

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	Manchester Metropolitan University
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>Bolton NHS Foundation Trust</p> <p>Bridgewater Community Healthcare NHS Trust</p> <p>East Cheshire NHS Trust</p> <p>Greater Manchester West Mental Health NHS Foundation Trust</p> <p>Manchester Mental Health and Social Care Trust</p> <p>Manchester University NHS Foundation Trust</p> <p>Pennine Care NHS Foundation Trust</p> <p>Salford Royal NHS Foundation Trust</p> <p>Stockport NHS Foundation Trust</p> <p>Tameside Hospital NHS Foundation Trust</p> <p>The Chrisite NHS Foundation Trust</p> <p>The Pennine Acute Hospitals NHS Trust</p> <p>Private voluntary and independent health care providers</p>
<b>Programmes reviewed:</b> <i>(Tick all that apply)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Child <input type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p>
<b>Title of programme(s):</b>	<p>BSc (Hons) Adult Nursing / MSc Adult Nursing (Pre-registration)</p> <p>BSc (Hons) Mental Health Nursing / MSc Mental Health Nursing (Pre-registration)</p>
<b>Academic levels:</b>	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p>

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11								
Registered Nurse – Child	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input 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								
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input 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								
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" 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								
<b>Date of approval visit:</b>	4 July 2019								
<b>Programme start date:</b>	<table border="1"> <tr> <td>RN – Adult</td> <td>9 September 2019</td> </tr> <tr> <td>RN – Child</td> <td>N/A</td> </tr> <tr> <td>RN - Learning Disabilities</td> <td>N/A</td> </tr> <tr> <td>RN - Mental Health</td> <td>9 September 2019</td> </tr> </table>	RN – Adult	9 September 2019	RN – Child	N/A	RN - Learning Disabilities	N/A	RN - Mental Health	9 September 2019
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RN - Learning Disabilities	N/A								
RN - Mental Health	9 September 2019								
<b>QA visitor(s):</b>	Registrant Visitor: Angela Hudson Lay Visitor: Kanta Sandhu								

**Section two**

**Summary of review and findings**

Manchester Metropolitan university (MMU) department of nursing, is seeking approval for a pre-registration nursing programme. There are two routes, a three-year full-time BSc (Hons) nursing (single fields of adult and mental health) route, and a two-year full-time postgraduate MSc nursing (single fields of adult and mental health) route. The MSc nursing is a new route for MMU. For the MSc nursing recognition of prior learning (RPL) is required prior to entry to the programme.

There is evidence of effective partnership working between the approved education institution (AEI) and practice learning partners (PLPs) at strategic and operational level. The greater Manchester (GM) group of universities which includes MMU, work in partnership with PLPs in the GM area to ensure a collaborative approach for implementing the Standards for student supervision and assessment (SSSA). This approach includes shared educational audit documents and shared preparation of practice supervisors, practice assessors and academic assessors. With multiple AEIs using the same practice learning environments, this initiative helps to reduce inconsistency in the assessment process. The GM group of universities are adopting an adapted version of the Pan London practice assessment document called the north west PAD (NWPAD).

Programme documentation and the approval visit confirm evidence of effective partnership working between the AEI, PLPs and students.

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME). The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to two conditions. The university set two conditions. The visitors made one recommendation.

Updated 3 August 2019

Evidence is provided to meet the four conditions.

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

	<p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>Condition two: Produce a detailed strategy and implementation plan for strengthening service user and carer involvement in the programme. (SFNME R1.12; SPRNP R1.1, R2.1)</p> <p><b>Selection, admission and progression:</b></p> <p>None identified</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition one: Provide a robust process for the verification of evidence of the pre-entry portfolio for admissions to the MSc nursing which must include review by an external examiner. (SFNME R2.8, R2.20; Standards for pre-registration nursing (SPRNP R1.5, R2.1)</p> <p>Condition three: Ensure university approval for the variations to assessment regulations is confirmed for all four pre-registration nursing programmes. (university condition)</p> <p>Condition four: Review all programme documentation to ensure typographical errors and inconsistencies of language are corrected. (university condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>2 August 2019</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Consider the ways in which the programme could support further academic credit for practice learning on the MSc nursing (adult and mental health) route. (SFNME R2.1, R5.15)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Allocation and workload of academic assessors.</p>

	<p>Greater Manchester approach to implementation of the SSSA.</p> <p>Review the strategy and implementation plan for strengthening service user and carer involvement in the programme.</p> <p>Evaluation of the contribution of 'Focus on involvement' in the department of nursing programme.</p> <p>Student evaluation of the MSc nursing programme.</p> <p>Evaluation of the process for verification of the RPL portfolio for the MSc nursing programme.</p> <p>Evaluation of the NWPAD.</p>
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**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

Evidence is provided that changes required to meet the four conditions are met.

An updated MSc nursing pre-entry portfolio document including scoring criteria is provided. The process for entry verification includes scoring criteria and review by an external examiner.

A strategy and implementation plan for strengthening service user and carer involvement in the programme is provided.

Amended documents correcting typographical errors, language inconsistencies and variations to the assessment regulations is now confirmed by the AEI and meets the university conditions.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	3 August 2019

**Section three**

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><u><i>Standards framework for nursing and midwifery education</i></u> (NMC, 2018)</p> <p><b>Standard 1: The learning culture:</b></p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p><b>Standard 2: Educational governance and quality:</b></p> <p>R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders</p> <p>R2.4 comply with NMC <u><i>Standards for student supervision and assessment</i></u></p> <p>R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes</p>

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

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

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Findings against the standard and requirements**

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

Documentary analysis and discussion at the approval visit provide evidence of shared responsibility for theory and practice learning, supervision and assessment with PLPs. Partnership working is robust and effective at strategic and operational levels for the delivery of the pre-registration nursing programme. Lines of communication and accountability for the quality assurance, development, delivery and evaluation of the nursing programme is established. Partnership meetings and practice education facilitator meetings are held regularly throughout the year to review and provide feedback on student practice learning experiences.

Strong and effective partnership working is in place in relation to the SSSA. Four AEIs including MMU in the GM area share practice placements and a coordinated and collaborative approach to SSSA is adopted. The Greater Manchester postgraduate workforce group (GMPWF) and the GM practice education group (GMPEG) in collaboration with the four AEIs agree the SSSA strategy will apply across the GM geographic area. Implementation of the strategy is coordinated and PLPs confirm practice supervisors and practice assessors will be prepared in



collaboration with academic staff from all four AElS. PLPs say there's shared responsibility for quality assurance of practice learning.

PLPs confirm they attend stakeholder events relating to the proposed new programme. PLPs confirm organisation policies are amended and updated to permit students to undertake new skills and proficiencies.

The NWPAD evidences the process to enable practice supervisors and assessors to work together when considering the competence of students.

MMU has strong and effective partnerships with students. Students tell us there're opportunities for student involvement and feedback through programme boards, module evaluations, and student and staff experience forums. They say student representatives are involved in the development of the new programme and attend stakeholder meetings. Suggestions are acted upon and changes made to programme developments. An example is increasing simulation-based learning and completing an acute illness management course in the proposed programme. Students tell us they're informed of changes to their supervision and assessment in practice and understand the SSSA. Students confirm they're supernumerary in practice and have good support in practice learning.

Documentary analysis provides evidence of consultation with SUC on programme design and development. Service users tell us they're involved with recruitment and teaching in the mental health nursing programme, and some assessment in the adult nursing programme. SUC say they will provide feedback in the NWPAD to students. There's a new MMU public involvement strategy which is currently under development for 2019/2020. It is not clear whether this is written in conjunction with service users and carers (SUC). Current SUC involvement is from a forum of members whose participation and involvement in programme design, development, teaching, assessment, recruitment and evaluation is sporadic. MMU plan to use 'Focus on Involvement' (FOI) an organisation with a wider pool of SUC. Processes for recruitment of SUC will be undertaken by FOI and this will assist with ensuring that sustainable levels of SUC are available. FOI level of participation and involvement in the nursing programme is not finalised. MMU service user and carer forum provides support and training for SUC involved in the pre-registration nursing programme. The forum meets once a term and provides opportunities for SUC to share experiences. It is not clear how MMU service user and carer forum and FOI will work together in the programme. Partnership working with SUC must be strengthened. (Condition two) (SFNME R1.2; SPRNP R1.1, R2.1)

Assurance is provided that the AEl 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**

There is little evidence of SUC involvement in programme design, delivery, student recruitment, assessment or evaluation. This must be strengthened. (Condition two) (SFNME R1.12; SPRNP R1.1, R2.1)

**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**

There is little evidence of SUC involvement in programme design, delivery, student recruitment, assessment or evaluation. This must be strengthened.

Condition two: Produce a detailed strategy and implementation plan for strengthening service user and carer involvement in the programme. (SFNME R1.12; SPRNP R1.1, R2.1)

**Post Event Review**

**Identify how the condition is met:**

Condition two:

The AEI has provided a strategy and implementation plan for strengthening service user and carer involvement in the programme. Condition two is now met.

Evidence:

Department of nursing public involvement strategy, 3 July 2019

**Date condition(s) met:** 3 August 2019

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

The condition is now met. Assurance is provided that the SFNME R1.12 and SPRNP R1.1, R2.1 are now met.

**Student journey through the programme**

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

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

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

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

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

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

R1.4 ensure the registered nurse responsible for directing the educational  
programme or their designated registered nurse substitute are able to provide  
supporting declarations of health and character for students who have completed a  
pre-registration nursing programme

R1.5 permit recognition of prior learning that is capable of being mapped to the  
*Standards of proficiency for registered nurses* and programme outcomes, up to a  
maximum of 50 percent of the programme and comply with Article 31(3) of  
Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 for NMC registered nurses permit recognition of prior learning that is capable  
of being mapped to the *Standards of proficiency for registered nurses* and  
programme outcomes that may be more than 50 percent of the programme

R1.7 support students throughout the programme in continuously developing their  
abilities in numeracy, literacy, digital and technological literacy to meet programme  
outcomes, and

1.8 ensure that all those enrolled on pre-registration nursing programmes are  
compliant with Article 31(1) of Directive 2005/36/EC regarding general education  
length as outlined in annexe one in programme standards document.

*Standards framework for nursing and midwifery education* specifically R2.6, R2.7,  
R2.8, R2.10

**Proposed transfer of current students to the programme under review**

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards for pre-registration nursing programmes (NMC, 2018).

**Findings against the standard and requirements**

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

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

YES  NO

R1.1 is not met. Service users tell us they work for FOI but are not involved with recruitment or selection of pre-registration nursing students. The recruitment strategy is superficial and lacks detail. It states questions on patient videos used in selection events are co-created with SUC, however we found SUC involvement in recruitment and selection is patchy and inconsistent. It is not clear how SUC are involved in selection and admission processes for the programme. (Condition two) (SFNME R1.12; SPNP R1.1, R2.1)

- 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 not met. RPL policy outlines the process for managing RPL. Student guidance is provided on MMU webpages and the department of nursing has an RPL academic advisor to support students through the process. RPL can be used for certificated and experiential learning up to a maximum of 50 percent. External examiners oversee RPL process as outlined in the external examiner handbook. RPL outcomes are reported at assessment boards.

Applicants for the MSc route are required to demonstrate prior achievement of the equivalent of 500 practice hours and 500 theory hours through submission of a pre entry RPL portfolio. Learning outcomes and the Standards of proficiency to be achieved in year one is met through submission of the portfolio. The pre-entry portfolio documentation includes mapping which complies with Article 31(3) of Directive 2005/36/EC.

The verification process for assessing the MSc pre entry RPL portfolio isn't robust. There isn't set criteria to assess portfolio evidence. Verification is undertaken by the admissions tutor and another academic from the department. External examiners aren't involved in this verification process and this is not formalised through an assessment board or RPL panel. Applicants have limited guidance for what constitutes acceptable and appropriate evidence.

The AEI must demonstrate a robust process for the verification of evidence of the RPL portfolio for admission to the MSc nursing route. This process must include review by an external examiner. (Condition one) (SFNME R2.8, R2.20; SPRNP R1.5, R2.1)

- 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. MMU regulations permit more than 50 percent RPL for applicants to the pre-registration nursing programme who are currently NMC registered nurses with no restrictions on practice. Student guidance is provided on MMU webpages and the department of nursing has an RPL academic advisor to support students through the process. Mapping documents evidence the Standards of proficiency to be achieved which complies with Article 31(3) of Directive 2005/36/EC.

- 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 students must have the required level of numeracy and literacy for entry to programme. Literacy is tested at entry stage through applicants making notes on a video used in the interview and through review and scoring of the personal statement.

Numeracy on entry is not tested but candidates are required to achieve the minimum requirement of general certificate of secondary education maths or equivalent. Applicants complete a self-assessment of their digital and technological literacy skills. This is reviewed at induction and students are guided to appropriate support if needed.

Support is available through study skills workshops, online skills packages and student support officers. MMU have 'data buddies' who are students providing peer support for numeracy. There's a pop-up maths café for students to access at various points during the year. Students tell us there's good support available for them

Mapping documents provide detail of the modules in which numeracy, literacy, digital and technological literacy outcomes are met.

All modules have e-learning embedded and this is outlined in programme specifications and mapping documents. This ranges from directed study activities to the use of a virtual town.

Indicative practice module content includes the development of digital skills and numeracy skills. Numeracy is formatively assessed through learning outcomes in the NWPAD. There is a summative assessment of numeracy in year three of the pre-registration nursing programme in a medicines management module with a 100 percent pass mark required. The fieldcraft skills module in the postgraduate programme has a summative assessment of numeracy with a 100 percent pass mark in year two.

Technological skills development is outlined in the department simulation and technology enhanced learning document. This provides evidence of a wide range of activities used to develop student proficiency. For example, in year one, students develop proficient use of equipment such as hoists and in the final year of the programme students develop technological skills using high fidelity manikins and immersive scenarios to manage complex clinical situations in a safe environment.

**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

No students are transferring to the new programme. The SSSA will be adopted by the GMPEG for all students in all four universities in the GM area. A detailed implementation plan provides evidence of this coordinated approach and includes the cohorts transferring to the SSSA and when this will occur. PLPs confirm preparation workshops for practice supervisors, practice assessors and academic assessors scheduled twice weekly. PLPs tell us they are aware that year three students studying the pre-registration nursing programme (NMC, 2010) will continue to be supervised through the Standards for learning and assessment in practice (SLAiP) (NMC, 2008).

Students tell us they understand the changes to supervision in practice and can explain the differences in roles. Students moving to year three in September 2019 are aware they'll remain supervised through SLAiP.

Any students interrupted from the pre-registration programme under the 2010 Standards will remain on that programme. This is dependent on the point of interruption and student choice. Interrupted students who wish to transfer to the 2019 programme will have previous learning recognised through the RPL 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*

MET  NOT MET

MMU regulations are updated and permit more than 50 percent RPL for applicants to the pre-registration nursing programme who are currently NMC registered nurses with no restrictions on practice.

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

YES  NO

The AEI must demonstrate a robust process for the verification of evidence of the RPL portfolio for admission to the MSc nursing route. This process must include review by an external examiner. (Condition one) (SFNME R2.8, R2.20; SPRNP R1.5, R2.1)

There's no clear and effective strategy to enable and encourage service users and carers involvement in the student recruitment process. (Condition two) (SFNME R1.12; SPRNP R1.1, R2.1)

**Outcome**

**Is the standard met?**

MET  NOT MET

The AEI must demonstrate a robust process for the verification of evidence of the RPL portfolio for admission to the MSc nursing route. This process must include review by an external examiner.

Condition one: Provide a robust process for the verification of evidence of the pre-entry portfolio for admissions onto MSc nursing which must include review by an external examiner. (SFNME R2.8, R2.20; SPRNP R1.5, R2.1)

There's no clear and effective strategy to enable and encourage service users and carers involvement in the student recruitment process.

Condition two: Produce a detailed strategy and implementation plan for strengthening service user and carer involvement in the programme. (SFNME R1.12; SPRNP R1.1, R2.1)

**Date:** 12 July 2019

**Post event review**

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

Condition one:

An updated MSc nursing pre-entry portfolio document including scoring criteria is provided. The process for entry verification includes scoring criteria and review by an external examiner.

Condition one is now met.

Evidence:

Updated MSc nursing pre-entry portfolio, 29 July 2019

Updated MSc nursing scoring criteria, 29 July 2019

Condition two:



The AEI has provided a strategy and implementation plan for strengthening service user and carer involvement in the programme. Condition two is now met.

Evidence:

Department of nursing public involvement strategy, 3 July 2019

**Date condition(s) met:** 3 August 2019

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

Conditions one and two are now met. Assurance is provided that the SFNME R1.12, R2.8, R2.20 and SPRNP R1.1, R1.5 and R2.1 are now met.

## Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Standards framework for nursing and midwifery education specifically:*

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

*Standards for student supervision and assessment specifically:*

R1.2, R1.3, R1.7, R1.10, R1.11

### Findings against the standard and requirements

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

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

YES  NO

R2.1 is not met. The verification process for assessing the MSc pre-entry RPL portfolio isn't robust. There isn't set criteria to assess portfolio evidence. Verification is undertaken by the admissions tutor and another academic from the department. External examiners aren't involved in this verification process and this is not formalised through an assessment board or RPL panel. Applicants have limited guidance for what constitutes acceptable and appropriate evidence.

The AEI must demonstrate a robust process for the verification of evidence of the RPL portfolio for admission to the MSc nursing route. This process must include review by an external examiner. (Condition one) (SFNME R2.8, R2.20; SPRNP R1.5, R2.1)

There's no clear and effective strategy to enable and encourage service users and carers involvement in the student recruitment process. (Condition two) (SFNME R1.12; SPRNP R1.1, R2.1)

- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R2.2)

YES  NO

- Mapping to show how the curriculum and practice learning content reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3) **YES**  **NO**

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

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

**MET**  **NOT MET**

R2.4 is met. Documentary evidence and the approval visit shows how the design and delivery of the programme supports students to gain experience in all four fields of nursing. Examples of a student journey through the three-year route in mental health and adult nursing are provided. The NWPAD mapping document demonstrates how practice experience maps to proficiencies. Mapping of each field of nursing practice against the proficiencies confirms there will be experience and exposure to all four fields of nursing in theory and practice.

Students on all routes will share practice learning placements across both mental health and adult nursing fields. A hub and spoke model of practice learning is used. A diverse range of practice learning environments are used, and students document their experiences of spoke practice placements in the NWPAD. In the BSc route, there are four practice learning placements per year of which at least one, is in a community setting. These practice learning placements provide experience of working with children; people with learning disabilities or mental health issues; physical health needs, and maternal care.

In the MSc route, there are two practice learning placements in year one and three in year two. At least one in each year is in a community setting, providing experience of different fields of nursing. MMU have access to a wide variety of diverse practice learning placements for all fields of nursing in the GM area. PLPs confirm there's sufficient resources in practice learning to support students in all four fields of nursing. A practice allocation management system and the practice assessment record and evaluation (PARE) system ensure students can be supported by sufficient practice supervisors and practice assessors in each organisation. Students say that they may have to travel to get the variety of practice learning experience, but confirm they have exposure to all four fields of nursing.

- 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. Programme structure illustrates the two specific fields in either adult, or mental health nursing that students can enter. Field specific learning outcomes are outlined in the module descriptions. There are shared modules in each year, providing students with core knowledge, skills and values for nursing practice. The number of shared modules across all fields of practice decreases in each year of the BSc route. Year one of the BSc route is fully integrated with students from both fields taught together, followed by field specific seminars to provide context. There's one field specific module in year two of the BSc route and four in year three. Field specific modules further enhance and develop knowledge, skills and values in students' chosen field of practice. Practice learning experiences vary in length from four to ten weeks.

Practice modules in both routes are field specific, although students from both mental health and adult programmes will share some practice learning placements for example, in a nursing home.

The MSc route is designed with integrated learning in year one. Students from both fields are taught generic content, followed by field specific small group learning. Year two has one field specific 60 credit theory module, the remaining theory modules are shared. Documentary evidence outlines a range of interprofessional learning (IPL) opportunities using simulation and a virtual town. A toolkit is developed to provide a range of resources, activities and information to support students in practice with IPL. For example, in Stockport NHS trust collaborative workshops are held termly which students can attend.

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

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

YES  NO

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

YES  NO

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

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

MET  NOT MET

R2.8 is met. Module specifications and mapping provide evidence of content in law, safeguarding, consent, pharmacology and medicines administration and optimisation across both fields and routes of the programme. There's a GM policy

for ensuring consent is sought for ensuring safe and effective care of SUC in practice learning settings. The OAR provides evidence of mapping of law, safeguarding, consent, pharmacology and medicines administration and optimisation to the Standards of proficiency for registered nurses in practice learning environments.

Theoretical content will be delivered in field specific seminar groups.

A shared medicines management module in year three of the BSc, and year two of the MSc focuses on further developing students' knowledge and skills in pharmacology. Medicines administration and optimisation is formatively assessed in increasing levels of complexity throughout the programme. Medicines management, pharmacology and numeracy will be summatively assessed in the final year. A pass rate of 100 percent is required to pass the module.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point

There are appropriate module aims, descriptors and outcomes specified.

There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

**MET**  **NOT MET**

R2.9 is met. Programme structure demonstrates an equal balance of theory and practice learning. Module specifications outline the range of teaching and learning strategies used, with appropriate aims and outcomes stated. Both routes of the programme contain the required number of theory and practice learning hours.

There's a variety of assessments used including poster presentations, oral examination, written examinations, written work, objective structured clinical examinations (OSCE's) and observed practice.

Practice hours are recorded via the PARE and monitored by the personal academic tutor. Electronic notifications are sent to the personal tutor alerting them to a change in a student record providing opportunity for swift intervention if required.

Students can retrieve any unmet practice hours during a practice placement providing they do not exceed 48 hours per week as specified in the working time directive. These hours are recorded via the PARE. Alternatively, unmet practice hours can be retrieved at the end of the academic year. Retrieval of unmet practice hours and proficiencies will be individually managed according to student need and circumstance.

The MSc route demonstrates practice learning is not awarded academic credit (in line with university regulations for master's level programmes). Students must complete all practice module requirements including hours, proficiencies and

written reflective accounts, and results are reported at an assessment board, however no academic credit is awarded. The panel asks the programme team to review this approach and consider whether academic credit can be awarded for practice learning on the MSc route to align with the BSc route. (Recommendation one). (SFNME R2.1, R5.15)

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

YES  NO  N/A

This is not applicable as 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

- 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

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

YES  NO

The AEI must demonstrate a robust process for the verification of evidence of the RPL portfolio for admission to the MSc nursing route. This process must include review by an external examiner.

Condition one: Provide a robust process for the verification of evidence of the pre-entry portfolio for admissions onto MSc nursing which must include review by an external examiner. (SFNME R2.8, R2.20; SPRNP R1.5, R2.1)

There's no clear and effective strategy to enable and encourage service users and carers involvement in the student recruitment process.

Condition two: Produce a detailed strategy and implementation plan for strengthening service user and carer involvement in the programme. (SFNME R1.12; SPRNP R1.1, R2.1)

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**

The AEI must demonstrate a robust process for the verification of evidence of the RPL portfolio for admission to the MSc nursing route. This process must include review by an external examiner.

Condition one: Provide a robust process for the verification of evidence of the pre-entry portfolio for admissions onto MSc nursing which must include review by an external examiner. (SFNME R2.8, R2.20; Standards for pre-registration nursing (SPRNP) R1.5, R2.1)

There's no clear and effective strategy to enable and encourage service users and carers involvement in the student recruitment process.

Condition two: Produce a detailed strategy and implementation plan for strengthening service user and carer involvement in the programme. (SFNME R1.12; SPRNP R1.1, R2.1)

**Date:** 13 July 2019

**Post event review**

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

Condition one:

An updated MSc nursing pre-entry portfolio document including scoring criteria is provided. The process for entry verification includes scoring criteria and review by an external examiner.

Condition one is now met.

Evidence:

Updated MSc nursing pre-entry portfolio, 29 July 2019

Updated MSc nursing scoring criteria, 29 July 2019

Condition two:

The AEI has provided a strategy and implementation plan for strengthening service user and carer involvement in the programme. Condition two is now met.

Evidence:

Department of nursing public involvement strategy, 3 July 2019

**Date condition(s) met:** 4 August 2019

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

Conditions one and two are now met. Assurance is provided that the SFNME R1.12, R2.8, R2.20 and SPRNP R1.1, R1.5 and R2.1 are now met.

### Standard 3: Practice learning

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

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

R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages

R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration

nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

R3.6 ensure students experience the range of hours expected of registered nurses, and

R3.7 ensure that students are supernumerary.

*Standards framework for nursing and midwifery education* specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

*Standards for student supervision and assessment*, specifically R1.1 – R1.11

### Findings against the standard and requirements

**Provide an 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. There's evidence in programme documentation and the NWPAD to give assurance that students will develop both practical and theoretical skills to deliver safe and effective care and meet the diverse needs of people. A health education north west (HENW) placement charter provides evidence of each PLPs commitment to a safe and effective learning environment. Students tell us they know how to raise and escalate concerns, and there's guidance for this process available on the online practice assessment record and evaluation (PARE) and in the NWPAD. Typical student practice learning journeys provide evidence of learning across all four fields of nursing practice. Student journeys and a mapping document confirm that adult nursing students will meet the EU directive 2005/36/EU, annexe V2 clinical instruction element for general nursing in practice learning experiences. Current adult nursing students tell us of practice learning experiences in mental health settings and experiences of children and young people in community settings.

- 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 has an extensive range of individual practice learning opportunities across the GM area which are shared with three other AEIs. Practice learning environments have biennial educational audits supported by a university link lecturer (ULL). The four AEIs in the GM area work collaboratively supporting audits where practice learning placements are shared.

There's documentary evidence of process for removing a practice learning environment from student practice learning experience. An investigation pack and flow chart provide robust evidence of process for exceptional reporting to the NMC any concerns related to PLPs with adverse regulator reports. Governance meetings are held regularly between PLPs and AEIs across the GM area to share practice learning evaluations and monitor action plans developed as a result of student feedback, concerns in practice or regulator reports. There are no CQC reports requiring action from MMU.

Students tell us they complete practice evaluations online through PARE.

The GM post graduate workforce group, in partnership with all four AEIs, has strategic agreements for practice supervision and assessment across the GM area. This approach ensures consistency in student support, supervision and assessment. In each practice placement area, a practice education lead (PEL) coordinates student learning, supported by the practice education facilitator (PEF). The practice assessor and academic assessor will meet in weeks specified on programme structures to collaborate on student practice learning assessment.

Students tell us they have opportunities to feedback their experiences in programme committees to which PLPs are invited. PLP meeting minutes confirm there's regular meetings between the GM group of PLPs and the four AEIs in the GM area.

Assessment of practice includes assessment of proficiencies and a written assessment relating to episodes of care in mother and baby, children, learning disabilities or mental health settings. These contribute to the evidence required for a portfolio assessment in the practice modules. Assessment of practice includes the completion of proficiencies as outlined in the NWPAD.

- 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 mapping documents provide evidence to support the provision of practice learning opportunities allowing students to develop and meet communication and relationship management skills and nursing procedures for all four fields of practice. PLPs confirm organisation policies are changed to permit students to undertake procedures set out in the Standards of proficiency for registered nurses.

- 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. The programme uses a wide variety of teaching and learning methods including simulation-based and technology enhanced learning. All nursing students are given a tablet in the first week of their programme for accessing relevant applications and NWPAD. Support for using the tablet is provided by technology enhanced learning advisors. Simulation activities vary in complexity from practicing essential skills to more complex decision making and management simulations. Technology enhanced and simulation-based learning opportunities are effective and proportionate. For the adult field in each route, learning opportunities comply with Article 31 (5) of Directive 2005/36/EC. Service users take part in simulation-based learning and are prepared following the simulated patient common framework. There's a faculty wide virtual learning environment (VLE), Birley Place, where students can collaborate with students from other disciplines. Cave automatic virtual environment (CAVE) embeds simulated scenarios of real-life situations such as road traffic incidents using virtual reality. Students tell us simulation-based learning prepares them well for their practice learning experiences and increases their confidence.

- 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. Students who require reasonable adjustments to support their practice learning have an initial assessment with university disability services and a personal learning plan is prepared. This is shared by the student with practice assessors, practice supervisors and academic assessors. Adjustments made are recorded in NWPAD at the start of each practice learning placement. The need for adjustments is reviewed at every practice learning experience.

An exceptional factors process can be used to support students with personal circumstances or temporary health issues which might affect their practice learning experiences, or ability to complete summative assessments. Student support advisors provide advice and guidance on these processes. Students confirm they're supported by the department student advisors. Students tell us these advisors provide exceptional support and give them targeted guidance tailored to their own personal circumstances.

**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:** 14 July 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. Documentary analysis indicates that university induction, education, ongoing development and support for academic staff ensures compliance with the Standards framework for nursing and midwifery education in relation to student support, supervision, learning and assessment. A personal development plan and annual review process provides evidence of commitment from the university to supporting staff with resources and time to fulfil their roles.

The personal tutor framework outlines how personal academic tutors provide support and guidance to enable students to succeed. Using a coaching approach, tutors meet regularly with students throughout the year monitoring attendance, engagement with learning activities and progress.

MMU professional suitability policy outlines a robust process for managing student fitness to practise concerns. The panel includes a student representative.

There's a GM agreed process for investigating issues and concerns in practice learning which applies to MMU and all AEs in the GM area. An audit trail of actions taken is recorded. There's documentary evidence of process for removing a practice learning environment from student placement learning experience. An investigation pack and flow chart provide robust evidence of process for exceptional reporting to the NMC any concerns related to PLPs with adverse regulator reports. Governance meetings are held regularly between PLPs and AEs across the GM area to share practice learning evaluations and monitor action plans developed as a result of student feedback, concerns in practice or regulator reports.

Student facing documentation is aligned with the Code (NMC, 2018). Students assure us they understand the scope of consent when delivering care. Guidance for raising and escalating concerns process is shared across GM PLPs and MMU. Students are informed about how to raise concerns in practice during programme inductions and throughout the programme. Students tell us they understand their obligations to raise and escalate concerns and confirm the process is available on the VLE, and posters in practice settings. Documentary evidence demonstrates that structures and processes allow students to be supported and supervised in all learning environments. Partnership agreements identify how MMU and PLPs commit to support student learning and collaborate in programme delivery. Students tell us they are supernumerary in practice for all of their practice learning experiences. There's a GM coordinated approach to the preparation of practice

supervisors and assessors, and an extensive range of documents outlines the implementation plan and process for this preparation.

Support in practice is provided by practice education leads (PEL) who act as the nominated person for students during their practice learning experience. Their role is to promote and support a quality learning environment and act as a point of contact for practice supervisors and practice assessors. The synergy programme developed by the GM group of AEs and PLPs will support a different model of supervision in practice learning. This uses a coaching approach to develop students' clinical skills and confidence in decision making.

The AEI confirms allocation of academic assessors. One academic assessor will support 25 students. Workload is allocated for the academic assessor role. The academic assessor is different for each part of the programme.

Collaboration weeks are scheduled in the programme for practice assessors and academic assessors to meet and discuss student progress.

- 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. There is a coordinated approach across GM for transfer to and implementation of the SSSA. A transition plan outlines processes to move over to the SSSA including communication plans. Factsheets provide information about the changes to student supervision and assessment. A practice supervisor and practice assessor handbook is developed across all four AEs in the GM area. This outlines the roles and responsibilities of practice supervisors, practice assessors and academic assessors.

PLPs confirm they're reviewing processes to ensure all standards and requirements are met. This includes allocation of practice supervisors and practice assessors. PLPs will keep a database of practice supervisors and assessors who are prepared to undertake the role. Academic assessors are prepared and appointed by MMU. PLPs confirm there's sufficient preparation sessions in place until the end of August to ensure practice supervisors and practice assessors are prepared for their new role.

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

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3) **YES**  **NO**

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

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

**MET**  **NOT MET**

R4.4 is met. There are formative assessment points in each module and summative feedback is provided for assessed work through the VLE. The academic assessor has oversight of a student's progression for the year. NWPAD has a mid-point review with opportunities for feed forward, and a summative end point assessment. SUC give feedback in the NWPAD and provide formative feedback in simulation-based learning sessions. There are plans to include SUC in theory assessment in the future. Formative and summative assessment is outlined in the module and programme specifications. Students tell us feedback is excellent and helps them to develop and progress.

- 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. Mapping documents for all fields of nursing provide assurance that programme content and practice learning experiences will enable students to meet the Standards of proficiency for registered nurses. PLPs have sufficient resources to meet the education needs of students with access to a diverse range of practice learning environments. PLPs confirm organisation policies are amended to permit students to undertake skills in practice.

**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)

<ul style="list-style-type: none"> <li>• 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 <i>Standards of proficiency for registered nurses</i> (R4.10)</li> </ul>	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)</li> </ul>	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/> <b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met	
<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>	
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met	
<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>	
<b>Outcome</b>	
<b>Is the standard met?</b>	
<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>	
<b>Date:</b> 15 July 2019	

<b>Standard 5: Qualification to be awarded</b>
<b>Approved education institutions, together with practice learning partners, must:</b>  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.
<b>Findings against the standards and requirements</b>
<b>Evidence provides assurance that the following QA approval criteria are met:</b> <ul style="list-style-type: none"> <li>• 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)</li> </ul>



<ul style="list-style-type: none"> <li>• 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)</li> </ul>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p style="text-align: right;">YES <input checked="" type="checkbox"/>    NO <input type="checkbox"/></p> <p><b>Fall Back Award</b></p> <p>If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award</p> <p><i>Standards framework for nursing and midwifery education</i> specifically R2.11, R2.20</p>	YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
There is no fall back award conferring eligibility for registration as a nurse.	
Assurance is provided that the <u><i>Standards framework for nursing and midwifery education</i></u> relevant to the qualification to be awarded are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
<p><b>Outcome</b></p>	
Is the standard met?	
MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>	
Date: 15 July 2019	

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input 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>Updated mapping for the field specific law, safeguarding, consent, pharmacology and medicines administration, 2 July 2019</p> <p>Post visit evidence</p> <p>Updated MSc nursing pre-entry portfolio, 29 July 2019</p> <p>Updated MSc nursing scoring criteria, 29 July 2019</p> <p>Department of nursing public involvement strategy, 3 July 2019</p> <p>Confirmation of approval of variations to the assessment regulations for pre-registration nursing, undated</p> <p>Programme approval report, 1 August 2019</p> <p>Updated January 2020 MSc nursing programme handbook, 1 August 2019</p> <p>Updated September 2019 BSc nursing programme handbook, 1 August 2019</p> <p>Programme specification BSc (Hons) adult nursing, 1 August 2019</p> <p>Programme specification BSc (Hons) mental health nursing, 1 August 2019</p> <p>Programme specification MSc adult nursing, 1 August 2019</p> <p>Programme specification MSc mental health nursing, 1 August 2019</p> <p>Updated BSc (Hons) adult nursing unit specifications, 1 August 2019</p> <p>Updated BSc (Hons) mental health nursing unit specifications, 1 August 2019</p> <p>Updated MSc adult nursing unit specifications, 1 August 2019</p> <p>Updated MSc mental health nursing unit specifications, 1 August 2019</p>		

Updated BSc nursing validation portfolio, 1 August 2019
Updated MSc nursing validation portfolio, 1 August 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"/>
If yes, please identify cohort year/programme of study:		
BSc (Hons) adult nursing		
Year one x two students		
Year two x eight students		
Year three x two students		
BSc (Hons) mental health nursing		
Year one x two students		
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"/>
If yes, system regulator reports list Stockport NHS Foundation Trust, 21 December 2018 The Pennine acute hospitals NHS Trust, 1 March 2018 Timperley care home, 30 April 2019 Wirral university teaching hospital NHS Foundation Trust, 13 July 2018		
If you stated no above, please provide the reason and mitigation: Not required as an established AEI.		
Additional comments:		

**Mott MacDonald Group Disclaimer**

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

<b>Issue record</b>			
<b>Final Report</b>			
Author:	Angela Hudson	Date:	29 July 2019
Checked by:	Monica Murphy	Date:	19 August 2019
Approved by:	Andrea Bacon	Date:	22 August 2019
Submitted by:	Lucy Percival	Date:	22 August 2019