

Programme approval visit report

Section one

Programme provider name:	Coventry University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Coventry & Warwickshire NHS Partnership Trust York Teaching Hospitals NHS Foundation Trust South Warwickshire NHS Foundation Trust West London Mental Health NHS Trust Humber NHS Foundation Trust University Hospital Coventry & Warwickshire NHS Trust Private voluntary and independent healthcare providers
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> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input type="checkbox"/></p> <p>Dual award - adult/child <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/child <input type="checkbox"/></p> <p>Dual award - learning disabilities/child <input type="checkbox"/></p>
Title of programme(s):	Pre-registration nurse:

	<p>BSc (Hons) Adult Nursing BSc (Hons) Mental Health Nursing BSc (Hons) Learning Disabilities Nursing BSc (Hons) Children and Young Peoples Nursing</p> <p>Nursing Degree Apprenticeship route: BSc (Hons) Adult Nursing BSc (Hons) Mental Health Nursing BSc (Hons) Learning Disabilities Nursing BSc (Hons) Children and Young Peoples Nursing</p>
Academic levels:	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <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 <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <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 <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <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 <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <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 <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <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>

	<input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
NDA Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
NDA Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Date of approval visit:	4 June 2019
Programme start date:	
RN – Adult	16 September 2019
RN – Child	16 September 2019
RN - Learning Disabilities	16 September 2019
RN - Mental Health	16 September 2019
NDA Adult	16 September 2019
NDA Child	16 September 2019
NDA Learning Disabilities	16 September 2019
NDA Mental Health	16 September 2019
QA visitor(s):	Registrant Visitor: Grahame Smith Lay Visitor: Sandra Stephenson

Section two

Summary of review and findings

The faculty of health and life sciences at Coventry university presented programme documentation for the approval of a full time three-year undergraduate pre-registration nursing programme in adult, child, mental health, and learning disabilities fields of nursing practice. The programme target award for each field of nursing practice will be a BSc (Hons). This programme includes an apprenticeship route for each field of nursing practice. The employers supporting this initiative are; university hospital Coventry and Warwickshire NHS trust, Coventry and Warwickshire NHS partnership trust, Tees, Esk and Wear valleys NHS foundation trust, York teaching hospitals NHS foundation trust, Humber teaching NHS foundation trust, south Warwickshire NHS foundation trust, and the George Eliot hospital NHS Trust.

The Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018) are clearly detailed and mapped within the programme. The design of the programme makes clear there is one pre-registration nursing programme with four fields of nursing practice. The programme uses a spiral curriculum with module content delivered through a variety of teaching and learning strategies, which includes face to face and online delivery. Interprofessional learning, research inspired learning, internationalisation, and leadership development are key features of the programme. Simulation as a learning approach is used throughout the programme to prepare students for practice. This approach is supported by practice learning partners (PLPs) and service users and carers (SUC).

The approval process demonstrates robust and effective partnership working with key stakeholders involved in the co-production, co-delivery, and evaluation of the programme. The partnership with PLPs led to the agreement to use the Midlands, Yorkshire and east practice assessment document (MYEPAD). To support the implementation of the MYEPAD there is a shared PLP approach to the preparation of practice supervisors, practice assessors and academic assessors across Coventry and Scarborough. The approved education institution (AEI) in partnership with PLPs confirm any issues arising from Care Quality Commission (CQC) quality reviews which impact on the practice learning environment are managed through a systematic partnership process.

Arrangements at programme level meet the Standards framework for nursing and midwifery education. Arrangements at programme level meet the Standards for student supervision and assessment.

The programme is recommended for approval to the NMC. Visitors made one recommendation.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Recommendations to enhance the programme delivery:	Recommendation one: Coventry university to provide clearer guidance to students on supernumerary status as detailed in Standards for pre-registration nursing programmes.
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:	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

Section three

NMC Programme standards
Please refer to NMC standards reference points <i>Standards for pre-registration nursing programmes</i> (NMC, 2018) <i>Future nurse: Standards of proficiency for registered nurses</i> (NMC, 2018), <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) <i>Standards for student supervision and assessment</i> (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 the AEI is committed to robust partnership working with all stakeholders including students, SUC and PLPs in the development, delivery and evaluation of the programme at strategic and operational levels. The AEI have taken a robust partnership approach during the development of the proposed programme. During this development phase the AEI listened to the voices of existing and new stakeholders through a series of partnership working groups. Underpinning the development of the programme is a commitment to co-production, which ensures student and SUC voices affect real change. SUC tell us they bring a new pair of eyes to curriculum development, review and ongoing quality assurance and are involved meaningfully at all stages. Students tell us they attend course planning meetings, review modules and give their feedback both positive and negative which inform programme development. Recent graduates and academic staff confirm how changes have been made to the programme in response to student feedback. For example, back to back placements have been stopped, study skills is a discrete module and simulation days are now planned during students' first placements. PLPs confirm they are represented during the development of the curriculum. The AEI in partnership with PLPs ensure oversight for practice supervision and assessment is in place and practice learning adheres to the Standards for student supervision and assessment (NMC, 2018). They have robust communication processes in place to ensure joint agreement on the competence of students as they progress through the programme. These processes include providing practice supervisors with sufficient opportunities to engage with practice assessors and academic assessors. The AEI in partnership with PLPs ensure there are a range of practice learning opportunities in place that equip students to meet the diverse needs of people across the lifespan. These opportunities are monitored and routinely evaluated. Interprofessional learning is a core component of the programme's delivery in both theory and practice learning.

All PLPs confirm a partnership approach and longstanding relationships with the AEI at both strategic and operational levels. They tell us they feel valued in their role and are listened to and feel like honorary Coventry university members. They tell us they are always involved in curriculum development and reviews through the partnership working group and stakeholder events. In response to PLP's views, the AEI has developed the apprenticeship route as a three-year programme. PLPs linked to the Scarborough campus tell us that communication is effective and that the programme and its different routes will help them to grow their workforce to meet the needs of communities on the east coast of Yorkshire.

The university is a member of the regional 'Midlands, Yorkshire and east regional practice learning group' and has worked collaboratively towards the development and implementation of the MYEPAD.

All stakeholders confirm positive relationships with the AEI and involvement at all stages of the student journey. Students tell us of excellent support received from both academic staff and practice learning providers. PLPs tell us how they work together with the AEI to develop the programme and are supported in their delivery of effective teaching, learning and assessment for students. SUC tell us of a wide range of ways they support student teaching and assessment such as a learning disabilities group who describe the joint learning experience through teaching students. Clinical practice partners teach parts of the simulation-based learning in partnership with academic staff. There is a consistent approach at both campuses and all stakeholders tell us they are effective partners of one programme.

There are mechanisms in place for theory and practice learning to enable stakeholders to provide robust and timely feedback to students, which promotes their reflective learning. Quality enhancement processes ensure that evaluation and feedback is robust, recorded, and addresses issues that are raised. The AEI receive a CQC overview report generated by the faculty quality and accreditation team which provides details of the CQC outcome and rating, number of students within the organisation and student evaluations. The overview report is reviewed at the practice education group meeting, a log is maintained detailing actions required by the academic team and the name of the individual responsible for follow up. An updated raising and escalating concerns policy is in place and has been shared.

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

- 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 AEI has a recognition of prior learning (RPL) process in place. It permits up to 50 percent of RPL within pre-registration nursing programme and complies with Article 31 (3) of Directive 2005/36/EC. There is clear evidence of mapping of prior learning to programme outcomes. The university of Coventry admissions policy aligned to the university's RPL process indicates that significant work or life experience should be considered as part of attracting students through wider participation. To reflect this approach, the website has been amended to include a statement regarding the entry criteria and wider participation. Recruitment documents advise that selection events assess 'numeracy, literacy and aptitude' and an explicit statement highlights that digital and technological literacy is a requirement.

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

MET **NOT MET**

R1.6 is met. Documentary evidence provides assurance RPL process allows for more than 50 percent of registered nurses prior learning to be accredited where it is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes. All RPL claims are checked and ratified through an assessment board process. The external examiner is part of this process.

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

Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

MET **NOT MET**

R1.7 is met. Documentary evidence demonstrates, in both theory and practice learning, that numeracy, literacy, digital and technological literacy is mapped

against the proficiency standards and programme outcomes. The AEI confirm the candidate's capability to develop numeracy, literacy, digital and technological literacy skills are assessed in the admission process. Applicants must demonstrate the NMC's core competency for numeracy. The development of digital and technological skills begins prior to commencement of the programme with students required to undertake a number of online tasks. Successful applicants continue to develop their literacy and numeracy skills through the study skills process. Documentary evidence and confirmation by the programme team provide assurance that numeracy, literacy, digital and technological literacy skills are embedded throughout the programme and are summatively assessed in both theory and practice. Entry requirements are specific to the field of nursing being applied to and detail numeracy qualifications and expected proficiency in English. Values based recruitment interviews combine written and numeracy assessments and communication tasks with candidates expected to display the values of the NMC Code. PLPs and SUC tell us they undertake interviewing and receive equality and diversity training to prepare them for their role. MYEPAD provides many opportunities for evidence of interprofessional learning and feedback. The assessment schedule clearly sets out what will be assessed in both theory and practice. The AEI tell us immersive learning and clinical skills simulation has a positive impact on the student's learning and development. The library offers 24/7 access to both physical and online resources. The librarian is focused on the students' study skills and developed the assessment for the study skills module which all students undertake in the first semester. Tailor made mathematics and statistics support is offered for students that relates to all types of calculations relevant to nursing across the lifespan and fields of practice. Pharmacology and numeracy is interwoven throughout the programme culminating in a third year module which includes the 100 percent pass mark for the numeracy objective structured clinical examination (OSCE). Literacy is supported by the study skills module and the centre for academic writing.

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 <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
<p>The programme team confirm students who commenced on the AEI's existing pre-registration nursing programme will be not be transferring to the new programme. Students who need to interrupt their studies will be offered the chance to join the new programme. A mapping exercise has been completed, ensuring compliance to the Standards for pre-registration nursing programmes and the Standards of proficiency for registered nurses. Students confirm they know they will not be offered the opportunity to transfer to the new programme. Students confirm their existing programme has been mapped to the new programme and they will be offered the opportunity to undertake extra simulated skills that are mapped to annexe A and B of the Standards of proficiency for registered nurses. Existing students will be prepared for the role of practice supervisor. The AEI and PLPs tell us that all students except third year students will transfer to the new Standards for student supervision and assessment (SSSA) requirements from September 2019. Third year students tell us they received an overview of the new SSSA requirements and understand the continuing professional development they will need to undertake to in order to meet the requirements. PLPs tell us preceptorship programmes will be tailored to support newly qualified nurses continuing development needs, specifically related to the new SSSA requirements.</p> <p><i>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</i></p>	
	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
<p>The programme team confirm a mapping exercise has been completed, ensuring compliance to the Standards for pre-registration nursing programmes and the Standards of proficiency for registered nurses. Documentary evidence provides assurance that RPL processes are in place to evidence NMC registered nurses RPL is mapped to the Standards of proficiency for registered nurses (NMC, 2018) and the programme outcomes. The AEI RPL process allows for more than 50 percent of registered nurses prior learning to be accredited where it is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes.</p>	
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to selection, admission and progression are met</p>	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Outcome</p>	
<p>Is the standard met?</p> <p>Date: 4 June 2019</p>	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

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. The programme provides robust opportunities in both theory and practice learning for all students to experience all four fields of nursing practice. To consolidate these experiences, module content and teaching has a robust interprofessional learning focus. This approach is consistent across all fields of nursing practice. Students confirm they helped to co-produce this approach through the programme development process. All stakeholders confirm that opportunities exist in both theory and practice for students to experience the four fields of nursing and nursing care delivered across the lifespan. Practice placements include hub and spoke opportunities which enable students to follow the patient journey. Simulation is used to link theory and practice through preparing the students for practice. This approach is mapped to and framed by annexe A and B skills. Academic staff and students tell us of the great depth of

collaborative learning which stems from simulation where students from different fields work together. Mental health is delivered across all fields. Lectures and resources are frequently shared across the four fields with opportunities for field specific content and discussion. The majority of the programme is taught across the fields through shared learning. This learning is then underpinned by field specific seminars. Service users from the learning disabilities group tell us they deliver teaching and feedback sessions to students from all fields.

- 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 specifications and module descriptors provide clear evidence the programme enables students to enter the NMC register in a single field of nursing practice. The design and delivery of the programme evidences the specific fields of nursing practice. Field specific mapping is robust in the programme specifications and module descriptors for theory and practice. All stakeholders confirm opportunities exist in both theory and practice for students to experience the four fields of nursing and nursing care delivered across the lifespan. Practice learning include hub and spoke allocation model opportunities which enable students to follow the patient journey. Simulation is used extensively to prepare students for practice and feeds directly into the assessment of practice through the MYEPAD. This approach is mapped to annexe A and B of the Standards of proficiency for registered nurses (NMC, 2018).

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. Programme specifications, module descriptors, and the MYEPAD confirm extensive mapping of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration for all fields of nursing practice in the programme.

- 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. Documentation confirm the programme structure demonstrates an equal balance of theory and practice learning throughout the programme which meets the NMC requirements. An appropriate and detailed range of learning and teaching methods are also presented in the documentation. The programme and module aims are mapped to the Standards for pre-registration nursing programmes (NMC, 2018). There's a shared practice allocation model in place, which ensures students have access to a range of risk-assessed practice learning environments which take into account the 24-hour nature of delivery of nursing care. PLPs and students tell us students undertake a range of working hours on practice learning placements covering 24 hours and including weekends. The programme and practice planners confirm the designated hours needed to meet NMC requirements. The AEI recognises potential for health service reconfigurations and growth in student numbers which could challenge practice learning placement capacity and so has instigated measures to mitigate risk. Practice learning capacity is a standing agenda item at the school's health strategic 'partnership groups'. This allows for early identification of potential practice learning issues. When planning the new programme, the structure and requirements of the outgoing curricula was considered to ensure practice capacity is manageable. There is a process in place to support students to 'catch-up' unmet practice learning hours and theory hours. This process is managed by the placement co-ordinator for practice learning and is clearly stated in the student handbook for each field of nursing practice.

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**
- 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment 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: 4 June 2019		

Standard 3: Practice learning
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R3.1 provide practice learning opportunities that allow students to develop and meet the <i>Standards of proficiency for registered nurses</i> 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</p> <p>R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages</p> <p>R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in <i>Standards of proficiency for registered nurses</i>, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>R3.4 ensure technology enhanced and simulation-based learning opportunities are</p>

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 AEI in partnership with PLPs has robust processes in place to ensure students will deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice to meet the Standards of proficiency for registered nurses. This includes making sure students experience a variety of appropriate practice learning environments. PLPs are part of the allocation decision making process and tell us that a hub and spoke model is central to the allocation process. This allocation process takes into account the need for students to have a diverse range of practice learning environments including community and the independent sector. This process is underpinned by the NMC Standards of proficiency for registered nurses and takes into account the student's programme of study and field of nursing. PLPs confirm these practice learning opportunities are audited and evaluated. PLPs tell us how the learning zones within practice environments offer a coaching approach, enabling students to make decisions with practice supervisor oversight. They also tell us that this approach allows students to treat service users holistically, liaise with the multidisciplinary team and to work collaboratively with their peers. Students tell us how hub and spoke opportunities allow them to understand the patient journey and

they are confident in seeking out wider spoke opportunities.

- 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 AEI in partnership with PLPs has robust processes in place to ensure students will experience a variety of practice learning experiences to a diverse range of people, across the four fields of nursing practice. PLPs confirm practice learning environments are audited and evaluated jointly with the AEI on a two-yearly cycle. Students are required at the end of a practice learning placement to complete an online evaluation. The results of these evaluations are shared with PLPs and action planned where required.

The approved education institution (AEI) in partnership with PLPs confirm any issues arising from Care Quality Commission (CQC) quality reviews which impact on the practice learning environment are managed through a systematic partnership process. Documentary analysis clearly highlights practice learning environments are suspended or withdrawn if required.

Practice learning information is readily shared between AEIs and PLPs through a formal agreement process. Placement capacity is a standing agenda item at the school's health strategic 'partnership groups'. This allows for early identification of potential practice learning issues. When planning the structure of the new programme the requirements of outgoing programme are considered to ensure practice learning capacity is manageable. PLPs tell us there's frequent communication with the AEI to ensure relevant practice learning environments are available.

- 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 programme documentation and approval process confirm that partnership working between the AEI and PLPs will ensure practice learning opportunities are provided that allow students to meet the communication and relationship management skills and nursing procedures, as set out in the *Standards of proficiency for registered nurses*, in their selected field of nursing practice. Students tell us that simulation activities prepare them and give them confidence in communication and relationship management skills. SUC tell us how they deliver teaching sessions to students which develop their communication skills and are then used in practice. For example, a first-year student identified the need to communicate using signing to a frightened patient in a busy emergency department. The communication and relationship management skills and nursing procedures are mapped in the MYEPAD providing assurance these skills will be

met at the end of the programme.

- 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 findings at the approval visit confirm technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Technology enhanced learning is largely supported through the use of a virtual learning environment and is centrally supported by the university to support and strengthen learning and teaching. This includes the use of a supportive software such as 'sigma' for numeracy support and 'moodle' for literacy support. This technological approach is used to complement face to face teaching and learning. Simulated practice learning opportunities are identified within the programme plan, these opportunities are mapped to Article 31(5) of Directive 2005/36/EC for the adult field. Simulated practice offers students opportunities to learn and rehearse skills, with opportunities to receive feedback. Simulation activities address clinical skills and communication and relationship management and all stakeholders tell us how effective simulation is. The range of resources available enables all students to experience lifespan, patient journey and the four fields of nursing. The AEI uses innovative resources such as 'scratch and sniff' cards which support students to use a broader range of senses when identifying clinical smells such as different urine type smells. The simulation home environment provides numerous opportunities to work through a range of scenarios safely and to develop their skills of reflection critical thinking in addition to giving and receiving peer feedback. The timing of simulation days has been carefully planned in partnership with PLPs to maximise the link between theory and practice. The AEI listens to PLPs and has provided simulation days during practice learning placements. Students tell us how the simulation scenarios are relevant and give them confidence during practice.

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

MET **NOT MET**

R3.5 is met. Documentary evidence confirms robust processes are in place to ensure individual student needs and personal circumstances are taken into account when allocating practice learning including travel time. Reasonable adjustments are made where needed. This process is stated in the student handbook for each field of nursing practice. A 'placement app' is being used which aims to provide students, staff and practice learning staff with guidance regarding enhancing practice learning experiences particularly for students with disabilities. Students tell us the AEI allows them to decide if they wish to tell PLPs of any learning needs or special circumstances in order that reasonable adjustments can be made in practice. A number of students tell us of adjustments made, such as

for pregnancy or those with family situations including bereavement. Adjustments made include flexible shift working during practice learning. PLPs tell us of making adjustments to shift patterns for individual students based on need.

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: 4 June 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 AEI in partnership with PLPs has robust processes in place to ensure support, supervision, learning and assessment complies with the NMC Standards framework for nursing and midwifery education. This includes support in theory and practice learning environments for students' health and wellbeing, the provision of IT support, and library services. All students have support from a personal academic tutor. Documentation and findings at the approval visit confirm the AEI and PLPs have developed and agreed guidelines on how the new roles of

practice assessor, practice supervisor and academic assessor will be implemented. These include how individuals in these roles will be prepared and developed. PLPs confirm the adoption of these processes comply with the NMC Standards framework for nursing and midwifery education. This includes the preparation of PLP staff to adopt the new practice supervisor and practice assessor roles. PLPs tell us current mentors are being prepared for these roles through a series of preparation events. Students tell us of outstanding support from both academic staff and PLPs with swift responses to any concerns or issues raised. A range of assessments and evaluations are detailed in MYEPAD. Students who have experienced the learning zone approach in practice learning environments tell us of the benefits of learning alongside their peers and a range of health professionals. Practice learning is monitored and managed through partnership groups in Warwickshire and Scarborough. These groups ensure PLPS and AEI have joint responsibility for practice learning.

Students confirm they are supernumerary and they are supported to become independent learners as the programme progresses. The MYEPAD highlights that service users can withdraw their consent. Students confirm they understand that service users can withdraw consent. The MYEPAD is mapped to the Code. It states the raising concerns process. Students confirm they understand how to raise concerns.

- 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 AEI in partnership with all associated PLPs has processes in place for the preparation of practice supervisors, practice assessors and academic assessors. These processes reinforce the key principles agreed locally in relation to supporting learning in practice across Coventry and Scarborough. The responsibilities associated with the roles of practice supervisor, practice assessor and academic assessor are made explicit in the MYEPAD. The development and oversight of the transition of practice learning has been managed by the NMC education framework 'task and finish' group consisting of representatives from the AEI and practice partners at both operational and strategic levels. This has led to the agreement of a Coventry and Warwickshire approach to the implementation of the standards. The AEI tell us that current mentors are transitioning to the new roles of practice supervisor and practice assessor. They have developed a handbook for staff and students to support everyone's understanding. They are reviewing structures to meet the new requirements and tell us that academic assessors will be part of the practice module teams. Standards documents for academic assessors have been reviewed and self-assessments produced to support staff to identify any skills development needed to fulfil the role. PLPs all tell us they are partners in rolling out the new SSSA requirements. Workshops are being held weekly for existing mentors and resources compiled and shared. All PLPs confirm they will compile a database of qualified practice supervisor and

practice assessor staff and will be ready for a September 2019 start.

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 AEI in partnership with PLPs has teaching and learning strategies in place, which underpin the learning and teaching activities detailed in the programme documentation. There is a curriculum assessment strategy, which ensures students build, and gain feedback on, key skills throughout the programme. There are a range of diverse assessments used that include at least one unseen exam. All theoretical modules have formative as well as summative feedback opportunities stated within the module profiles. In practice settings, students will have formative and summative assessment outcomes recorded in the MYEPAD. Students receive regular feedback throughout theory and practice learning, including during simulation-based learning from a range of people. Service users tell us their feedback is continuous throughout teaching and simulation activities and that they assess some third-year presentations. The learning zone approach provides ongoing assessment feedback from staff, service users and peers. For simulation activities, students work in the same small groups throughout their three years. This enables strong relationships to develop which allow for highly effective peer assessment and feedback. The AEI continues to support students in their understanding of formative and summative assessment and tasks. Students confirm assessment feedback is timely, meaningful and helps them develop.

- 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 is evidence of comprehensive mapping to ensure students meet the Standards of proficiency for registered nurses and programme outcomes for their field of nursing practice. The faculty quality in learning and teaching committee primary focus is to oversee and manage the implementation of the NMC standards (2018). Specifically, within the areas of; patient safety, student

safety, service changes, and placement capacity. The work of this committee is directly informed by the work of the placement partnership groups in Coventry and Scarborough. PLPs confirm there are sufficient resources and practice learning placements to ensure student from all the fields of nursing practice meet the Standards of proficiency for registered nurses and programme outcomes. Students are assessed in practice learning environments to ensure they achieve these proficiencies which are clearly identified within the MYEPAD. All modules in the programme are compulsory, there is no compensation applied in the module assessments, which ensures NMC Standards of proficiency for registered nurses, and programme outcomes for the field of nursing practice must be achieved.

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

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

YES NO
- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)

YES NO
- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)

YES NO
- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

YES NO
- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)

YES NO
- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 4 June 2019

Standard 5: Qualification to be awarded

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

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

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

Findings against the standards and requirements

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

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

YES NO

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

YES NO

Fall Back Award

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

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

YES NO N/A

It is identified in programme specifications that the fall back or interim exit awards

do not provide eligibility to apply for entry to the NMC register.

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: 4 June 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)		
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"/>
List additional documentation: Coventry university, approval event presentation, 4 June 2019 Coventry university, registered nurse degree apprenticeship employer commitment letters document, 4 June 2019 Coventry university, amended course specification - learning disabilities nursing, March 2019		
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"/>
<p>If yes, please identify cohort year/programme of study:</p> <p>Children's nursing, one x second year student; mental health nursing, one x third year student; learning disabilities nursing, two x second year students; adult nursing, one x third year student and four x first year students.</p> <p>Three newly qualified registrant nurses; one mental health nurse, one adult nurse, and one children's nurse.</p>		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation:</p>		
<p>Additional comments:</p>		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If yes, state where visited/findings:</p>		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list</p> <p>Birmingham children's hospital NHS foundation trust, quality care commission, 21 February 2017</p> <p>Royal national institute of blind people Pears centre for specialist learning, quality care commission, 21 November 2018</p>		

<p>University hospitals Coventry and Warwickshire NHS trust, quality care commission, 31 August 2018</p> <p>York teaching hospital NHS foundation trust, quality care commission, 28 February 2018</p>
<p>If you stated no above, please provide the reason and mitigation:</p> <p>Visiting practice learning environments and library facilities was not an approval requirement.</p>
<p>Additional comments:</p>

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<p>Issue record</p>			
<p>Final Report</p>			
Author:	Grahame Smith	Date:	18 June 2019
Checked by:	Monica Murphy	Date:	4 July 2019
Approved by:	Leeann Greer	Date:	11 July 2019
Submitted by:	Lucy Percival	Date:	11 July 2019