

Programme approval visit report

Section one

Programme provider name:	University of Wolverhampton
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>Dudley and Walsall Mental Health Partnership NHS Trust</p> <p>Birmingham & Solihull Mental Health NHS Foundation Trust</p> <p>Shrewsbury and Telford Hospital NHS Trust</p> <p>Birmingham Womens and Childrens NHS Foundation Trust</p> <p>Black Country Partnership NHS Foundation Trust</p> <p>University Hospitals of Derby and Burton NHS Foundation Trust</p> <p>Midlands Partnership NHS Foundation Trust</p> <p>Sandwell and West Birmingham Hospitals NHS Trust</p> <p>Royal Wolverhampton NHS Trust</p> <p>Walsall Healthcare NHS Trust</p> <p>Birmingham Community Healthcare NHS Trust</p> <p>Private voluntary and independent health care providers</p>
Programmes reviewed: <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 checked="" type="checkbox"/></p>

Title of programme(s):	<p>BNurs (Hons) Adult Nursing, Master of Nursing (Adult Nursing), Master of Adult Nursing</p> <p>BNurs (Hons) Mental Health Nursing, Master of Mental Health Nursing</p> <p>BNurs (Hons) Learning Disability Nursing</p> <p>BNurs (Hons) Children's Nursing</p> <p>BNurs (Hons) Adult Nursing Apprenticeship</p> <p>BNurs (Hons) Mental Health Nursing Apprenticeship</p> <p>BNurs (Hons) Learning Disabilities Nursing Apprenticeship</p> <p>BNurs (Hons) Children's Nursing Apprenticeship</p>
Academic levels:	
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>																
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Programme start date:	<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>23 September 2019</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	23 September 2019
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QA visitor(s):	<p>Registrant Visitor: Susan Leddington</p> <p>Lay Visitor: Sandra Stephenson</p>																

Section two

Summary of review and findings

The University of Wolverhampton (UoW) (the university) faculty of health, education and well-being (the faculty) presented programme documentation for the approval of a three-year full time BNurs (Hons) pre-registration nursing programme with fields in adult, mental health, children's and learning disabilities nursing. The programme titles are BNurs (Hons) adult nursing, BNurs (Hons) mental health nursing, BNurs (Hons) children's nursing and a BNurs (Hons) learning disabilities nursing. The three-year full time BNurs programme is also presented in all four fields of nursing practice via the full-time degree nurse apprenticeship (NDA) route and via a four-and-a-half-year part-time route. A four-year master's in nursing (MNurs) (adult field) integrated programme was also presented. The university also presented a master of adult nursing route (MAN) and a masters of mental health nursing (MMHN) route. These latter masters' routes, MAN and MMHN, are of two years duration based on recognition of prior learning (RPL) for the first year of the programme for students who already hold a degree qualification.

The programme documentation and approval process confirm evidence of effective partnership working between the UoW and key stakeholders, including NHS practice learning partners (PLPs), private, voluntary and independent PLPs, employers, students, service users and carers. The programme team have widely consulted across the key stakeholders and developed the curriculum and all associated routes in partnership with them.

The programme is based on a connected curriculum which integrates research and teaching throughout. Modules are either core or field of nursing practice specific with core modules containing some shared learning with students on alternative fields of nursing practice in the undergraduate programme and between the two masters' programmes.

The Standards for pre-registration nursing programmes (NMC, 2018) (SPNP) and Standards of proficiency for registered nurses (NMC, 2018) are clearly detailed and mapped against the programmes.

The partnership working with PLPs led to the agreement to have an adapted version of the pan London practice assessment document (PLPAD). The pan-midlands, Yorkshire and east of England (MYE) practice learning group in consultation with a number of key stakeholders devised the practice assessment documentation called MYE-PAD that is being utilised by the university. The partnership approach details a shared vision for the preparation of practice supervisors, practice assessors and academic assessors.

The university in partnership with PLPs confirm any issues which arise from Care Quality Commission (CQC) quality reviews which impact on the practice learning environment and are managed through a systematic partnership process with detailed action plans.

Arrangements at programme level meets the Standards for supervision and assessment (SSSA) (NMC, 2018).

The programme is recommended to the NMC for approval subject to one condition. There are three recommendations.

Updated 28 May 2019

The university submitted additional documentation as evidence to meet condition one, however this didn't include marketing materials as specified in the condition.

Updated 4 July 2019

The university submitted the additional evidence required to meet condition one.

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 <input type="checkbox"/> Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Conditions: <i>Please identify the standard and requirement the condition relates to under the relevant key risk theme. Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i>	Effective partnership working: collaboration, culture, communication and resources: None identified Selection, admission and progression: Condition one: To make transparent to applicants the requirements of digital and technology literacy on course specification templates and marketing material. (SPNP R1.1.7 and SFNME R2.6) Practice learning: None identified Assessment, fitness for practice and award: None identified Education governance: management and quality assurance: None identified
Date condition(s) to be met:	28 May 2019

<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one; Inform all practice learning partners of the role out plan for student supervisor and assessment. (SPNP R4.2)</p> <p>Recommendation two; To continue to develop parity of learning opportunity across all delivery sites. (SPNP R2.4)</p> <p>Recommendation three; To further develop the identity of NDA apprenticeship students. (SPNP R2.4)</p>
<p>Focused areas for future monitoring:</p>	<p>Feedback from apprenticeship students and sponsoring PLPs.</p> <p>RPL applications into the BNurs programme.</p> <p>All PLPs including private, voluntary and independent sector adherence the SSSA.</p> <p>Support for third year students not transitioning to the new curriculum.</p>

<p align="center">Programme is recommended for approval subject to specific conditions being met</p>	
<p>Commentary post review of evidence against conditions:</p> <p>Revised course specification templates and marketing material submitted by the university evidences the changes required to meet condition one in relation to digital and technological literacy on entry to the programme. Condition one is now met. SPNP R1.1.7 and SFNME R2.6 are now met.</p>	
<p>AEI Observations</p>	<p>Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>Summary of observations made, if applicable</p>	
<p>Final recommendation made to NMC:</p>	<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>
<p>Date condition(s) met:</p>	<p>4 July 2019</p>

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for pre-registration nursing programmes (NMC, 2018)

Future nurse: Standards of proficiency for registered nurses (NMC, 2018),

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

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses and midwives

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

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.

We found evidence that the university has a commitment to partnership working with key stakeholders at a strategic and operational level. Senior managers representing the PLPs and employers confirmed that they were involved in the development of the new curriculum, including the NDA route and provided assurance of their support for this range of provision. PLPs at the approval visit included representation from seven NHS trusts. These trusts are all potential employers with the Royal Wolverhampton NHS Trust (RWT) as a confirmed employer partner for the NDA who has already signed a commitment statement. The university, in partnership with the PLPs have agreed governance arrangements in place to monitor and oversee all the routes in the programme. This includes the supervision and assessment of students within the practice learning environments to meet the Standards for student supervision and assessment (SSSA). The PLPs agreed to adopt the MYE-PAD for assessment of students in practice. The MYE-PAD is part of a regional development enabling greater consistency of practice assessment across approved education institutions

(AEIs) sharing the same practice learning experiences. The university tell us how they have responded to feedback from the PLPs and streamlined student practice learning experiences in the new curriculum in order to meet placement capacity. The university, in partnership with PLPs ensure there are a range of practice learning opportunities in place that equip students to meet people's diverse needs across the lifespan. These opportunities are monitored and routinely evaluated.

The university service user and carers group (SUCCESS) has been a pivotal part of the curriculum development process. The SUCCESS team presented their strategy of shared experiences and learning together and their contribution of championing and enhancing value to the programmes. Service users and carers told us they felt at the heart of the programmes. They told us that they contribute to open days, interview days, induction days, skills acquisition, and assessments for example, objective structured clinical examinations (OSCEs) and evaluations. They told us they provide feedback to the students, as well as being involved in curriculum development. There is service user and carer engagement for all fields of nursing, including a mother of a child with a learning disability. A number of stakeholder events and a 'showcase event' allowed the service user representatives to be a core part of the construction of programme modules. Service users and carers told us that their input is sought, and the programmes are developed with them as equal partners. They felt passionate that their input would see improvements to patient care. They told us how they worked in small groups with other stakeholders and that this work will continue in order to finalise the ongoing 'finer detail' of the delivery of the curriculum. They confirm they will continue to be involved in the delivery and evaluation of the curriculum.

Students expressed they are well supported at the university by personal tutors, programme leaders, module leaders and by practice staff. Students told us that they are asked for feedback at all stages of the programme both in theory and practice and this is valued. Students report they have representation within the programme team and that their voices are listened to. Some students have been involved in the development of the new curriculum and have attended stakeholder events. All the students we met confirmed they had been kept informed of the developments through the university virtual learning environment Canvas™ and a curriculum development noticeboard. All students confirm they are aware of the changes to assessment in practice through the roles of practice supervisors and practice and academic assessors.

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

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

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
- 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

R1.1.7 is not met. PLPs and members of SUCCESS group interview applicants alongside academic staff using values-based selection criteria. Practice, academic and SUCCESS members tell us they undergo equality and diversity training to

prepare them for this role. Students tell us that their involvement is valued, and one student expressed that she felt especially proud that a service user viewed her as a suitable 'future nurse'. However, there's no statement in the programme specifications or marketing materials about the requirements for digital and technological literacy for entry to the programme or how this is determined. (Condition one)

- 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. The university has a robust RPL process in place. Any RPL applications are able to claim up to the maximum of 50 percent and this is clearly stated within the programme documentation. The RPL mapping for the masters routes (MAN and MMHN) against the standards of proficiency and end of year one modules allows for the masters programme to be completed within two years. There's also a mapping document for RPL into the BNurs programme up to the maximum of 50 percent of the programme. The external examiner is part of this process and all RPL applications are checked and ratified through an assessment board process.

- 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 faculty has an exemption to university regulations to permit up to 66 percent of RPL within the pre-registration nursing programme to meet NMC requirements of more than 50 percent for registered nurses. A mapping document

is provided against year one and two of the programme modules. Evidence of the approved exemption is provided.

- 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 confirmation by the programme team provides assurance study skills for numeracy, literacy and digital and technology literacy are mapped and embedded throughout the programme. Students confirm they've received study skills advice and support. They described several ways in which they can access this support, both in university and in practice learning experiences. Documentary evidence and confirmation by the programme team provide assurance that numeracy, literacy, digital and technological literacy skills are developed and assessed within the programme. Within the MYE-PAD and the ongoing achievement record (OAR) there are progressive criteria linked to proficiency in numeracy, literacy, digital and technological literacy to meet the programme outcomes. Further detailed support for students to develop proficiency is evident within modules and includes searching databases as relevant websites for primary research underpinning evidence-based nursing.

Technology such as the virtual dissection table Anatomage™ is utilised within biology and patho-physiology sessions. Students told us how their use of such facilities develops their skills and confidence for practice. Students can record, upload and review footage of their practice in the simulated environment through the university's audio-visual recording system Panopto™. Second year students told us of the benefits of using this approach to their learning and development. They describe how they've used this learning in practice with patients and record this learning within their PAD.

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**

The programme team confirm that students who are on the current programme in year one and year two are to transfer to the new programme. The students we met are aware of transfer arrangements to the new programme. Each student was aware if they were transitioning to the new programme at the beginning of the second year or not. Students have been kept informed of the new programme developments through the university virtual learning environment CANVAS™. Students who are transferring to the new programme are aware of the implications for them and the need to meet the future nurse: Standards of proficiency for registered nurses (NMC, 2018). This has been evidenced in a mapping document. First year students expressed that they're excited to be part of the first entry to the second year of the new programme. Third year students didn't feel that they would be disadvantaged staying with the current programme. They told us that they'd been reassured by the programme team of further development of their skills within their programme. This will include becoming practice supervisor ready. A curriculum development week allowed them to understand what the new curriculum means to them.

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**

A mapping document is provided against year one and two of the programme modules which enables RPL 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**

R1.1.7 is not met. There's no statement in programme information of applicants' capability for digital and technological literacy on entry to the programme to ensure SPNP R1.1.7 is met. The admissions process isn't fully transparent and doesn't meet SFNME R2.6. (Condition one)
Condition one. To make transparent to applicants the requirements of digital and technology literacy on course specification templates (CSTs) and marketing material. (SPNP R1.1.7 and SFNME R2.6)

Outcome

Is the standard met?

MET

NOT MET

SPNP R1.1.7 requires that for entry to the programme students have capability for digital and technological literacy to meet programme outcomes. However, there's no documentary evidence that this capability is required or how it's determined. This element of the recruitment and selection process isn't transparent and doesn't meet the requirement SFNME R2.6. (Condition one)

Condition one: To make transparent to applicants the requirements of digital and technology literacy on course specification templates and marketing material. (SPNP R1.1.7 and SFNME R2.6.)

Date: 17 May 2019

Post event review

Identify how the condition(s) is met:

Condition one:

Revised course specification templates and new marketing material submitted by the university evidences the changes required to meet condition one. As part of the application and selection processes to the programme applicants are required to use digital technologies. The evidence provides assurance that capability in digital and technological literacy is stated as part of entry to the programme. SPNP R1.1.7 is now met.

Assurance is provided that SFNME R2.6 is met.

Evidence

UoW revised course specification templates for BNurs all pathways, BNurs apprenticeship all pathways, MNurs (adult field), MAN (adult field) and MMHN (mental health field), undated.

Screenshot of UoW pre-registration nursing programme website page, viewed 4 July 2019

Date condition(s) met: 4 July 2019

Revised outcome after condition(s) met:

MET

NOT MET

Condition is now met. SPNP R1.1.7 is met.

Assurance is provided that SFNME R2.6 is met.

Standard 2: Curriculum

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

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

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

R2.3 ensure that 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. Documentation and evidence at the approval visit confirm that the design and delivery of the BNurs (including the NDA route) and masters routes in the programme provide opportunities in both theory and practice for students to experience all four fields of nursing practice. The university's connected curriculum, linking teaching and research, incorporates many opportunities for students from different fields of nursing practice to work together and to share experiences.

The university and PLPs meet regularly in a healthcare economies group to discuss operational matters and oversee quality assurance mechanisms including joint educational audit of the practice learning experiences.

PLPs tell us of the use of facilitated critical reflection sessions for cross field groups of students run by lecturers from the university. They also offer allied healthcare professional (AHP) sessions for students from all fields of nursing practice and are now offering monthly student forums with invited AHP's such as occupational therapist and paramedics. Some students told us about a learning disability experience week with the 'Dudley voices' learning disability group. PLPs, service users and carers told us they work together to develop the programme

content to provide the skilled nurse professionals as the employees of the future needed to meet the diverse needs of the local community.

The university team told us that research and key themes such as public health run that through all modules within the connected curriculum and will meet students' learning needs and programme requirements. Inter-professional learning is achieved through the inter-professional experience strategy (IPEX) with pharmacy students and this is evaluated well in student feedback. Inter-professional learning (IPL) including cross fields learning experience is also facilitated within the hub and spoke arrangements for practice learning experiences and is recorded within the PAD. First year students expressed the need to take control of their own learning and gave examples where they had done so, both in practice for example, to gain a spoke practice learning experience to meet proficiencies or in university to access student support. Students told us that they have exposure to and reflect upon a wide range of practice learning experiences. They also told us they're able to arrange with practice supervisors to observe and experience other fields.

Core modules in the programme consist of shared field content. The programme team have developed a series of simulation exercises around a street of families called SIMM, allowing students to work in and across fields within the simulation environment. Seminars and authentic simulated learning scenarios built around the SIMM family and SIMM street, create cross-field learning and reflection for students in the core modules. Students gave an example of action taken by academic staff based on their feedback; they requested extra biology and now students can access extra biology sessions attached to the specific simulation exercises within the programme.

Theory and simulation opportunities enhance 'real life' learning such as a learning disability week offered to students at one of the four campuses. All students are clear that they are able to access learning opportunities across all four fields of nursing in practice learning environments or within simulation experiences. Second year students highly praised a week-long simulated learning disability experience. Students told us that all learning experiences are valid such as an online learning disability presentation but there is some disparity between campuses and possibly between fields. For example, learning disability students told us of adult and mental health spoke learning experiences but that adult and child students only receive learning disabilities and mental health experiences through simulation. The newly created role of Deputy Director of the Institute of Health has a remit to ensure consistency across campuses. (Recommendation two)

It was unclear at the approval visit how the identity of the students undertaking the NDA route would be supported and developed. (Recommendation three)

- 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 design and delivery of the programme evidences the specific fields of nursing practice. The course specification templates and module descriptors provide clear evidence that the programme enables students to enter the NMC register in a single field of nursing practice. The practice learning experience plan for each route is field specific. The programme team and students we met confirmed this.

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. Documentary evidence is provided of a mapping to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration are included in the programme. This learning is reinforced in the practice setting and recorded in the MYE-PAD.

- 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. The programme incorporates an undergraduate pre-registration nursing degree and an NDA route with fields in adult, mental health, children's and learning disabilities nursing. The module aims and learning outcomes are detailed. There's a practice learning plan giving details of sequencing of practice learning experiences for all four fields of nursing within the BNurs, the NDA route and for

the MAN and MMHN routes. Oversight of the practice learning experiences rest with UoW and is recorded on the university E-vision™ student management system.

Students on the adult field in the second year of the BNurs programme who are performing well against set criteria can apply to transfer into the MNurs exit route. This entails an application from students who meet a detailed selection criterion comprising of completion of each module at a high grade and with consistent results in practice learning. A mapping document has been undertaken which provides evidence of articulation between the programmes.

The programme also includes a postgraduate MAN adult nursing route and a MMHN mental health nursing route of two-year duration following RPL of both theory and practice hours of year one of the BNurs programme.

The programme structures demonstrate an equal balance of theory and practice learning in all routes. Curriculum flow through charts clearly document the hours attached to both theory and practice learning and confirms that the NMC requirements and EU requirements for adult nursing are met. A range of learning and teaching strategies are employed throughout the programme and are detailed in the module descriptors and programme handbooks. These include classroom activities, simulation, OSCE preparation for all students and also include work-based learning for the NDA students.

The confirmed employer PLP for the NDA route will ensure that supernumerary status is maintained for the NDA students. They have signed a commitment statement, confirming this and a commitment to providing a range of practice learning opportunities out with the NDA student's base work setting to enable these students to meet the proficiencies. The NDA course team work closely with NDA employer PLPs to support the student as an employee. Decisions around the degree apprenticeship students' progression, conduct, or performance are taken jointly through tripartite meetings, including any necessary interruptions to the programme. Placements are arranged in partnership and can be seen by all parties on the university E-vision™ student management system.

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

Students can only complete this programme in a single field 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)

YES NO

Students complete this programme in nursing 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 university and PLPs provide a range of learning opportunities for students to meet the Standards of proficiency for registered nurses (NMC, 2018) and deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice. The university works with a range of PLPs across a wide geographical area, split into four localities, which ensures that students experience the four fields of nursing across the lifespan. Students are allocated to a variety of appropriate learning opportunities. Students told us that the new programme design includes a longer practice learning experience in one setting means that they will be better able to access wider learning through 'spoke' learning experiences and also to experience the patient journey. They confirm they learn alongside a range of professionals including AHPs, such as paramedics. They told us they're able to see the patient journey from home through to admission to hospital, discharge and further support in the community.

The programme team and PLPs told us they're confident that one PAD will better meet the requirements for assessing, monitoring and evaluating students' learning. There's flexibility locally within the PAD such as allowing for additional feedback

from service users and carers. The MYE-PAD is issued in accordance to years/parts of the programme. Each practice learning experience contains hub and spoke arrangements integral to the students' range of learning opportunities within the practice learning environment.

PLPs that have an inadequate CQC rating have robust action plans in place with the university to manage any risks to students' learning. The university allocates specific practice leads to any practice learning environments within settings with 'inadequate' CQC ratings. This approach ensures that all students are visited regularly and know how to raise any concerns if their learning or patient safety is compromised. The university meets monthly with senior staff in the affected PLPs.

Three NHS trusts CQC quality reports were rated inadequate: Coventry and Warwickshire Partnership NHS Trust, Shrewsbury and Telford Hospital NHS Trust and Russells Hall Hospital part of the Dudley Group NHS Foundation Trust. Collaborative action plans between the UoW and PLP are in place with the latter two trusts, to monitor and manage any risks to student learning. There are no students currently allocated to Coventry and Warwickshire Partnership NHS Trust. The university has notified the NMC through exceptional reporting of concerns and has been in conversation with the NMC with regard to the student learning experiences in Shrewsbury and Telford Hospital NHS Trust.

- 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. Allocation of practice learning experiences are managed using a partnership approach with each locality to ensure that students experience a variety of practice learning expected of registered nurses to meet the holistic needs of people of all ages. PLPs confirm these practice learning environments undergo educational audit prior to students being allocated and are robustly evaluated.

Students confirm they have opportunities to evaluate their practice learning experiences. They told us they feel able to raise a concern about either patient care or their own studies or welfare, both in practice or in the university. The students described the process of raising a concern and what they would do if their voice was not listened to in the first instance.

PLPs tell us of how the use of GP practices and the community teams widens student's experience of all four fields of nursing practice. The programme team and PLPs meet regularly in the health economics meetings, where placement learning opportunities for students are discussed. 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. Programme documentation and findings at the approval visit confirm that practice learning opportunities are provided that allow students to meet the communication and relationship management skills and nursing procedures, within their chosen field of nursing practice.

Simulation sessions support the development of nursing procedures including communication and relationship management skills which are also mapped in the MYE-PAD and detailed in module learning outcomes.

PLPs from mental health services gave examples of how they support students in their understanding and interpretation of non-verbal communication when caring for service users. Other examples were provided by PLPs for different care settings such as patients in stroke units. The university has responded to requests from PLPs and included in the new curriculum a greater emphasis on physical health needs for students in the mental health field.

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

MET **NOT MET**

R3.4 is met. Documentary evidence and findings at the approval visit confirm that technology-enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Technology enhanced learning is mainly used through the universities virtual learning environment CANVAS™ to compliment classroom teaching and learning. A range of technology enhanced learning is provided including simulation, SIMMs family and a wider 'patient journey' SIMMS street programme. These develop students' care skills and digital and technological skills and allow them to practise these skills in a safe environment. The university uses diagnostics to analyse use of online content and this is triangulated with the personal tutor to ensure appropriate support is in place. Service users tell us how they act as simulated patients in modules such as 'gaining informed consent' developing safe practice to support students' when they're in practice learning environments. These opportunities are mapped to Article 31(5) of Directive 2005/36/EC for the adult field.

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

MET **NOT MET**

R3.5 is met. At the approval visit students confirmed that the university and PLPs take account of student's individual needs and personal circumstances. Several students gave examples of when their individual needs had been taken into

consideration and reasonable adjustments made for them. For example, individuals with a declared disability or with unexpected personal family difficulties. One student with dyslexia accessed one to one weekly support to develop written literacy with a focus on grammatical structure and composition. The university offers NDA students further support through the apprenticeship hub to meet their study needs and requirements.

Students tell us that the university takes into consideration the time and travelling distances when allocating student learning experiences and they felt they could approach the university if they were experiencing such difficulties. Students told us that it's their choice to share their 'tutor awareness' sheet in practice learning environments which details any specific needs or requirements. Students told us of adaptations made for some of their peers such as the use of an amplified stethoscope for a hearing-impaired student and the use of computer rather than handwritten evidence for a student with dyslexia.

Students are very complimentary about how the university and PLPs supported their application for reasonable adjustments or supported them in times of crisis. Students are aware of the wider university student support mechanisms including the student union, the mental health and well-being team, student counselling and raising awareness of the mental health awareness week.

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. The university in partnership with its PLPs have processes in place to ensure that the supervision, learning and assessment provided comply with the SFNME. Documentary evidence and confirmation at the approval visit confirms a range of support and expertise is available to students in theory and practice settings. Students are supported in learning teaching and assessment by appropriately qualified and experienced academic staff. All staff and service users and carers involved in the programme have equality and diversity training and this was confirmed by the SUCCESS representatives we met.

Each student has a named academic as a personal tutor and this will be a different person from the assigned academic assessor. Students are also supported in the practice learning environment by a link tutor from the university. Students told us they feel supported by university and practice staff and that their voice is heard.

Mechanisms are in place within theory and practice learning environments to enable stakeholders including service users to provide robust and timely feedback to students, through assessment, in the MYE-PAD and OSCE feedback within skills sessions. Students confirm they are required to complete evaluations of their practice learning and programme and module evaluations. Documentation from the MYE practice learning group confirms an agreed approach to the preparation and support of the new roles of practice supervisor, practice assessor and academic assessor.

- 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. The support, supervision, learning and assessment provided within practice learning environments meets the requirements for SSSA (NMC,2018). There's a comprehensive roll out plan for informing and preparing PLPs and individual practice learning environments, with key timelines in place. There are signed placement agreements with PLPs in place, ensuring continuity of placement provision and capacity. The MYE-PAD group have devised and shared a new placement educational audit tool that meets the SSSA criteria. Education leads in each practice learning environment work closely with the university link lecturers in the completion of these audits.

The MYE practice learning group produced key documents that outline the preparation for and the role and responsibilities of the practice supervisor, practice assessor and academic assessor. These are explicit within the MYE-PAD. The university had instigated a roll out plan for disseminating information and the preparation of registered nurses to undertake the practice supervisor and practice assessor roles within the four localities of City, Walsall, Burton and Telford. At the approval visit PLPs and practice education staff confirmed that the roll out plan for the preparation for these roles has commenced and confirmed their support for providing learning time for new supervisors and assessors to attend workshops and undertake these new roles. The university is also committed within these roll-out plans to the development of their staff in the academic assessor role. The university organised a curriculum development noticeboard through CANVAS™ which offers a link to the NMC standards. A standalone email account for queries is available to students and PLPs as is a blog which has received positive feedback from students. However, two practitioners we met stated they were not aware of these plans and this lack of awareness of the SSSA arrangements should be addressed prior to the programme starting in September 2019. (Recommendation one)

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. The programme team along with their PLPs have a robust assessment and feedback strategy in place. Account has been taken of assessment workload and consideration given to the burden and the timings of assessments. The programme team have devised an optional assessment in one module of each year of the programme. This allows the student to choose one assessment from two options, giving them the opportunity to present their best work. The programme teams have devised a unique assessment road map, clearly outlining the details of formative and summative assessments for students throughout the programme. The programme utilises the online learning and assessment programme Safemedicate™. This is launched within modules in each part of the programmes and the assessment is launched later in the module. Students must achieve 100 percent in year three of the programme.

Students tell us of different classroom experiences across all four campuses and the programme team has appointed a new member of staff to coordinate with the

programme delivery teams in each locality to improve consistency of experiences across localities. (Recommendation three)

Feedback is given in a timely manner at each assessment point. Within the MYE-PAD practice learning feedback is given to the student at the three interview points with a discussion of learning needs. Students are required to evidence feedback from service users within the MYE-PAD. Service users told us they're involved in giving feedback to students at all the points where they are involved within the curriculum.

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

MET **NOT MET**

R4.5 is met. There's evidence of detailed mapping to ensure that students meet the Standards of proficiency for registered nurses (NMC, 2018) and programme outcomes for their field of nursing practice. This includes assessments documented in the MYE-PAD achieved in the practice learning environment. All modules are compulsory with no compensation applied in modular assessments.

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"> 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) 	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p>	
<p>Is the standard met?</p>	<p>MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>Date: 17 May 2019</p>	

<p>Standard 5: Qualification to be awarded</p>
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and</p> <p>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.</p>
<p>Findings against the standards and requirements</p>
<p>Evidence provides assurance that the following QA approval criteria are met:</p> <ul style="list-style-type: none"> 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) <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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		
<i>Standards framework for nursing and midwifery education</i> specifically R2.11, R2.20		
	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/> N/A <input type="checkbox"/>
There's no fall back award with registration.		
Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met		
	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 17 May 2019		

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<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 checked="" type="checkbox"/>	<input 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>Nursing and midwifery transition arrangements for the implementation of part 2, SSSA (NMC, 2018), undated</p> <p>Apprenticeship placement handbook, undated</p> <p>MYE-PAD guide for implementation of part 2, SSSA (NMC, 2018), undated</p> <p>A pan midlands, Yorkshire and east of England practice learning approach to the NMC (2018) part 2, SSSA, preparation for academic assessor role, undated</p> <p>UoW NMC annual self-assessment report, 2018-19</p> <p>Updated 4 July 2019</p> <p>UoW revised curriculum specification templates for BNurs all pathways, BNurs apprenticeship all pathways, MNurs (adult field), MAN (adult field) and MMHN (mental health field), undated</p> <p>Screenshot of UoW pre-registration nursing programme website page, viewed 4 July 2019</p>		
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

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	<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"/>
If yes, please identify cohort year/programme of study: 12 in total from 3 localities 4 x 1st year students (adult) 4 x 2nd year students (adult, learning disabilities and children's) 3x 3rd year students (mental health and adult) 1 x Masters student		
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:

	YES	NO
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 type="checkbox"/>	<input checked="" 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 for Coventry and Warwickshire Partnership NHS Trust, 21 December 2018</p> <p>CQC quality report for Shrewsbury and Telford Hospital NHS Trust, 29 November 2018</p> <p>CQC quality report for Russells Hall Hospital part of the Dudley Group NHS Foundation Trust, 17 October 2018</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>Viewing of facilities and practice learning environments was not required for this approval.</p>		
Additional comments:		

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Issue record

Final Report

Author:	Sue Leddington	Date:	26 June 2019
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Approved by:	Leeann Greer	Date:	16 July 2019
Submitted by:	Lucy Percival	Date:	16 July 2019