

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	University of Plymouth
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Somerset Partnership NHS Foundation Trust University Hospitals Bristol NHS Foundation Trust Torbay and South Devon NHS Foundation Trust Northern Devon Healthcare NHS Trust Devon Partnership NHS Trust Royal Devon & Exeter NHS Foundation Trust Cornwall Partnership NHS Foundation Trust University Hospitals Plymouth NHS Trust Taunton & Somerset NHS Foundation Trust Portsmouth Hospitals NHS Trust Royal Cornwall Hospitals NHS Trust South Western Ambulance Service NHS Trust Yeovil District Hospital NHS Foundation Trust Private voluntary and independent healthcare providers
<b>Programmes reviewed:</b>	Pre-registration nursing (adult, child, mental health) Pre-registration nursing (adult, child, mental health) nurse degree apprenticeship (NDA) Pre-registration nursing dual awards (adult/child, adult/mental health, child/mental health)
<b>Title of programme(s):</b>	BSc (Hons) Nursing (Adult Health), MSc Nursing (Adult Health) BSc (Hons) Nursing (Mental Health), MSc Nursing (Mental Health)

	<p>BSc (Hons) Nursing (Child Health), MSc Nursing (Child Health)</p> <p>NDA routes:</p> <p>BSc (Hons) Nursing (Adult Health)</p> <p>BSc (Hons) Nursing (Mental Health)</p> <p>BSc (Hons) Nursing (Child Health)</p> <p>Dual awards:</p> <p>MNurs Nursing (Adult Health &amp; Mental Health)</p> <p>MNurs Nursing (Adult Health &amp; Child Health)</p> <p>MNurs Nursing (Child Health &amp; Mental Health)</p>
<b>Date of approval visit:</b>	4 April 2019
<b>Programme start date:</b>	1 September 2019
<b>Academic level:</b>	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
<b>QA visitor(s):</b>	<p>Registrant Visitor: Ronnie Meechan</p> <p>Lay Visitor: Jayne Walters</p>

**Section two**

**Summary of review and findings**

The school of nursing and midwifery (the school), within the faculty of health and human sciences, University of Plymouth (UoP) presented a pre-registration nursing programme. There is a full-time three-year BSc (Hons) nursing (adult, mental health and child), a full-time two-year MSc nursing (adult, mental health and child) and a full-time four-year dual award MNurs (adult and mental health or adult and children or mental health and children). The BSc (Hons) nursing (adult, mental health and child) and the nurse degree apprentice (NDA) have part-time routes which does not exceed six years in length.

Recognition of prior learning (RPL) is a required component for the MSc route with candidates evidencing 750 hours of health and social care experience prior to commencing the programme.

The part-time NDA BSc (Hons) route has been negotiated and developed with lead managers of participating healthcare organisations and representatives from the locality. The following organisations are supporting the NDA route: Livewell Southwest (LWS), University Hospitals Plymouth Trust (UHPT), Cornwall Partnership Foundation Trust (CPFT), Royal Devon & Exeter Foundation Trust (RD&E), Royal Cornwall Hospitals Trust (RCHT), Torbay and South Devon Foundation Trust (T&SD).

The programme aims to prepare graduates for entry to the NMC register as a registered nurse. The programme documentation and approval process confirm evidence of effective partnership working between the school and key stakeholders.

The Standards framework for nursing and midwifery education, (NMC, 2018); the Standards for student supervision and assessment, (NMC, 2018); the Standards for pre-registration nursing programmes, (NMC, 2018) are mapped in the programme and are met at programme level.

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

Updated 15 May 2019

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

The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

<p><b>Recommended outcome to the NMC:</b></p>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>Condition one: The school must demonstrate service users are engaged in meaningful partnership in student recruitment and selection across all of the fields of nursing practice. (Standards framework for nursing and midwifery education R2.7)</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition two: The programme team must ensure that students undertaking the adult nursing route meet article 31(5) of Directive 2005/36/EC (V.2. nurse responsible for general care requirement in full) and that the programme/student handbook must identify for students undertaking the adult route that they record, verify and evidence the EU directive for general care. (Standards framework for nursing and midwifery education R2.3 and Standards for pre-registration nursing programmes R4.11)</p> <p>Condition three: MNurs (dual registration) programme/student handbooks must identify that a student who fails in one field of practice can still register in the other field of practice, providing they have fulfilled the requirements for that field of nursing. (Standards framework for nursing and midwifery education R3.10 and Standards for pre-registration nursing programmes R2.1)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified</p>
<p><b>Date condition(s) to be met:</b></p>	<p>16 May 2019</p>

<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: The school explores a full range of opportunities for service users to be involved in delivery and assessment of students across all fields of nursing. (Standards framework for nursing and midwifery education R1.12 and Standards for pre-registration nursing programmes 2.1)
<b>Focused areas for future monitoring:</b>	The implementation of the south practice assessment document (PAD) for the assessment of practice proficiencies.

**Programme is recommended for approval subject to specific conditions being met**

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

Revised copies of programme documentation have been received including a revised service user strategy, revised programme handbooks and revised programme specifications.

Assurance is provided that the following standards are met:

Condition one: Standards framework for nursing and midwifery education R2.7 is now met. There is a clear intention for service users and lay people to be involved with the selection of students.

Condition two: Standards framework for nursing and midwifery education R2.3 and Standards for pre-registration nursing programmes R4.11 are now met. There is a clear process for monitoring and recording article 31(5) of Directive 2005/36/EC, in relation to the general care requirement, for students undertaking the adult field of practice.

Condition three: Standards framework for nursing and midwifery education R3.10 and Standards for pre-registration nursing programmes R2.1 are now met. The exit award with registration for the dual award is now contained within the programme specification.

<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>	The opportunity to make observations was waived by the AEI.
<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>	15 May 2019
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### 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>



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.**

There is documentary evidence that the UoP demonstrates effective partnership working with practice leaning partners (PLPs) over a substantial geographical area. Stakeholders told us they're involved in the co-production and design of the pre-registration nursing programme.

There is documentary evidence of partnership working both within minutes of curriculum development workshops and the inclusion of clinical placements agreements (CPAs). The CPAs have been developed in conjunction with PLPs and have been signed by a university representative and representatives of those PLPs. The agreements commit the university and PLPs to the provision of safe and supportive learning environments for pre-registration nursing students. In addition, UoP and the university of Exeter (UoE) have an agreed memorandum of



understanding which outlines agreed common objectives for each institution in working together where practice learning environments are shared.

Senior nurses and practice education leads told us there are effective processes in place to respond quickly to the needs of students, practice supervisors and practice assessors. The programme team told us there are systems and processes in place to ensure academic assessors are supported within their role to support students undertaking practice learning opportunities. The programme team, senior nurses and practice education staff told us there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments.

There is documentary evidence to support the school's commitment to service user involvement in healthcare education. While there are examples of service user involvement in programme delivery within the mental health field of the programme, these are not extensive and inconsistent across the other fields. The school is recommended to explore a full range of opportunities for service users to be involved in delivery and assessment of students across all fields of nursing. (Recommendation one) (Standards framework for nursing and midwifery education R1.12 and Standards for pre-registration nursing programmes 2.1)

Service users told us they gave comments on the feedback section in the PAN (all south PAD. Service user and carer engagement is evident in relation to programme consultation and some aspects of curriculum development. Service user and carer partnerships were less evident in relation to recruitment of students. The school must demonstrate service users are engaged in meaningful partnership in student recruitment and selection across all of the fields of practice (Condition one) (Standards framework for nursing and midwifery education R2.7).

Students told us they have been consulted and have contributed to the design and development of the new programme. Processes are in place for them to give feedback on theory and practice learning and their voice is heard. Students told us they have opportunities to learn from a range of people in practice learning environments, including service users and opportunities for inter-professional learning.

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**

Service user and carer engagement is evident in relation to consultation and some aspects of curriculum development, service user and carer partnerships were less evident in relation to recruitment and selection of students.

Condition one: The school must demonstrate service users are engaged in meaningful partnership in student recruitment and selection across all of the fields of practice. (Standards framework for nursing and midwifery education R2.7)

Recommendation one: The school is recommended to explore a full range of opportunities for service users to be involved in delivery and assessment of students across all fields of nursing. (Standards framework for nursing and midwifery education R1.12)

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**

Service user and carer engagement is evident in relation to consultation and some aspects of curriculum development, service user and carer partnerships were less evident in relation to recruitment and selection of students.

Condition one: The school must demonstrate service users are engaged in meaningful partnership in student recruitment and selection across all of the fields of practice. (Standards framework for nursing and midwifery education R2.7)

Recommendation one: The school is recommended to explore a full range of opportunities for service users to be involved in delivery and assessment of students across all fields of nursing. (Standards framework for nursing and midwifery education R1.12)

**Post Event Review**

**Identify how the condition is met:**

Condition one:

The school have provided an updated service user/lay representative involvement strategy: school of nursing and midwifery (SNAM). The strategy identifies clear intentions to introduce an interview station in which service users and/or lay individuals will be present. The strategy also identifies that service users will be provided an opportunity to contribute towards the scoring process which promotes equal voting power within the recruitment team panel.

Evidence:

UoP, updated framework for SNAM service user and lay representative Involvement, April 2019

UoP, updated service user/lay representative involvement strategy: school of nursing and midwifery (SNAM), April 2019

**Date condition(s) met:** 15 May 2019

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

Standards framework for nursing and midwifery education R2.7 is 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
- 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 RPL policy allows applicants with suitable academic credit and/or experience to be awarded up to a maximum of 50 percent RPL. The programme specifications identify the maximum RPL of 50 percent.

The MSc route requires candidates to evidence 750 hours of health and social care experience.

Applicants for all of the routes are initially screened to ensure they have the required academic qualifications, and are given information on how to make an RPL claim. RPL candidates include those progressing from relevant foundation degree and degree apprenticeships, as well as nursing associates and assistant practitioners, and includes recognition for clinical practice as well as academic achievement.

The process of making an RPL claim is detailed in the UoP academic regulations 2018-19 policy. The RPL claim and mapping tool is scrutinised by the appropriate academic and external examiner and submitted to a subject assessment panel and award board. This will result in a receipt of a transcript of learning, which clearly identifies the modules and credits awarded.

RPL mapping documents have been provided for all routes and comply with article 31(3) of Directive 2005/36/EC.

- 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. RPL is reviewed on an individual basis for NMC registered nurses. NMC registered nurses may be credited with more than 50 percent of the programme.

Applications for candidates who hold a registration with the NMC are initially screened to ensure they have the required academic qualifications, and candidates are given information on how to make an RPL claim.

The process of making an RPL claim is detailed in the UoP academic regulations 2018-19 policy.



The RPL claim and mapping tool is scrutinised by the appropriate academic and external examiner and submitted to a subject assessment panel and award board. This will result in a receipt of a transcript of learning, which clearly identifies the modules and credits awarded.

- 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 (ORA) 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. There's documentary evidence that the PAN south PAD and the ongoing record of achievement (OAR) are clearly linked to proficiency outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. The OAR will be completed online using an electronic portfolio (PebblePad).

Documentary evidence identifies students can access study support from the library team and from their personal tutors/programme team. Digital platforms include the Elsevier clinical skills package.

Students are required to evidence GCSE grades C or four (and above) in mathematics/English prior to joining the programme. Consideration may be also be given to candidates to those who hold functional skills level two in mathematics.

Students who are unable to evidence the minimum requirement in mathematics may be offered a free online mathematics support package and an examination equivalent to C grade GCSE to enable the achievement of appropriate entry requirements prior to commencing the programme. This examination is offered twice during the recruitment cycle to all eligible candidates.

Numeracy is assessed throughout the programme with students having to demonstrate 100% pass in level six BSc Hons and NDA routes and level seven in the MNurs and MSc routes. The mapping documents identify where proficiency outcomes in numeracy are delivered and assessed.

Students can access a range of online learning resources including learning support services such as academic support, technology and innovation (ASTI), the learning gateway and the UoP SUM:UP centre, offering support for students in the areas of mathematics and statistics. The virtual learning environment that UoP uses is Moodle. Students told us they are encouraged to use the interactive learning and are able to access a range of online tools relating to referencing and use of IT.



**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

Existing pre-registration nursing students will be transferring to the Standards of proficiency for registered nurses, and the Standards for student supervision and assessment from September 2019 onwards. The exception is pre-registration nursing students who will enter their final year of study in September 2019; these students will continue on the 2010 Standards for pre-registration nursing. The school provided documentary evidence that students have been informed about transfer arrangements.

We were told by the programme team, senior managers, senior nurses and practice education staff there are appropriate resources to support the transfer of students from September 2019. Where a student has interrupted their studies the student will be seen by the field lead and current progress mapped against the new modules; any additional programme needs will be identified.

The school have held a number of webinar information sharing events to inform students about changes to the programme. Year one students told us they were aware of the changes. Year two and three students told us some students had been involved with focus group activities.

An example mapping document was provided against the Standards of proficiency for registered nurses. We were told by the programme team and PLPs that support systems are in place for students who will transfer onto the Standards of proficiency for registered nurses from September 2019.

*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

RPL is reviewed on an individual basis and therefore, in recognition of the NMC requirement registered nurses may be credited with more than 50 percent of the programme.

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

YES  NO

**Outcome**

Is the standard met? MET  NOT MET

Date: 11 April 2019

**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 for education and training (R2.1)

YES  NO

The MNurs dual registration route documentation does not identify that if a student fails one field of practice but has met the required outcomes for the other field of practice they can still register providing they have fulfilled the requirements for that field. (Standards framework for nursing and midwifery education R3.10 and Standards for pre-registration nursing programmes R2.1). (Condition three)

- 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. There's documentary evidence demonstrating the design and delivery of the programme supports students' learning in all four fields. The programme and each route are designed to facilitate students' exposure in theory and practice learning to their subsequent field of practice including learning disabilities.

The programme team told us that students in part one of each route will have alternative field practice exposure and this is also identified on the programme planners. Students will undertake practice learning experience in alternative fields as 'spoke' learning opportunities. This is recorded in the PAN south PAD and is also recorded on the practice learning management system.

The programme team told us personal tutors will scrutinise the OAR and identify shortfalls in theory and practice learning. Students who have not had significant exposure to all fields will be required to undertake further practice learning opportunities in order to meet the standard.

There are signed agreements between the school and PLPs identifying joint responsibility for students on nursing programmes. The documentary evidence suggests that the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, children, mental health and learning disabilities.

- 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. There is documentary evidence and the programme team told us that the programme and routes address the outcomes required for registration in one (BSc Hons, NDA BSc Hons, MSc) or more than one (MNurs) field of practice.

The BSc (Hons) and the MSc adult, children and mental health routes exceed the 4600 hours. Students undertaking the NDA BSc (Hons) nursing (adult, children's, mental health) part-time route will undertake the same number of theory and practice learning hours as the full time BSc (Hons) route.

The part-time NDA and BSc (Hons) route will run over a longer period of time and can be a maximum of six years in duration, depending on how much RPL is claimed against that programme.

The MSc pathway permits 750 hours of RPL practice hours.

The MNurs (dual award) routes exceed 6816 hours. There are sufficient numbers of theory and practice hours in more than one field of practice.

There's documentary evidence within the module descriptors, content and programme specifications that there is sufficient module content for each field of practice to be tested for both theoretical and practice learning components in the BSc (Hons) NDA BSc (Hons) and the MSc routes of the nursing programme.

For the MNurs routes the module content, module outcomes, programme outcomes and the PAN south PAD facilitates achievement of the proficiencies for adult and mental health nurses, adult and children nurses and children's and mental health nurses.

**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. There's documentary evidence within the module descriptors and programme specification that supports the development of field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation for entry to the register in one or more fields of nursing practice.

There's documentary evidence that students undertaking the MNurs adult and mental health, adult and children, children and mental health (dual award) route cover the content sufficiently in both fields of practice. The programme team, senior nurses, practice assessors and practice supervisors told us that students will have sufficient exposure to field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation throughout their programme.



The PAN south PAD, programme specifications and module descriptors outline the academic and practice proficiency outcomes in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation.

The school has provided mapping documents relating to both theoretical and practice component of the BSc (Hons), NDA BSc (Hons), MNurs and MSc pathways.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point  
There are appropriate module aims, descriptors and outcomes specified.  
There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9) **MET**  **NOT MET**

R2.9 is met. Documentary evidence and the approval process demonstrate an equal balance of theory and practice learning in the programme.

Documentary evidence demonstrates programme hours have been mapped against the NMC minimum hours required for each route. All routes exceed the minimum 4600 hours, the MNurs dual award is 6816 in duration with suitable practice learning content in each field of practice. The mapping documents provided demonstrate where the Standards of proficiency for registered nurses are being assessed and delivered.

There is documentary evidence of a practice allocation model for the delivery of the programme that demonstrates the achievement of designated hours for the programme. Students have exposure to a range of practice learning opportunities and will also gain further experience using a hub and spoke model. There is a system for monitoring programme hours and retrieval of any deficit hours in both theory and practice learning. The programme plan for all routes identify a longer practice learning opportunity in the final part of the programme. For the MNurs dual award, students undertake a longer final practice learning experience in each of the fields of practice.

A comprehensive range of learning and teaching strategies are detailed in the programme documentation. The strategy is diverse and includes lecture, small group, technology facilitated, online, distance and simulated practice/clinical skills approaches to learning and teaching.

Module descriptors detail appropriate aims and outcomes. The outcomes are sufficient to test the field of practice requirements in one or more than one field of practice. The indicative content provided within the module descriptors is aligned with the seven platforms within the Standards of proficiency for registered nurses.

All stakeholders told us that the programme and practice learning opportunities will prepare students for entry to the NMC register as a registered nurse.



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

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

YES  NO  N/A

The programme is not delivered in Wales.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11).

YES  NO

- Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12)

YES  NO

- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)

YES  NO

- 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

The AEI is not seeking approval of programmes leading to nursing registration and registration in another profession.

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

YES  NO

The MNurs dual registration route documentation does not identify that if a student fails one field of practice but has met the required outcomes for the other field of practice they can still register providing they have fulfilled the requirements for that field.

Condition three: MNurs (dual registration) programme/student handbooks must identify that a student who fails in one field of practice can still register in the other field of practice, providing they have fulfilled the requirements for that field of nursing. (Standards framework for nursing and midwifery education R3.10 and Standards for pre-registration nursing programmes 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 MNurs dual registration route documentation does not identify that if a student fails one field of practice but has met the required outcomes for the other field of practice they can still register providing they have fulfilled the requirements for that field.

Condition three: MNurs (dual registration) programme/student handbooks must identify that a student who fails in one field of practice can still register in the other field of practice, providing they have fulfilled the requirements for that field of nursing. (Standards framework for nursing and midwifery education R3.10 and Standards for pre-registration nursing programmes R2.1)

**Date:** 11 April 2019

**Post event review**

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

Condition three:

The programme specification for the MNurs dual award programmes identifies that students failing in one field of practice can register in the other field providing they have fulfilled the requirements for that field of practice.

Evidence:

UoP, updated module records, BSc (hons) nursing including NDA route and MNurs dual field, 9 May 2019

UoP, updated module records, MSc nursing, 9 May 2019

UoP, updated MSc nursing programme specification, 9 May 2019

UoP, updated MNurs dual award nursing programme specification, 9 May 2019

UoP, updated programme handbook 2019/2020 BSc (Hons) nursing, MNurs dual award nursing, MSc nursing, 15 May 2019

**Date condition(s) met:** 15 May 2019

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

Standards framework for nursing and midwifery education R3.10 and Standards for pre-registration nursing programmes 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. Documentary evidence and what we heard at the approval visit provides assurance that students will develop the skills to deliver safe and effective care, to a diverse range of people across four fields of practice.

The routes in the programme provide a diverse range of practice learning experiences for students. Documentary evidence suggests students undertaking the programme will encompass a range of practice experience appropriate to each of the fields of nursing.

Students undertaking the dual award route will encompass a range of practice experience appropriate to each of the two fields of nursing.

There's documentary evidence of how hub and spoke placements plan to deliver practice learning experience across the four fields of nursing. There is evidence of a joint agreement by the school and NHS trusts for sufficient opportunities for students to practise the core nursing skills outlined in annexe A and B of the Standards of proficiency for registered nurses.

The programme team, senior nurses, and practice education staff told us that there's sufficient capacity across the geographical location to ensure the practice learning experiences available allow students to deliver safe and effective care, across the four fields of nursing practice. Senior nurses confirmed relevant policies are being modified to enable students to practise clinical skills safely and appropriately in practice learning environments that have not previously been required for registration.

Students told us they are supported in practice learning environments and there's sufficient opportunity to get experience in their fields of nursing throughout their programme.

All students told us their supernumerary status was protected. Students on the NDA BSc (Hons) route undertake practice learning away from their usual work place.

- 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. There is a clear system in place to monitor the quality of the practice learning environments and for students' evaluation of their practice experiences. Practice learning environments are audited on a biennial basis.

We were told by the programme team and PLP that the suitability of placements to meet programme outcomes are reviewed collaboratively by practice placement education leads and academic placement development team leads with the placement allocation team as part of the allocation cycle. Practice learning configuration and circuits are designed in relation to the experience required for students to deliver safe and effective care to a diverse range of people of all ages.

Practice education leads within all trust/employer/practice learning provider organisations told us they meet regularly with relevant academic staff to feedback, contribute to the monitoring of all programmes and resolve any escalated concerns.

The programme team, senior nurses, practice education staff, practice supervisors and practice assessors told us there are appropriate processes for assessing, monitoring and evaluating these practice experiences. This includes processes for withdrawing students from a practice learning area and supportive measures when

reintroducing students to practice learning areas. Students confirm they complete an evaluation after each practice learning environment experience.

Senior nurses, practice education staff, practice supervisors and practice assessors told us that students undertaking the pre-registration nursing programme will have a variety of practice learning experiences to meet the holistic needs of people in all ages.

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

**MET**  **NOT MET**

R3.3 is met. Module descriptors provide evidence of how the principles of communication and relationship management skills will be introduced and developed through the programme. Documentary evidence suggests that within practice learning environments, the opportunity to follow an individual's journey through the health system will enable students to put these skills into practice.

The PAN south PAD clearly maps the Standards of proficiency for registered nurses (NMC, 2018) and identifies where the platforms and nursing procedures are recorded and assessed.

Stakeholders told us that practice learning opportunities allow students to meet the communication and relationship management skills and nursing procedures within the pre-registration programme and routes.

- 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 UoP virtual learning environment (VLE) Moodle provides access to online materials which support the student's programme. The VLE also includes more general resources to aid students' studies. Technology to support the learning, teaching and assessment strategy includes the use of software packages such as the Elsevier clinical skills package and PebblePad that contains an electronic version of the PAD and the OAR.

UoP and the school have a simulation strategy offering a vision, context and plan of simulation-based learning hours for their pre-registration nursing programme. Assessment by objective structured clinical examinations (OSCEs) forms an integral part of the programme.

The programme documents contain a schedule of clinical simulation skills learning opportunities. The programme team confirmed simulated practice hours contribute to practice learning hours. Depending on the route within the programme between



66 (BSc Hons and NDA BSc Hons, mental health) hours and 363 (MNurs dual award, adult and children) are allocated towards simulated practice learning. In all routes the simulated practice hours are counted towards practice learning hours. Simulation-based learning opportunities are effective, proportional and comply with article 31(5) of Directive 2005/36/EC.

The programme team told us that UoP has made a significant investment in additional simulated practice learning environments to ensure that students can learn, practise and become proficient in the skills outlined in annexe A and B of the Standards for proficiency for registered nurses (NMC 2018).

- 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. There's documentary evidence that the UoP and the school have processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities.

The school's reasonable adjustments for students' placement procedure outlines a clear framework. The procedure is a risk-based approach and facilitates discussion between the practice supervisor, practice assessor, academic assessor and the student's personal tutor. Students are encouraged to complete a decision to disclose form and this is recorded on a sharing information consent form, signed by the student, named tutor and practice assessor/practice placement educator.

Students told us they are supported by UoP and the school in relation to reasonable adjustments (related to health and academic support) and are aware of how and where to access assistance if required.

**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:** 11 April 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, R 3.8, R3.11, R3.13, R3.14, R3.17;*

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

*Standards for student supervision and assessment*

*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. Programme documentation and the approval process confirm compliance with the NMC Standards framework for nursing and midwifery education. The CPAs outline a partnership approach between UoP and PLPs with shared responsibility for theory and practice supervision, learning and assessment. The partnership includes accountability for the development, delivery, quality assurance and evaluation of the programme.

There is documentary evidence on how practice supervisors will 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.

The PAN south PAD provides opportunities for practice supervisors to provide written feedback in a variety of formats. The document contains a communication log which serves as a record of any communication that occurs between practice supervisors, practice assessors and/or academic assessors. Such communication can be formal or informal and may be a face-to-face meeting, a telephone call or email correspondence.

Senior nurses, practice education staff and practice assessors/supervisors told us all students undertaking pre-registration routes have protected supernumerary practice learning time. Organisations supporting the NDA BSc (Hons) route of the programme told us practice assessors and practice supervisors are experienced in supporting students undertaking the degree apprenticeship and staff are aware of protected learning time for these students.

Practice education staff told us that should any issues/complaints regarding a NDA BSc (Hons) student arise there are clear lines of communication to ensure UoP programme staff are aware and where necessary can support the student.

Students told us they are aware of complaints processes and procedures and know how to access practice related and academic staff to escalate issues. Students confirmed their supernumerary status and protected learning time during their practice learning experiences.

The school and the south region are adopting the supporting learners in practice Health Education England (HEE) guidance for preparing practice supervisors, practice assessors, and academic assessors. Governance structures are in place to ensure that effective coordination of learning and quality assurance processes are established, including the educational audit of practice learning environments, internal education quality assurance processes and student placement evaluation mechanisms.

- 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 documentary evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify practice supervisors, practice assessors and academic assessors and how they will be prepared for their roles.

The UoP lead for practice learning, senior nurses and practice education staff told us staff have been identified to undertake the role of practice assessor and practice supervisor. Existing mentors and sign off mentors are receiving updates and training to prepare them to undertake the role of practice supervisor and practice assessor. PLPs will continue to maintain a record of staff who are undertaking the role of practice supervisor/assessor, including the details of the education preparation undertaken.

Practice supervisors, practice assessors and academic assessors told us updates on the implementation of the Standards for student supervision and assessment are being delivered in their organisations. They all state they are being prepared for their roles and understand their responsibilities in student learning, assessment and progression. Programme documentation stipulates that academic assessors cannot be the same individual for consecutive parts of the programme.

Senior nurses, practice education staff and the programme team told us there is sufficient training and education in place to ensure practice supervisors and practice assessors are fully prepared to undertake their roles. Senior managers told us there are contingencies in place to ensure effective implementation of the Standards for student supervision and assessment (NMC, 2018).

We're assured by the programme senior management team that they have adequate resources, including administrative support to ensure effective

coordination of learning in practice learning environments. There is an academic at UoP who has lead responsibility for practice learning.

**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. Programme documentation and discussion at the approval visit provides assurance that a varied range of assessments both formative and summative are used throughout the programme.

The programme provides students with the opportunity to reflect on their practice and this is integrated into learning, teaching and assessment strategies so that students can develop and apply this skill to both their academic and practice learning. There is opportunity for students to receive feedback from academic staff with each summative and formative assessment. The PAN south PAD provides the documentary framework for both formative and summative practice assessment.

Students told us they are aware of student feedback systems regarding their programme and they have a clear student voice. Students told us the feedback they receive is useful and productive. They told us student committees meet regularly. Student representatives are very active and the school responds to their feedback.

Students were satisfied with UoP and school staff in responding to student feedback in a timely manner. Students told us they gain feedback from service users within the practice learning opportunities and this is facilitated by their practice supervisor or practice assessor.

Senior nurses and practice education staff told us school staff respond quickly and effectively to feedback from them regarding concerns about a student's progress or competence.

The CPA commits both the university and its PLPs to the shared responsibility for theory and practice supervision, learning and assessment. It establishes clear lines of communication between the two parties and accountability for delivery of the programme.

- 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. Documentary evidence of programme mapping and practice learning placements meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice; adult, mental health, learning disabilities and children nursing.

The programme team, senior nurses and practice education staff told us there is a sufficient range of practice learning environments to ensure that students gain experience of the four fields of nursing throughout the programme.

The programme team, senior nurses and practice education staff told us that they are working in partnership to ensure practice learning organisations are ready to support students in achieving the proficiencies required. We were told that both the UoP and PLPs are undertaking training needs analysis to ensure staff are suitably prepared to support students to meet the Standards of proficiency for registered nurses.

PLPs told us that policies and procedures are being adapted to ensure students can demonstrate proficiency in all of the annexe A and annexe B procedures of the Standards of proficiency for registered nurses.

**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)





the general care requirement. Student facing documents do not specify the general care requirement.

Condition two: The programme team must ensure that students undertaking the adult nursing pathways meet article 31(5) of Directive 2005/36/EC (V.2. nurse responsible for general care requirement in full) and that the programme/student handbook must identify for students undertaking the adult pathway that they record, verify and evidence the EU directive for general care. (Standards framework for nursing and midwifery education R2.3 and Standards for pre-registration nursing programmes R4.11)

**Date:** 11 April 2019

**Post event review**

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

Condition two:

The school of nursing have identified that all students within year one of the programme will have cross field experiences. The school of nursing have a process for monitoring and recording article 31(5) of Directive 2005/36/EC, in relation to the general care requirement, for students undertaking the adult field of practice on all programmes. The programme handbooks clearly identify that students are required to maintain a log of clinical activity on the (PAD and within their e-portfolio to demonstrate that they have met this requirement.

Evidence:

UoP, school conditions table, 15 May 2019

UoP, updated module records, BSc (hons) nursing including NDA route and MNurs dual field, 9 May 2019

UoP, updated module records, MSc nursing, 9 May 2019

UoP, updated MSc nursing programme specification, 9 May 2019

UoP, updated BSc (Hons) nursing programme specification, 9 May 2019

UoP, updated BSc (Hons) NDA nursing programme specification, 9 May 2019

**Date condition(s) met:** 15 May 2019

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

Standards framework for nursing and midwifery education R2.1 and R2.3 and Standards for pre-registration nursing programmes R4.11 are now met.

**Standard 5: Qualification to be awarded**

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

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

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

**Findings against the standards and requirements**

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

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

YES  NO

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

YES  NO

**Fall Back Award**

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

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

YES  NO  N/A

**If no or not applicable, please state why:**

For the MNurs (dual award), where one field is failed, a BSc (Hons) in the passed field is awarded, this confers eligibility for registration in the pass field only.

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: 11 April 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>NMC, annual self-evaluation report, 1 December 2017</p> <p>UoP and practice learning partner spreadsheet of signed clinical placements agreement, undated</p> <p>UoP, professional, statutory and regulatory bodies (PRSBS) and university QA procedures policy, 2018</p> <p>Post visit documentation:</p> <p>UoP, school conditions table, 15 May 2019</p> <p>UoP, updated module records, BSc (hons) nursing including NDA route and MNurs dual field, 9 May 2019</p> <p>UoP, updated module records, MSc nursing, 9 May 2019</p> <p>UoP, updated MSc nursing programme specification, 9 May 2019</p> <p>UoP, updated BSc (Hons) nursing programme specification, 9 May 2019</p> <p>UoP, updated BSc (Hons) NDA nursing programme specification, 9 May 2019</p> <p>UoP, updated MNurs dual award nursing programme specification, 9 May 2019</p> <p>UoP, updated framework for SNAM service user and lay representative Involvement, April 2019</p> <p>UoP, updated service user/lay representative involvement strategy: school of nursing and midwifery (SNAM), April 2019</p> <p>UoP, updated programme handbook 2019/2020 BSc (Hons) nursing, MNurs dual award nursing, MSc nursing, 15 May 2019</p>		



If you stated no above, please provide the reason and mitigation:

Additional comments:

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: UoP BSc (Hons) adult nursing x two (year two) UoP BSc (Hons) children's nursing x three (one in each year) UoP BSc (Hons) mental health nursing x three (one in year one and two in year three) UoP NDA BSc (Hons) adult nursing x three (all in year two)		
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 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"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list</p> <p>CQC reports:</p> <p>CQC, Royal Devon and Exeter NHS Foundation Trust, inspection report, 16 May 2018</p> <p>CQC, Northern Devon Healthcare NHS Trust, inspection report, 5 February 2017</p> <p>CQC, Cornwall Partnership NHS Foundation Trust, inspection report, 2 February 2018</p> <p>CQC, Livewell Southwest, inspection report, 7 August 2018</p> <p>CQC, Devon Partnership NHS Trust, inspection report, 16 May 2018</p> <p>CQC, Torbay and South Devon NHS Foundation Trust, inspection report, 5 March 2018</p> <p>CQC, Poole Hospital NHS Foundation Trust, inspection report, 16 January 2018</p> <p>CQC, Royal Cornwall Hospital NHS Trust, inspection report, 14 December 2018</p> <p>CQC, University Hospitals Plymouth NHS Trust, inspection report, 15 August 2018</p> <p>CQC, Virgin Care Services Limited, inspection report, 10 August 2017</p> <p>CQC, Yeovil District Hospital NHS Foundation Trust, 27 July 2016</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>The UoP is an established provider of education. As this was a one day visit it was not a requirement to visit simulation, library facilities or practice learning environments.</p>		
Additional comments:		

**Mott MacDonald Group Disclaimer**

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**Issue record**

**Final Report**

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Approved by:	Leeann Greer	Date:	2 July 2019
Submitted by:	Amy Young	Date:	2 July 2019