

Programme approval report

Section one

Programme provider name:	University of Southampton
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Central and North West London NHS Foundation Trust Hampshire Hospitals NHS Foundation Trust Portsmouth Hospitals NHS Trust Solent NHS Trust South Staffordshire and Shropshire Healthcare NHS Foundation Trust Southern Health NHS Foundation Trust University Hospital Southampton NHS Foundation Trust Isle of Wight NHS Primary Care Trust Hampshire County Council PVI (private voluntary and independent sector) across the South of England
Programmes reviewed:	Pre-registration nursing
Title of programme(s):	Bachelor of Science with Honours (BSc (Hons)) Nursing (adult) Bachelor of Science with Honours (BSc (Hons)) Nursing (child) Bachelor of Science with Honours (BSc (Hons)) Nursing (mental health) Postgraduate Diploma Nursing (adult) Postgraduate Diploma Nursing (child) Postgraduate Diploma Nursing (mental health)

	<p>Master of Science (MSc) Nursing (adult)</p> <p>Master of Science (MSc) Nursing (child)</p> <p>Master of Science (MSc) Nursing (mental health)</p> <p>Master of Nursing (MNurs) (child and adult)</p> <p>Master of Nursing (MNurs) (adult and mental health)</p> <p>Master of Nursing (MNurs) (child and mental health)</p>
Date of approval visit:	14 February 2019
Programme start date:	<p>23 September 2019 for the BSc (Hons) nursing (all fields) and MNurs nursing route</p> <p>6 January 2020 for the postgraduate diploma (PgD) and MSc routes</p>
Academic level:	<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>
QA visitor(s):	<p>Registrant Visitor: Grahame Smith</p> <p>Lay Visitor: Zoe Butterfint</p>

Section two

Summary of review and findings

The University of Southampton (UoS), school of health sciences presented programme documentation for the approval of a pre-registration nursing programme. The following awards are included for approval: a three-year full-time BSc (Hons) nursing in adult, child, and mental health fields of nursing practice; a two-year postgraduate diploma nursing (adult, child and mental health); a two-year full-time MSc nursing (adult, child and mental health); and, four-year full-time dual awards M Nurs adult and child, M Nurs adult and mental health and M Nurs child and mental health.

The design of the programme makes clear there is one pre-registration nursing programme with fields and routes. Core module content is generic with field specific content addressed through a series of seminars and personal professional development groups. There are shared modules and shared learning with allied health programmes. Inter-disciplinary researchers mentor module teams to ensure students are exposed to current and contemporary health and social care related research.

The Nursing and Midwifery Council (NMC) *Standards for pre-registration nursing programmes* (NMC, 2018) and *Future nurse: Standards of proficiency for registered nurses* (NMC, 2018) are clearly detailed and mapped within the programme.

The approval process demonstrates robust and effective partnership working with key stakeholders involved in the co-production, co-delivery, and evaluation of the programme.

The partnership with practice learning partners (PLPs) led to the agreement to have an adapted version of the Pan London practice assessment document (PLPAD); the South PAD. To support the implementation of the South PAD there is a shared Wessex PLP approach to the preparation of practice supervisors, practice assessors and academic assessors.

The approved education institution (AEI) in partnership with PLPs confirm any issues which arise from Care Quality Commission (CQC) quality reviews which impact on the practice learning environment and are managed through a systematic partnership process. A CQC quality report rated services inadequate in two areas; safe and well led at the Isle of Wight NHS Trust in 2018. The AEI and the associated PLP implemented action plans to manage risks which have a potential impact upon students' practice learning. These action plans are still in

place and any risks to students' learning are being robustly managed and monitored.

The programme is recommended for approval to the NMC with two conditions. There are two recommendations.

15 March 2019

Evidence was provided to meet the two conditions. The conditions and related standards/requirements are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met.
<p>Conditions:</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>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>Condition one: Recognition of prior learning (RPL) must be clarified: which will include:</p> <p>(i) a mapping document for the postgraduate diploma and MSc routes that demonstrates how prior practice learning will be mapped against programme outcomes and the NMC standards of proficiency for registered nurses;</p> <p>(ii) clarity of the RPL process for entry to the postgraduate diploma and MSc pre-registration nursing routes and timeframe for ratification by an assessment board.</p> <p><i>(Standards framework for nursing and midwifery education R2.8 and Standards for pre-registration nursing programmes R1.5)</i></p> <p>Practice learning:</p> <p>None identified</p>

	<p>Assessment, fitness for practice and award: None identified</p> <p>Education governance: management and quality assurance: Condition two: Revise all paperwork in line with university standards and good practice (University condition)</p>
Date conditions to be met:	15 March 2019
Recommendations to enhance the programme delivery:	<p>Recommendation one. Consider a greater overt recognition of interprofessional learning.(Standards framework for nursing and midwifery education R1.3)</p> <p>Recommendation two. Consider the parity of assessments for modules of the same ECTS (University requirement).</p>
Focused areas for future monitoring:	<ul style="list-style-type: none"> The implementation and management of the new model of practice learning, specifically whether sufficient time and support is given to the new roles of practice supervisor, practice assessor, and academic assessor.

Programme is recommended for approval subject to specific conditions being met
<p>Commentary post review of evidence against conditions</p> <p>The AEI provided documentary evidence that includes a RPL form the applicant has to complete prior to entry to the programme. This claim form is mapped against programme outcomes and the NMC standards of proficiency for registered nurses. Guidance is also provided on how to fully complete these claim forms including detailing the types of evidence required for a successful claim. In addition, a RPL flow chart is provided clearly articulating the process and timeframe for successful ratification by an assessment board. Condition one is now met.</p> <p>The AEI provided documentary evidence, which consisted of amending the programme specifications as required by the university. The chair of the panel has</p>

confirmed the revised programme specifications have been amended as required. Condition two is now met.	
Observations have been made by the education institution Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Summary of observations made, if applicable There were no factual inaccuracies identified.	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date conditions met:	15 March 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
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

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

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC *Standards for student supervision and assessment*

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

We found evidence the AEI is committed to robust partnership working with all stakeholders including; students, service users and carers and PLPs in the development, delivery and evaluation of the programme at a strategic and operational level. During the development phase of the programme, the AEI listened to the voices of all stakeholders through a series of partnership events and engagement approaches. Underpinning this approach was a commitment to co-production, which ensures the student and the service user and carer voices affected real change. Changes include a greater focus on skills acquisition, inter-professional learning, and simulation.

PLPs across Hampshire and the Isle of Wight confirmed they were represented during the development of the curriculum through an implementation group and advisory board process. A decision was made by the PLP partnership group to adopt an adapted version of the PLPAD, referred to as the South PAD.

The AEI in partnership with PLPs ensure oversight for practice supervision and assessment is in place and practice learning adheres to the *Standards for student supervision and assessment* (NMC, 2018). They have robust communication processes in place to ensure joint agreement on the competence of students as they progress through the programme. These processes include providing practice supervisors with sufficient opportunities to engage with practice and academic assessors. A practice visitor role, formerly link lecturer, will aid this process.

The AEI in partnership with PLPs ensure there are a range of practice learning opportunities in place that equip students to meet people's diverse needs across the lifespan. These opportunities are monitored and routinely evaluated. Interprofessional learning is a core component of the programme's delivery in both theory and practice learning. The school is advised to think about a greater overt recognition of interprofessional learning within the programme. (Recommendation one).

Mechanisms are in place within theory and practice learning to enable stakeholders to provide robust timely feedback to students, which promotes their reflective learning. Quality enhancement processes ensure that evaluation and feedback is robust, recorded, and addresses issues that are raised. Students told us about a number of issues that have been satisfactorily addressed by the programme team.

The programme team promotes service user and carer involvement and they are actively involved in all aspects of the programme. This involvement is supported by an active expert by experience (EbE) group. Service users and carers told us how

they'll contribute to the delivery of the proposed programme, this includes being involved in recruitment and selection of students and delivering a number of specific teaching sessions. Service users will also contribute to the students' performance and contribution to their care delivery in the South PAD.

The educational philosophy of the programme encourages students to actively engage in their learning. This approach is shaped by a robust action planning process with a focus on public protection. Processes are in place to ensure relevant stakeholders are supported to effectively engage in the student's learning. These processes are shaped by the requirements of the programme and the individual needs of the student.

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

Gateway 2: Standards for student supervision and assessment

MET NOT MET

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

1.1.1 are suitable for their intended field of nursing practice:

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

1.1.2 demonstrate values in accordance with the Code

1.1.3 have capability to learn behaviours in accordance with the Code

1.1.4 have capability to develop numeracy skills required to meet programme outcomes

1.1.5 can demonstrate proficiency in English language

1.1.6 have capability in literacy to meet programme outcomes

1.1.7 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)

R1.5 The AEI has a RPL process in place. The school has an exemption to university guidance to permit up to 50 percent of RPL within pre-registration nursing programme to meet NMC requirements.

We saw evidence of mapping prior theoretical learning to programme outcomes. However, it isn't clear how RPL for practice learning is assessed for the

postgraduate diploma and MSc pre-registration nursing routes. These routes will be equivalent to a three-year programme of study consisting of two years full-time study and one year of RPL. The RPL component includes recognition of theory and practice learning. The AEI must provide a mapping document for the MSc route that demonstrates how RPL for practice learning will be mapped against programme outcomes and the NMC *Standards of proficiency for registered nurses* (NMC, 2018). In addition, it isn't clear whether RPL is formally verified prior to a student commencing on the programme. Therefore, the AEI must clearly articulate the timeframe for formal RPL approval through an assessment board (Condition one). R1.5 is not met.

- 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)

Provide evaluative narrative and whether the AEI has met or not met outcome:

Documentary evidence and confirmation at the approval visit provides assurance that RPL processes are in place to evidence NMC registered nurses' RPL is mapped to the *Standards of proficiency for registered nurses* (NMC, 2018) and the programme outcomes. All RPL claims are checked and ratified through an assessment board process. The external examiner is a core part of this process. R1.6 is met.

- 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)

Provide evaluative narrative and whether the AEI has met or not met outcome:

R1.7 The documentary evidence demonstrates, in both theory and practice learning, that numeracy, literacy, digital and technological literacy is mapped against the proficiency standards and programme outcomes. The AEI confirmed the candidate's capability to develop numeracy, literacy, digital and technological literacy skills are assessed in the admission process.

The international English language testing system (IELTS) required score is aligned to the NMC requirement. Applicants must also demonstrate the NMC's core competency for numeracy. In addition, there is opportunity, where an applicant is successful, to continue to develop their literacy and numeracy skills through the study skills process. Documentary evidence and confirmation by the programme team provides assurance study skills are embedded throughout the programme. Students confirmed they have received study skills advice and support.

Documentary evidence and confirmation by the programme team demonstrates that numeracy, literacy, digital and technological literacy skills are embedded throughout the programme. These skills are summatively assessed in both theory and practice. R1.7 is met.

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.

The programme team confirm students who commenced on the AEI's existing pre-registration nursing programme will be offered the opportunity to transfer to the undergraduate and MNurs routes of the proposed programme. A mapping exercise has been done to ensure compliance to the *Standards for pre-registration nursing programmes* and the *Standards of proficiency for registered nurses*. It is recognised that for students to successfully transfer to the proposed programme they will have to complete a number of learning activities, which include simulated learning. The students told us they have been offered the opportunity to transfer to the new programme and are currently considering their options.

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

YES NO

There is a RPL process in place. However, it is not clear how RPL for practice learning is assessed for the postgraduate diploma and MSc pre-registration

nursing routes. These routes will be equivalent to a three-year programme of study consisting of two years full-time study and one year of RPL. The RPL component includes recognition of theory and practice learning. We saw evidence of mapping prior theoretical learning to programme outcomes. However, the AEI must provide a mapping document for the postgraduate diploma and MSc routes that demonstrates how RPL for practice learning will be mapped against programme outcomes and the *NMC Standards of proficiency for registered nurses* (NMC, 2018). In addition, it is not clear whether RPL is formally verified prior to a student commencing on the programme. Therefore, the AEI must clearly articulate the timeframe for formal RPL approval through an assessment board (Condition one)

Condition one: RPL must be clarified which must include:

- (i) a mapping document for the postgraduate diploma and MSc routes that demonstrates how prior practice learning will be mapped against programme outcomes and the *NMC standards of proficiency for registered nurses*;
- (ii) (ii) clarity of the RPL process for entry to the postgraduate diploma and MSc pre-registration nursing routes and timeframe for ratification by an assessment board.

(Standards framework for nursing and midwifery education R2.8 and Standards for pre-registration nursing programmes R1.5)

Outcome: The standard is not met.

Date: 14 February 2019

Post event review

Identify how the condition(s) is met:

The AEI provided documentary evidence that includes a RPL form the applicant has to complete prior to entry to the programme. This claim form is mapped against programme outcomes and the NMC standards of proficiency for registered nurses. Guidance is also provided on how to fully complete these claim forms including detailing the types of evidence required for a successful claim. In addition, a RPL flow chart is provided clearly articulating the process and timeframe for successful ratification by an assessment board.

The *Standards framework for nursing and midwifery education R2.8* and *Standards for pre-registration nursing programmes R1.5* are now met.

Evidence:

- Programme team email, evidence to demonstrate that the conditions set at conjoint approval on 14 February 2019 have been met, 13 March 2019

- Approval panel chair email response, confirming the conditions have been met, 21 March 2019
- A response document which provides the overview of how the conditions have been met, 11 March 2019
- Process for managing recognition of prior learning claims in graduate entry nursing programmes, undated
- Postgraduate diploma in nursing and MSc nursing: admission RPL claim form guidance, undated
- Postgraduate diploma in nursing and MSc nursing: admission RPL claim form, undated

Date condition met (s): 15 March 2019

Revised outcome after condition(s) met: The standard is met.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are 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 for education and training (R2.1) Yes No
- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R2.2) Yes No
- Mapping to show how the curriculum and practice learning content reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3) Yes No

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

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

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R2.4 The programme provides robust opportunities in both theory and practice learning for all students to experience all four fields of nursing practice. To consolidate these experiences, core module content is generic with field specific content addressed through a series of seminars and personal professional development groups. There are shared modules and shared learning with allied health programmes. This approach is consistent across all routes and all fields of nursing practice. Students told us how they helped co-produce this approach. R2.4 is met.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R2.5 The programme specifications and module descriptors provide clear evidence that the programme enables students to enter the NMC register in a singular or dual field of nursing practice. The design and delivery of all nursing routes evidences the specific fields of nursing practice. Field specific mapping has been robustly done which is evident within the programme specifications and module descriptors for all pre-registration nursing routes in theory and practice. R2.5 is met.

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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R2.8 Documentation and the approval process confirm that extensive mapping has been done in the programme design to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration are included in the programme. This is evident within the programme specifications and module descriptors for all pre-registration nursing fields and routes. External advisors from each field of nursing were involved in the curriculum development process with a focus on ensuring the currency of the programme content. The programme team told us that the external advisors' comments were acted upon and changes to the curriculum were made as needed. This was confirmed in programme documentation. R2.8 is met.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R2.9 Documentation and the approval process confirm that the programme structure demonstrates an equal balance of theory and practice learning

throughout the programme which meets the NMC requirements. An appropriate and detailed range of learning and teaching methods are also presented in the documentation. The programme and module aims are mapped to the *Standards for pre-registration nursing programmes* (NMC, 2018).

There is a shared practice allocation model in place, which ensures that students have access to a range of risk-assessed practice learning opportunities which take into account the 24-hour nature of delivery of nursing care. The programme and practice planners clearly detail and confirm the designated hours needed to meet NMC requirements. R2.9 is met.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)
Yes No N/A
- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11).
Yes 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

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to curricula and assessment are met YES NO

Outcome: The standard is met.

Date: 14 February 2019

Standard 3: Practice learning

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

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

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

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

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

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

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

with disabilities

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

Findings against the standard and requirements

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

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

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.1 The AEI, in partnership with PLPs, has robust processes in place to ensure students will deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice to meet the *Standards of proficiency for registered nurses*. This includes making sure students are exposed to a variety of appropriate practice learning environments which PLPs confirm are arranged by the AEI. This allocation process takes into account the need for students to have a diverse range of placements including community and independent sector placements. The allocation within the practice learning system, takes into account the student's programme of study, nursing field or dual field of nursing practice which is underpinned by the NMC *Standards of proficiency for registered nurses*. PLPs confirm these practice learning opportunities are audited and robustly evaluated. R3.1 is met.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.2 The AEI, in partnership with PLPs, has robust processes in place to ensure students will experience a variety of practice learning experiences to a diverse range of people, across the four fields of nursing practice. PLPs confirm these practice learning opportunities are audited and robustly evaluated. They told us students' achievement of the NMC *Standards of proficiency for registered nurses* will be closely monitored. Students confirmed they have opportunities to evaluate their practice learning experiences and the programme team are responsive to any identified issues. We are assured that the practice learning experiences will prepare students to meet the holistic needs of people in all ages. R3.2 is met.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.3 Programme documentation and findings at the approval visit confirm that partnership working between the AEI and PLPs will ensure practice learning opportunities are provided that allow students to meet the communication and relationship management skills and nursing procedures, as set out in the *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing. The programme team confirm the proposed programme for approval has a greater emphasis on the development of these skills and nursing procedures. A skills passport approach will be used in combination with the practice assessment document to guide the student through their skill development journey. R3.3 is met.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.4 Programme documentation and findings at the approval visit confirm that technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Technology enhanced learning is largely supported through the use of BlackBoard which is the virtual learning environment, used and centrally supported by the university to support and strengthen learning and teaching. There are e-learning packages and Apps to complement face to face teaching and learning.

Simulated practice opportunities are clearly identified within the programme plans and corresponding hours; 95 hours for the single field routes and 106 hours for the dual field routes. In addition, these opportunities are mapped to Article 31(5) of Directive 2005/36/EC for the adult field. The AEI simulated practice offers students opportunities to learn and rehearse skills, with opportunities to received feedback from registrant supervisors. Simulated practice is done within the newly upgraded skills facilities at the school. This activity, which is mapped to the NMC standards of proficiency for registered nurses, is led and quality assured by the school lead for skills. The simulated practice which students will experience has been designed to offer opportunities to rehearse the skills set out within Annex A and Annex B of the *Standards of proficiency for registered nurses* (NMC, 2018).

The programme team told us student and AEI staff are trained to use these facilities with a robust health and safety assessment process being in place. The students confirm that using simulation as part of the practice skills development process is a good way to prepare them for practice and registration as a nurse. R3.4 is met.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R3.5 Documentary evidence and assurance at the approval visit confirms robust processes are in place to ensure individual student needs are taken into account when allocating practice learning. This includes making reasonable adjustments where needed. There is a lead for inclusivity in the AEI who provides expert advice to both students and PLPs. A student told us their reasonable adjustment requirements had been met throughout their learning journey including in the practice learning environment. R3.5 is met.

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.*

There were issues raised in a CQC quality review at the Isle of Wight NHS Trust in 2018. The AEI, in partnership with the associated PLP, implemented action plans to manage risks which have a potential impact upon students' practice learning. These action plans are still in place and any risks to students' learning are being robustly managed and monitored.

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: The standard is met.

Date: 14 February 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

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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

The AEI, in partnership with PLPs, has robust processes in place to ensure support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education*. This includes support in theory and practice learning environments for students' health and wellbeing, the provision of IT support, enabling services, and library services. All students have support from a personal academic tutor. There is a placement learning charter used throughout the region to ensure equitable support in practice learning environments.

Documentation and findings at the approval visit confirm the AEI and PLPs have developed and agreed guidelines which articulate how the new roles of practice assessor, practice supervisor and academic assessor will be implemented. These include how individuals in these roles will be prepared and developed. PLPs confirm the adoption of processes comply with the NMC *Standards framework for nursing and midwifery education*. This includes the preparation of PLP staff to adopt the new practice supervisor and practice assessor roles. We were told that current mentors have been prepared for these roles through a series of preparation events. R4.1 is met.

- 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).

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R4.2 The AEI, in partnership with all associated PLPs, has a framework in place, which robustly guides the preparation of practice supervisors, practice assessors

and academic assessors. The framework document reinforces the key principles agreed locally in relation to supporting learning in practice across the region. The responsibilities associated with the roles of practice supervisor, practice assessor and academic assessor are made explicit within the South PAD.

At the approval visit the roles were discussed and all PLP representatives have a clear understanding of the role requirements to meet the *Standards for student supervision and assessment* (NMC, 2018). The AEI and PLP's confirm that mentors will take on the practice assessor or practice supervisor roles and the programme management team will identify the academic staff who will take on the role of academic assessor. To ensure equitable support in practice a placement learning charter is used throughout the region. This is available to students, PLPs and academic staff. We met PLPs who confirm preparation for the roles of practice supervisor and practice assessor has started through a series of preparation events. These events include online and face-to-face approaches. R4.2 is met.

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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R4.4 The AEI, in partnership with PLPs, has an education strategy in place, which underpins the learning and teaching activities detailed in the programme documentation. There is a curriculum assessment strategy, which ensures students build, and gain feedback on, key skills throughout the programme. There are a range of diverse assessments utilised that include at least one unseen exam. All theoretical modules have formative as well as summative feedback opportunities stated within the module profiles.

In practice settings, students will have formative and summative assessment outcomes recorded within their PAD. This will include feedback to inform action planning for future practice learning, and a 'grading' of an episode of care. The programme team and service users and carers told us service users are

involved in the assessment process in both theory and practice. It is a requirement within the PAD that service user and carer feedback is sought as part of the assessment process. A student confirmed that adjustments had been made for a disability. The range of assessment strategies are appropriate for each part of the programme in both theory and practice. R4.4 is met.

- 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)

Please provide your evaluative narrative and whether the AEI has met or not met the QA approval criteria:

R4.5 There is evidence of comprehensive mapping to ensure that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their field(s) of nursing practice. Students are assessed in practice learning environments to ensure they achieve these proficiencies which are clearly identified within the PAD. All modules within the programme are compulsory, there is no compensation applied within the module assessments, which ensures NMC *Standards of proficiency for registered nurses*, and programme outcomes for the field of nursing practice must be achieved. R4.5 is met.

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)

<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> • 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 (R4.10)</i> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> • Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> </p></p>
<p>Outcome: The standard is met. Date: 14 February 2019</p>

<p>Standard 5: Qualification to be awarded</p>
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and</p> <p>R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.</p>
<p>Findings against the standards and requirements</p>

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

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

YES NO

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

YES NO

Fall Back Award

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

YES NO N/A

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

If no or not applicable, please state why:

It is clearly identified within the programme specifications that the fall back or interim exit awards do not provide eligibility to apply for entry to the NMC register. Assurance was also provided at the approval visit.

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met

YES NO

Outcome: The standard is met.

Date: 14 February 2019

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the	<input checked="" type="checkbox"/>	<input type="checkbox"/>

education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC, 2018)		
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: CQC reports, various dates NMC AEI and practice partners annual self-assessment report 2017-2018, 25 November 2017 Recognition of prior learning claim examples, various dates</p>		
<p>If you stated no above, please provide the reason and mitigation</p>		
<p>Additional comments:</p>		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, please identify cohort year/programme of study: Ten students as follows</p> <p>Child nursing (3rd year)</p> <p>Adult nursing (3rd year)</p> <p>Adult & mental health nursing (1st year)</p> <p>Child & mental health nursing (1st year)</p> <p>Child & mental health nursing (2nd year)</p> <p>Child nursing (3rd year)</p> <p>Adult nursing (3rd year)</p> <p>Adult nursing (3rd year)</p> <p>Adult nursing (3rd year)</p> <p>Adult nursing (1st year)</p>		
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 type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation This is an established AEI. There was no requirement to check the facilities.		
Additional comments:		

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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.

Issue record

Interim Report

Author:	Grahame Smith	Date:	24 February 2019
Checked by:	Judith Porch	Date:	16 March 2019

Final Report

Author:	Grahame Smith	Date:	22 March 2019
Checked by:	Judith Porch	Date:	31 March 2019
Approved by:	Andrea Bacon	Date:	4 April 2019
Submitted by:	Amy Young	Date:	5 April 2019