

Programme approval visit report

Section one

<p>Programme provider name:</p>	<p>University of Essex</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>The Oaks Hospital - Ramsay Healthcare Spire Wellesley Hospital Basildon and Thurrock University Hospital Trust Princess Alexandra NHS Foundation Trust Southend University Hospital NHS Foundation Trust East Suffolk and North Essex NHS Foundation Trust Mid Essex Hospital Trust Gifford House Care Home Fair Havens Day Care Centre Virgin Healthcare Anglian Community Enterprise Provide Queensway and Family Healthcare Surgeries Fairleigh Hospice St Clare Hospice St Helena Hospice St Luke's Hospice Haven House Childrens Hospice Nuffield Hospital Brentwood Oaktree Manor - Partnership in Care Rivers Hospital Ramsay Healthcare Spire Hartswood Leonard Lodge Care Home St Andrews Hospital Anisha Grange Hallmark Care Sexual Assault Referral Centre Suttons Manor Partnerships in care Priory Hospital North East London Foundation Trust Essex Partnership University Trust Marillac Nursing Home Chelmsford Nursing Home Cheviot Nursing Home St Mary's Court Nursing Home Tall Trees Care Home The Lawns Nursing Home BUPA UK Nazareth House Nursing Home Foxburrow Nursing Home Practice Nurse Ardleigh Surgery</p>

	<p>Practice Nurse Beechwood Surgery Practice Nurse Dr Waiwaiku's Surgery Practice Nurse Greensward Surgery Practice Nurse The Practice Leecon Way Practice Nurse Nuffield House Surgery Practice Nurse Pall Mall Surgery Practice Nurse Rochford Medical Practice Practice Nurse Rushbottom Lane Surgery Practice Nurse Sutherland Lodge Surgery Practice Nurse Tiptree Medical Centre Practice Nurse Western Road Surgery Holly House Hospital Springfield Hospital</p>
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Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: Adult Nursing
Programme start date: 28 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Pre-registration nursing - Mental Health
Title of programme: Mental Health Nursing
Programme start date: 28 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Nursing Degree Apprenticeship route - Adult
Title of programme: Adult Nursing
Programme start date: 28 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Nursing Degree Apprenticeship route - Mental Health
Title of programme: Mental Health Nursing
Programme start date: 28 September 2020

Academic level(s): England, Wales, Northern Ireland: Level 6	
Date of approval	12 December 2019
QA visitor(s):	Registrant Visitor: Sarah Traill Lay Visitor: Denise Baker

Section two

Summary of review and findings

The University of Essex (UoE), school of health and social care presented documentation for the approval of a three-year BSc (Hons) in nursing (adult), BSc (Hons) nursing (mental health) programme and a BSc (Hons) nursing degree apprenticeship (NDA) (adult) and BSc (Hons) NDA (mental health) route. The programme has been mapped against the Standards for pre-registration nursing programmes (SPNP) and the Standards of proficiency for registered nurses (NMC, 2018).

The programme is delivered at two university campuses, Colchester and Southend, and we found stakeholder involvement in the design and development of the programme to be consistent across both campuses.

The practice assessment document (PAD) and guidance are comprehensive. The school is part of the Midlands, Yorkshire and East (MYE) practice learning group that developed the practice assessment document (MYEPAD) and associated guidelines.

We met senior representatives of eight organisations who intend to deliver the NDA in partnership with UoE, namely: Basildon and Thurrock University Hospital Trust; Princess Alexandra NHS Foundation Trust; Southend University Hospital NHS Foundation Trust; East Suffolk and North Essex NHS Foundation Trust; Mid Essex Hospital Trust; Anglian Community Enterprise; Provide Social Enterprise and Essex Partnership University Trust.

There is evidence of consultation with practice learning partners (PLPs), employers and students on programme content and the implementation of the Standards for student supervision and assessment (SSSA) (NMC, 2018). Training and support for those with student support and assessment roles are robust. The programme team, PLPs and employers confirm arrangements are in place to ensure supernumerary status for all routes of the programme. There are effective mechanisms for sharing information between the university, PLPs and employers to support effective and safe practice learning.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) are not met at programme level as a condition applies.

The SSSA are met at programme level.

The programme is recommended for approval to the NMC subject to one NMC condition. There are two NMC recommendations and one university recommendation.

Updated 10 February 2020:

Evidence is provided to meet the condition. The condition is met.

The SFNME are now met at programme level. 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>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: The approved education institution (AEI) must provide a clear strategy for the support and training for service users and carers who contribute to interviewing, teaching and assessment. (SFNME R1.12, R2.7 and R5.1; SPNP R4.1)</p>
Date condition(s) to be met:	31 January 2020
Recommendations to enhance the programme delivery:	<p>Recommendation one: The AEI to consider embedding the university based inter-professional learning (IPL), to ensure parity across delivery sites and routes. (SFNME R1.13)</p> <p>Recommendation two: The AEI to consider clarifying in student facing documentation how all students will</p>

	<p>be supported should they raise concerns and complaints. (SFNME R1.19, R1.5, R3.1)</p> <p>Recommendation three: Review and update the documentation to the panel to correct minor errors and ensure that the information is accurate, specifically in module proposal forms and any documents provided to students including handbooks. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>The maintenance of supernumerary status.</p>

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>The programme team provided a strategy document detailing support and training for service users and carers who contribute to recruitment, teaching and assessment activity. The document outlines plans for an induction process, the identification of training and support needs and a process for the coordination and monitoring of support and training activity. Condition one is met.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	10 February 2020

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing programmes (NMC, 2018)</i></u></p> <p><u><i>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses and midwives</i></u></p> <p><u><i>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</i></u></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 partnership between the UoE and its stakeholders to be effective.

We met students from Colchester and Southend campuses, either in person or via video link. Students report having mixed experiences with IPL. Students at Colchester interact with students on allied health profession and social work programmes, but this is not replicated at Southend where the range of professional education programmes is more limited. There is evidence of IPL in practice learning environments and students confirm they are actively encouraged to engage with the interprofessional team. (Recommendation one)

There is evidence that students have engaged with the design and development of the programme, with many attending stakeholder events. Students said their feedback influenced the development of the programme, citing the proposed scheduling of assessment as an example.

Some students report receiving effective and frequent support from their link tutor, whilst others express a desire to have more contact with university staff whilst in practice learning environments.

PLPs and employers have robust procedures in place to monitor supernumerary status and demonstrate compliance. NDAs report being supernumerary during practice learning hours. Meetings with employers and the programme team provide assurance that NDAs are supernumerary when they are in their student nurse role.

There are service user and carer forums in both campuses. Service user and carer representatives are fully engaged in the interview and selection process and also deliver some teaching to students. The university has made a conscious effort to recruit more service users and carers with lived experience of physical health conditions rather than solely mental health. The service users we met report feeling valued and well supported. They also report being fully engaged in the design of the new programme and told us where their feedback and comments have been incorporated. There is a strong theme of patient advocacy which is directly as a result of their involvement. The programme team intend to have more service user involvement in the assessment of students in the new programme, but service users and carers need to be better prepared for this element of

involvement in particular, although other training would be beneficial, particularly in equality and diversity.

PLPs and employers have been fully involved in the design of the new programme. There is already a programme of preparation for the introduction of the SSSA and this has been running for a number of months. PLPs are taking ownership of this with support from university staff.

There are robust procedures for escalating concerns including adverse Care Quality Commission (CQC) reports. The university is currently developing a policy around information sharing for students requiring reasonable adjustments. There is evidence of good communication with the university and between NHS trusts in the locality. NDA employers are fully involved in the recruitment and selection of suitable candidates and report good partnership working with the university. PLPs report being well supported by university staff.

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

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

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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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

R1.8 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).

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

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

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

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

Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

Yes

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

R1.5 is met. There is a university policy allowing up to 240 academic credits for recognition of prior learning (RPL). There is confirmation in the programme handbook that RPL may be used for up to 50 percent of the programme. The programme team provided mapping documents and examples illustrating a robust RPL process.

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

Met

R1.6 is met. The programme team submitted documents outlining a process whereby NMC registered nurses RPL could be mapped against the Standards of proficiency for registered nurses and programme outcomes. The programme team confirmed that this could account for more than 50 percent of the programme and is aligned with academic regulations on the accreditation of prior learning.

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

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

Met

R1.7 is met. Documentary evidence includes a module map detailing all NMC Standards of proficiency for registered nurses and the programme learning outcomes. Module descriptors refer to tutorials where students' literacy, numeracy and research capability are a teaching and learning method. There is documentary evidence that learning outcomes correspond with communication methods and safe calculations for medicines management.

The ongoing record of achievement (ORA) and practice assessment document (PAD) is linked to competency outcomes in literacy, and digital and technological literacy. Student facing documents detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes. NDA students will also evidence development of numeracy and literacy via an individual learning plan which is reviewed by academic staff and employer.

A medicines management numeracy assessment requires a 100 percent pass rate by the end of the programme. There are opportunities to develop skills via a safeMedicate e-learning package.

The academic support tutor role supports students in meeting the numeracy, literacy and digital and technological literacy required to meet programme outcomes. A research development framework is used as a means of supporting the development of literacy, numeracy and digital literacy skills. This was confirmed in discussions with the programme team.

Students confirm they feel supported to develop these skills and refer to individual

support, e-learning packages and practice assessment opportunities as helpful. They are aware of additional support via the university library and information service to assist in developing these skills with a number saying they use these services and find them helpful.

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

Proposed transfer of current students to the programme under review

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

The programme team said current students will not transfer to the new programme. The programme team advised that the RPL process mapping previous modules against the new standards would be used to facilitate transfer to the new programme in cases where students had an extended interruption and return when the old programme ceases to run. Students said they had been consulted about transferring to the new programme and are happy to remain on their current programme. They are aware of the additional practice proficiencies that are being offered as skills development sessions in line with the Future nurse Standards of proficiency for registered nurses (NMC, 2018).

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

There is evidence that RPL processes are in place allowing for up to 240 academic credits 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

Outcome

Is the standard met?

Met

Date: 12 December 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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 all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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 Annex V.2 point 5.2.1 of Directive 2005/36/EC (included in Annex 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 Annex 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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

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

R2.4 is met. The design of the programme incorporates cross field modules in part one and two with field specific modules in part three. The programme team confirm that students are exposed to cross field theoretical learning for the majority of the programme. Subject specialists from each field teach students in other fields of nursing. The programme team, employers and PLPs outlined the hub and spoke process for allocating practice learning to ensure exposure to all four fields of nursing. The programme team submitted student facing documents detailing a range of practice learning opportunities to ensure exposure and attainment of proficiencies in all fields of nursing. PLPs acknowledged that exposure to children's nursing had been most challenging and have worked with the practice development nurse for children's nursing to identify and plan opportunities for learning.

Lived experience seminars and dementia talks for students provide additional opportunities for exposure to all fields of nursing.

There is evidence of a coordinated approach between the programme team and PLPs to provide experiences across all fields of nursing. PLPs and employers sign an agreement to adhere to professional regulatory body requirements to provide required practice learning. Students said they experience all four fields of nursing in theory and practice learning and referred to service user involvement as being

helpful in their learning.

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

R2.5 is met. Students state their chosen field of nursing on entry to the programme. This is evidenced in the recruitment and selection document and confirmed by students during the approval visit. The content identified in module descriptors and assessments allow topics to be applied to the students field of practice. There is evidence of mapping to proficiencies that are field specific in the programme documents. Employers and PLPs said they have reviewed and amended policies to ensure students are exposed to the range of learning opportunities required for their field of practice. The MYEPAD includes a mapping document where proficiencies are mapped to the chosen field of nursing. Students confirm that they are well prepared for their field of nursing.

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

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

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

R2.8 is met. Programme documentation provides assurance of field specific

content in relation to law, safeguarding, consent pharmacology and medicines administration and optimisation. The autonomous practitioner and person-centred care modules evidence specific content on these topics. This was confirmed by the programme team during the approval visit. The module mapping document also provides evidence that these elements are included at a module and programme level.

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

R2.9 is met. Programme documentation demonstrates an equal balance of theory and practice learning hours. The programme team confirm the breakdown of hours via a curriculum overview and placement map overview. The student facing programme documents detail appropriate module aims and outcomes. A spiral curriculum is used to introduce and develop learning during the programme. There are a range of teaching and learning strategies including virtual learning environments (VLEs), lived experience stories, tutorials, lectures, flipped classroom, simulated practice and practice learning. A commitment statement details the theory and practice hours for the NDA route, this is signed by the university, employer and NDA student. The programme team provided documentation, and students confirm a process of recording theory and practice hours that provides assurance of the completion of designated hours for the programme.

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)

N/A

The programme is delivered in England.

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

practice (R2.11)

Yes

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

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)

No

The programme leads to registration in one field of nursing.

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)

No

The programme does not lead to registration with another profession.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 12 December 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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

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

R3.1 is met. The programme will use the MYEPAD, which is mapped to the Standards of proficiency for registered nurses. Completion of the various elements of the PAD will ensure proficiencies are adequately addressed. PLPs confirm they have identified additional practice learning environments to provide the required range of experience of nursing across the lifespan and exposure to the four fields. They referred to the sharing of resources and using the practice education group (PEG) to ensure a regional approach to ensuring a diverse range of student learning in practice. PLPs referred to a regional review of policies to ensure student learning aligned with the required standards of proficiency. The programme team includes a practice learning coordinator who focuses on ensuring appropriate practice learning experience. Programme documentation includes an illustration of the hub and spoke placement allocation to meet the standards of proficiency for all fields and routes. Students confirm they have access to a diverse range of practice learning environments and feel prepared to care for a diverse range of people.

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

R3.2 is met. The programme documentation details a system of allocating practice learning to provide assurance of sufficient variety of experience to meet the holistic

needs of people of all ages. The practice learning coordinator has oversight of this process. A hub and spoke model of practice allocation is employed to ensure the required range of practice learning is available to students. This is evaluated by the regional PEG. The PAD provides a format for evidencing when students have met the holistic needs of patients. The person centred care practice modules emphasise holistic care across the life span. Students said they evaluate practice learning environments. Practice learning environments are audited to ensure that they provide quality placements. This was demonstrated via documentation and confirmed by the programme team and PLPs.

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

R3.3 is met. The programme modules are mapped against the Standards of proficiency and evidence where students can meet the proficiencies. The MYEPAD is mapped against annexe A which covers relationship management and communication skills. The practice assessor records when students have met these.

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

R3.4 is met. Technology enhanced learning is evidenced in programme documentation via the VLE, safeMedicate, online library resources and a virtual ward and home environment with built in recording and play back system. Service users said they had been involved in the development of service user stories for use on the VLE. During the visit the programme team said simulated learning will not ordinarily be used as a replacement for practice hours but could be used when a student had been unable to access essential learning. In which case, standardised simulated patients would be used. The programme team confirm that all academics undertaking simulation have undergone SimMan training and a debriefing session is used to facilitate learning from simulation. Students said they thought technology assisted learning was proportionate and helpful for their learning.

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

R3.5 is met. There is clear evidence of reasonable adjustment procedures outlining liaison between the university and PLPs to plan support for individual needs. During the visit PLPs, employers and the programme team gave a clear account of the communication process to support students who require reasonable adjustments and gave examples of how this works in practice. A formal process is being developed for communicating reasonable adjustments between PLPs.

Students said they feel well supported and are aware of the range of support on offer. Some gave accounts of when they had a placement changed or reasonable adjustments made to practice learning. Students on the NDA route have access to the same level of support for reasonable adjustments, this was confirmed by employers and students during the visit.

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

Processes are in place to ensure that students are supernumerary (R3.7)

Yes

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

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met

Yes

Outcome

Is the standard met?

Met

Date: 12 December 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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

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)

Not Met

R4.1 is not met. Submitted documents evidence a number of operational and strategic committees, audit and quality assurance processes that assess whether learning and assessment complies with the NMC SFNME. Students said that they feel well supported, have the opportunity to give feedback on the programme and are confident their voice is heard by academic staff. There are clear processes for escalating concerns which are detailed in programme documentation. Students confirm they are aware of the procedure for raising concerns about practice learning, with some stating they would find this difficult and would be concerned about the impact on future employment. The PLPs and programme team are clear

that students would be supported should they raise concerns and cited formal mechanisms for supporting students who raise concerns. A clearer articulation of the support mechanisms for students who raise concerns is recommended to provide assurance that students are supported. (Recommendation two)

Service users advise that they are involved in teaching and assessment and whilst they all felt supported, they had not received specific training to undertake this aspect of the role. This must be addressed. (Condition one)

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 assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. Documentary evidence includes strategic level committees, local implementation guidelines and a partnership SSSA agreement. The MYEPAD terms of reference group details a regional approach to the preparation of academic assessors, practice assessors and supervisors. Placement guidelines are provided to students and practice assessors which outline the roles and responsibilities of academic assessors, practice supervisors and assessors. PLPs gave an account of a regional approach to the preparation of supervisors and assessors. Resources and evaluations are shared between providers of practice learning to promote the sharing of effective practice. This involves a commitment to resourcing the roles in practice and collaboration with the university. Students confirm they are aware of academic assessor, practice assessor and supervisor roles and the implications 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

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

R4.4 is met. There is documentary evidence that the students receive timely, regular and constructive feedback appropriate to the assessment type throughout the programme.

Programme documentation refers to formative assessment as a strategy for supporting development.

The PAD and ORA provide students with opportunities to receive feedback from academic assessors, practice supervisors, practice assessors and others in relation to practice learning. Service users and carers have the opportunity to provide feedback on their care via the MYEPAD.

Students confirm that they receive regular helpful feedback that supports their development.

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

R4.5 is met. The standards of proficiency relating to practice learning have been mapped to the MYEPAD.

Documentation effectively evidences the mapping of content and assessment to Standards of proficiency for registered nurses and programme outcomes across all fields.

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 proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

Yes

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

Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)

Yes

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

There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the Standards of proficiency for registered nurses (R4.10)

Yes

Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

Yes

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

No

Service users advised that they are involved in teaching and assessment and whilst they all felt supported, they had not received specific training to undertake this aspect of the role. This must be addressed. (Condition one)

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

Yes

Outcome

Is the standard met?

Not Met

Condition one: The AEI must provide a clear strategy for the support and training

for service users and carers who contribute to interviewing, teaching and assessment. (SFNME R1.12, R2.7 and R5.1; SPNP R4.1)

Date: 12 December 2019

Post Event Review

Identify how the condition is met:

Condition one: The programme team submitted documentary evidence of a strategy to support and prepare service users and carers who participate in the programme. The document outlines plans for an induction process, the identification of training and support needs and a process for the coordination and monitoring of support and training activity. Condition one is now met.

Evidence:

UoE, school of health and social care strategy for the support and preparation of service users who participate in teaching, interviews and assessment, 7 February 2020

Date condition(s) met: 10 February 2020

Revised outcome after condition(s) met:

Met

The SPNP R4.1 is met.

The SFNME R1.12, R2.7 and R5.1 are 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.

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

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

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

N/A

There is no fall back award conferring NMC registration.

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

Yes

Outcome

Is the standard met?

Met

Date: 12 December 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source 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	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation: UoE, updated Nursing prospectus, December 2019 UoE, policy and procedure for accreditation of prior learning, September 2019	

UoE, apprenticeship commitment statement, plan and agreement, September 2019
NDA prior practice learning portfolio, December 2019
UoE, evidence of directed learning confirmation sheet, December 2019
Stakeholder consultation log, September 2019

Post visit evidence:

UoE, school of health and social care strategy for the support and preparation of service users who participate in interviews, teaching and assessment, 7 February 2020

UoE, school of health and social care strategy for IPL and working, 7 February 2020

UoE, school of health and social care placement guidelines for nursing, 7 February 2020

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Four year three BSc Mental health nursing students (one from Colchester, three from Southend). Five year three BSc Adult nursing students (three from Colchester one from Southend) Four year two BSc Mental health nursing students (all from Colchester) Five year two BSc Adult nursing students (four from Colchester one from Southend) Three year one MSc Mental health nursing students (two from Colchester one from Southend) Three year one MSc Adult nursing students (two from Colchester one from Southend) Two year two NDA students (both from Southend)	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No

Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	No
System Regulator Reports List	
If you stated no above, please provide the reason and mitigation Documentation was submitted prior to the approval visit. This showed evidence of all the above elements and associated quality assurance processes. The information was supported by feedback from students, practice learning partners and programme staff during the visit. UoE is an established provider of NMC programmes.	
Additional comments:	

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Issue record

Final Report

Author	Sarah Traill Denise Baker	Date	16 December 2019
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