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Evidence to meet conditions: UoG IPL implementation plan, November 2020 UoG SUC programme, November 2020 UoG SUC implementation plan, November 2020 EBE interview skills training, September 2020 SUC involvement mapping document, November 2020 Revised programme specifications, undated Revised student handbooks, undated Revised RPL documents, August 2020 BSc blended learning route delivery, 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: Two first year adult nursing students Seven first year mental health nursing students One second year adult nursing student One second year mental health nursing student Two third year adult nursing students Two third year mental health nursing students		
Service users and carers	☒	☐

	YES	NO
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☒	☐
If yes, state where visited/findings: Virtual visits to the: National Star College learning disability service and Gloucestershire Health and Care NHS Foundation Trust community team. Placement visits confirm that learning disability practice learning environments are appropriate and sufficient to support students.		
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: This is an established AEI and visits to education resources were not required other than for PLP visits related to the new learning disability route.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Jayne Walters Pepsi Takawira	Date:	22 October 2020
Checked by:	Ian Felstead-Watts	Date:	3 November 2020