

Programme approval visit report

Section one

Programme provider name:	University of Manchester
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Manchester University NHS Foundation Trust Pennine Care NHS Foundation Trust Greater Manchester Mental Health NHS Foundation Trust Stockport NHS Foundation Trust Tameside & Glossop Integrated Care NHS Foundation Trust Private voluntary and independent healthcare providers
Programmes reviewed: <i>(Tick all that apply)</i>	<i>Pre-registration nurse qualification leading to</i> Registered Nurse – Adult <input checked="" type="checkbox"/> Registered Nurse – Child <input checked="" type="checkbox"/> Registered Nurse - Learning Disabilities <input type="checkbox"/> Registered Nurse - Mental Health <input checked="" type="checkbox"/>
Title of programme(s):	Bachelor of Nursing (Hons) (Adult) Bachelor of Nursing (Hons) (Child) Bachelor of Nursing (Hons) (Mental Health) Masters in Nursing (Adult) Masters in Nursing (Child) Masters in Nursing (Mental Health)
Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse – Child	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland

	<input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Date of approval visit:	16 May 2019
Programme start date:	
RN – Adult	16 September 2019
RN – Child	16 September 2019
RN - Learning Disabilities	N/A
RN - Mental Health	16 September 2019
QA visitor(s):	Registrant Visitor: Robert Gallagher Lay Visitor: Mary Rooke

Section two

Summary of review and findings

The University of Manchester (UoM) school of health sciences, division of nursing, midwifery and social work presented a three-year full-time undergraduate Bachelor of Nursing (BNurs) (Hons) pre-registration nursing programme for approval with fields in adult, mental health, and children's nursing. An integrated four-year MNurs (adult, child and mental health nursing) award is also presented for approval. Students studying the MNurs route will do learning with the BNurs students and will then continue and advance their academic study to academic level seven in year four of the programme. There is eligibility to register with the NMC in the field of adult, mental health, or children's nursing on successful completion of either the BNurs and MNurs awards.

The 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 BNurs and MNurs awards.

Documentary evidence and discussion at the approval visit confirmed robust partnership working between the approved education institution (AEI) and practice learning partners (PLPs) at a strategic and operational level. Partnership working with students and service users is also evidenced. However, the involvement of service users and carers should be strengthened.

The AEI works collaboratively with pan Manchester universities in the north west of England region who have adopted the pan London practice assessment document (PAD). The PAD is an integral part of the assessment of practice in the pre-registration nursing programme.

There have been issues raised in some Care Quality Commission (CQC) quality reports which required action by the AEI and associated PLPs to assure the quality of the practice learning environments. The AEI and PLPs effectively implemented an action plan to ensure the suitability of practice learning environments. There is evidence of a robust system of governance to monitor and manage issues in practice learning environments.

The proposed pre-registration nursing programme has innovative initiatives including the integrated MNurs option and the inclusion of 'discovery units' which are designed to facilitate student choice and flexibility in their further development of knowledge for their potential career choice.

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

There are two NMC recommendations and one university recommendation.

Updated 16 June 2019.

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

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>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>Condition one: Provide an implementation plan which details the involvement of service users and carers in the ongoing design, development, delivery, evaluation and co-production of the pre-registration nursing programme. (Standards framework for nursing and midwifery (SFNME), R1.12; Standards for pre-registration nursing programmes (SPNP) R2.1)</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>Condition two: Provide a modified PAD for the pre-registration nursing programme (NMC standards, 2010) which includes the new roles to support, supervise and assess students and meets the Standards to support student supervision and assessment (NMC, 2018). (SFNME, R3.2)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>
Date condition(s) to be met:	16 June 2019
Recommendations to enhance the programme delivery:	Recommendation one: Enhance transparency of the learning disabilities field of nursing in both the theory and practice components of the programme.

	<p>(Standards for pre-registration nursing programmes (SPNP) R2.4)</p> <p>Recommendation two: Engage in partnership with PLPs to monitor the protected learning time for practice assessors (Standards for student Fsupervision and assessment. (SSSA) R8.2)</p> <p>Recommendation three: Involve service user and carers in the design and writing of interview questions and think about scheduling the feedback meeting with service users and carers closer to the end of the recruitment cycle. (university recommendation)</p>
<p>Focused areas for future monitoring:</p>	<ul style="list-style-type: none"> • The implementation of the SSSA, specifically the protected learning time to support practice assessors to do their role. • Student journey across the fields of practice especially in relation to opportunities to experience nursing people with a learning disability. • Service user and carer involvement in all aspects of the design, delivery, evaluation and co-production of the pre-registration nursing programme. • Implementation of the interprofessional learning (IPL) strategy.

<p>Programme is recommended for approval subject to specific conditions being met</p>	
<p>Commentary post review of evidence against conditions:</p> <p>The university provided revised documentation to provide evidence that the changes required to meet the conditions have been made.</p> <p>A new strategy and implementation plan for the enhanced involvement of service users and carers in the ongoing design, development, delivery, evaluation and co-production of the pre-registration nursing programme provides evidence that condition one is now met.</p> <p>A modified practice assessment documentation for the pre-registration nursing programme (NMC standards, 2010) provides evidence that the new roles to support, supervise and assess students to meet the SSSA are included. Condition two is now met.</p>	
<p>AEI Observations</p>	<p>Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

Summary of observations made, if applicable	The report is factually accurate.
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 condition(s) met:	16 June 2019

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><i>Standards framework for nursing and midwifery education</i> (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p>

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 effective partnership working between the AEI and all key stakeholders. Programme documentation and discussion at the approval visit confirms that students, service users and PLPs contributed to the development of the programme through various curriculum stakeholder events. Minutes from stakeholder meetings demonstrate that feedback from past students' evaluations informed the design of the programme. The service users and carers we met told us they are involved in the recruitment and selection of applicants to the

programme. However, they don't feel they are actively involved in the teaching, assessment, evaluation and co-production of the proposed programme. (Condition one) (SFNME R1.12; SPNP R2.1)

Interview and selection processes include service users or carers, PLPs and teaching staff who have due regard for the field of nursing. Service users and carers confirmed they are involved in interview and selection processes and have done equality and diversity training using the university's online training materials. They are not currently involved in the design and writing of interview questions.

The assessment and feedback process within the programme documentation confirms the student's individual learning needs, including reasonable adjustments and support needs, are thought about. This was confirmed by students who told us their voice is heard and they are well represented at, for example, programme committee and staff student liaison committee meetings. Evaluations of their practice learning experiences are compulsory and made through the online practice assessment record and evaluation (PARE) system.

PLPs confirmed that a regional model for the implementation of the SSSA is currently being implemented and overseen by the Greater Manchester (GM) graduate workforce group supervision and assessment work stream. The group has representation from the four AEIs within the GM region and also NHS trusts, private and voluntary organisations. PLPs expressed confidence in their ability to provide sufficient quality placement opportunities for students and support and supervision in line with NMC standards.

A practice learning steering group ensures developments in theory are related to practice learning and developments in practice. The GM practice educator group (GMPEG) consists of practice education facilitators (PEFs) as well as representatives from the four AEIs. The university teaching staff and PLPs confirmed that these mechanisms facilitate discussion of issues such as capacity and the sharing of learning and intelligence. PLPs told us that they have secured protected time for practice assessors to meet the requirements of their new role. (Recommendation two) (SFNME R4.4)

Partnership working between the AEI and Health Education England (HEE) north west supports the identification, quality monitoring and development of private and voluntary organisations (PIVO) and enhanced training practice (ETP) placements across the GM region. The AEI confirmed that key practice learning environments have an approved number of spoke placements to enable the student to follow the service user journey.

PLPs told us practice learning environments are audited, every two years, in partnership with the AEI using an updated multi-professional educational audit tool. Processes are in place to ensure practice learning environments comply with the educational audit and governance procedures. The GMPEG oversees systems and processes to ensure safe and effective learning environments and support for students in practice learning. The GMPEG also acts as a forum for collaboration and sharing of good practice.

The programme development team and PLPs confirmed that the university practice learning unit (PLU) works in close partnership with colleagues from PLPs across all GM AEs in order to deliver effective practice learning experiences for students.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education

MET NOT MET

Please provide any narrative for any exceptions

There is service user involvement in the recruitment and selection of applicants to the programme. However, service users and carers we met at the approval visit, told us they have not been directly involved in the planning, design and development of the proposed programme. They are eager to participate in the teaching and delivery of the programme as they feel this could significantly benefit students learning experience.

Condition one: Provide an implementation plan which details the involvement of service users and carers in the ongoing design, development, delivery, evaluation and co-production of the pre-registration nursing programme. (SFNME, R1.12; SPNP R2.1)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment

MET NOT MET

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

There is service user involvement in the recruitment and selection to the programme. However, service users and carers we met at the approval visit, told us they have not been directly involved in the planning, design and development of the proposed programme. They are eager to participate in the teaching and delivery of the programme as they feel this could significantly benefit students learning experience. (Condition one)

Condition one: Provide an implementation plan which details the involvement of service users and carers in the ongoing design, development, delivery, evaluation and co-production of the pre-registration nursing programme. (SFNME R1.12; SPNP R2.1)

PLPs told us that they have secured protected time for practice assessors to meet the requirements of their new role. (Recommendation two)

Recommendation two: Engage in partnership with PLPs to monitor the protected learning time for practice assessors. (SSSA R8.2)

Post Event Review

Identify how the condition is met:

Condition one: The AEI provided documentation to evidence a new strategy and plan for the involvement of service users and carers in the ongoing design, development, delivery, evaluation and co-production of the pre-registration programme. The plan details how new structures such as the establishment of an advisory group now inform how effective partnership and collaboration takes place to ensure service users, carers and other stakeholders are included in programme development, design, teaching and evaluation. Condition one is now met.

Evidence:

- Programme development team response to conditions, 13 June 2019
- Service user and carer strategy document for undergraduate pre-registration nursing programme, June 2019

Date condition(s) met: 16 June 2019

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

Condition one is now met.

Assurance is provided that the SFNME R1.12 is now met.

Assurance is provided that the SPNP R2.1 is now met

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

adult, mental health, learning disabilities and

children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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

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

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

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

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

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

Proposed transfer of current students to the programme under review

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

Findings against the standard and requirements

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

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

YES NO

- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).

YES NO

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

YES NO

- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

YES NO

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

YES NO

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

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

MET NOT MET

R1.5 is met. Documentary evidence confirms the AEI has an accreditation of prior learning (APL) policy. An exemption to the APL policy allows APL to be accredited to meet NMC requirements. The programme team confirmed at the approval visit that the external examiner is involved in the scrutiny of APL applications.

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

MET NOT MET

R1.6 is met. Documentary evidence and confirmation at the approval visit confirms the university has an exemption for NMC registered nurses to be accredited of prior learning for more than 50 percent of the programme.

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

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

MET NOT MET

R1.7 is met. The programme document and university website confirm that applicants must have numeracy and literacy abilities. Applicants must have proficiency in English language and have GCSE English and mathematics grade C or above. Assessment of English language meets NMC requirements.

Numeracy, literacy, digital and technological literacy are clearly mapped against NMC proficiencies and learning outcomes. The PAD and ongoing record of achievement (ORA) demonstrate students should develop their skills in numeracy, literacy, digital and technological literacy throughout the programme. These skills are assessed in both theory and practice. A Safe medicate package provides a simulated learning experience which includes skills development and diagnostic formative assessment. Final summative assessment with 100 percent pass is a requirement for maths calculations. The programme team confirmed that the first year 'Essential skills for nursing' learning unit includes digital and technological proficiencies which are incorporated into the student assessments.

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

- Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

YES NO

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration*

nursing programmes and Standards of proficiency for registered nurses will be met through the transfer of existing students onto the proposed programme.

There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place

MET **NOT MET**

Current students will not be transferring to the new programme.

The programme team told us all current students would be transferring to the SSSA from September 2019. They confirmed that a modified PAD to meet SSSA requirements is in development. The programme team are required to provide the final version of the modified PAD for review to ensure accurate information about student support, supervision and assessment in practice is made available to students. (Condition two) (SFNME R3.2)

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

MET **NOT MET**

Documentary evidence and confirmation at the approval visit confirms NMC registered nurses accredited of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes for more than 50 percent of the programme.

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

YES **NO**

Outcome

Is the standard met? **MET** **NOT MET**

We were told a modified PAD to meet the SSSA is being developed.

The programme team are required to provide the final version of the modified PAD for review to ensure accurate information about student support, supervision and assessment in practice is made available to students. (Condition two)

Condition two: Provide a modified PAD for the pre-registration nursing programme (NMC standards, 2010) which includes the new roles to support, supervise and assess students and meets the Standards to support student supervision and assessment (NMC, 2018). (SFNME, R3.2)

Date: 16 May 2019

Post event review

Identify how the condition(s) is met:

Condition two: The AEI provided modified practice assessment documentation to evidence that the pre-registration nursing programme (NMC standards, 2010) now includes the new roles to support, supervise and assess students to meet the SSSA.

Condition two is now met.

Evidence:

- Programme development team response to conditions, 13 June 2019
- Modified PAD for the pre-registration nursing programme (NMC Standards, 2010) to meet SSSA, 13 June 2019

Date condition(s) met: 16 June 2019

Revised outcome after condition(s) met:

MET

NOT MET

Condition two is now met.

Assurance is provided that the SFNME R3.2 is now met.

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Findings against the standard and requirements

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

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

YES NO

There is service user involvement in the recruitment and selection to the programme. However, service users and carers we met at the approval visit, told us they have not been directly involved in the planning, design and development of the proposed programme. They are eager to participate in the teaching and delivery of the programme as they feel this could significantly benefit students learning experience. (Condition one) (SFNME R1.12; SPNP R2.1)

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

YES NO

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

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

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

MET **NOT MET**

R2.4 is met. Documentation and evidence at the approval visit confirm that the design of the programme aims to support students in theory and practice learning across the four fields of nursing practice. Programme learning outcomes evidence that students will gain experience of nursing care across a range of practice settings. Teaching staff told us students will have opportunities to gain experience in areas that are different to, but related to, their field of practice through the hub and spoke model of practice learning. Students we met at the approval visit told us they would benefit from further opportunities to gain experience in theory and practice learning in learning disabilities nursing. (Recommendation one)

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

MET **NOT MET**

R2.5 is met. The programme specifications and unit descriptors provide evidence that the programme enables students to enter the NMC register in one of three fields nursing practice (child, adult and mental health). The design and delivery of all routes includes field specific teaching in seminars, action learning sets and base group clusters which are facilitated by teaching staff with the relevant academic and professional qualifications and experience.

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

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

YES **NO**

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

YES **NO**

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

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

MET **NOT MET**

R2.8 is met. Programme documentation confirms mapping has been done 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. The two field specific units evidence that content is related directly to the field of practice that the student is on and that they are taught by teaching staff with professional qualifications from that field. The teaching staff confirmed at the approval visit that field specific content is also evidenced and verified in nursing practice through the PAD documentation.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point
There are appropriate module aims, descriptors and outcomes specified.
There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET **NOT MET**

R2.9 is met. Documentary evidence and discussion at the approval visit confirms appropriate unit aims, descriptors and learning outcomes. There is an exemplar practice allocation flowchart for each of the fields of nursing practice. There is evidence of an equal balance between theory and practice consisting of 2300 hours each for the BNurs (Hons) programme. The field specific teaching, learning and assessment methods are outlined in the individual unit specifications. These specifications highlight a wide variety of teaching and learning strategies that balance interaction, simulation, online and classroom learning. Examples of teaching and learning strategies include: lectures (face to face or online); seminars; problem-based learning; action learning sets; skills sessions/workshops; conferences; role play; group-work; and flipped classroom. There is simulated learning in preparation for practice learning and directed e-learning; and, use of the virtual learning environment.

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 <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
<p>The programme is delivered in England.</p> <ul style="list-style-type: none"> <p>• Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11). YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>• Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>• Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>• Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> 	
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula are met YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>Service users and carers we met at the approval visit, told us they have not been directly involved in the planning, design and development of the proposed programme. They are eager to participate in the teaching and delivery of the programme as they feel this could significantly benefit students learning experience. (Condition one) (SFNME R1.12; SPNP R2.1)</p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Outcome</p>	
<p>Is the standard met? MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/></p> <p>There is service user involvement in the recruitment and selection to the programme. However, service users and carers we met at the approval visit, told us they have not been directly involved in the planning, design and development of the proposed programme. They are eager to participate in the teaching and delivery of the programme as they feel this could significantly benefit students learning experience. (Condition one) (SFNME R1.12; SPNP R2.1)</p> <p>Date: 16 May 2019</p>	
<p>Post event review</p>	

Identify how the condition(s) is met:

Condition one: The AEI provided documentation to evidence a new strategy and plan for the involvement of service users and carers in the ongoing design, development, delivery, evaluation and co-production of the pre-registration programme. The plan details how new structures such as the establishment of an advisory group now inform how effective partnership and collaboration takes place to ensure service users, carers and other stakeholders are included in the process of curriculum development, design, teaching and evaluation. Condition one is now met.

Evidence:

- Programme development team response to conditions, 13 June 2019
- Service user and carer strategy document for undergraduate pre-registration nursing programme, June 2019

Date condition(s) met: 16 June 2019

Revised outcome after condition(s) met:

MET

NOT MET

Condition one is now met.

Assurance is provided that the SFNME R1.12 is now met.

Assurance is provided that the SPNP R2.1 is now met.

Standard 3: Practice learning

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

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence and discussion at the approval visit confirms students will have practice learning opportunities across the GM region 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 different fields of nursing practice.

Assurance was given by the teaching staff that the hub and spoke model will enable students to meet specific learning outcomes. PLPs expressed confidence in their ability to provide sufficient quality practice learning opportunities for students.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences (R3.2)

MET **NOT MET**

R3.2 is met. Discussion at the approval visit confirms that the academic lead for practice development in partnership with field leads will ensure that students gain experience in a range of practice learning settings in order to meet the holistic needs of people in all ages. Practice learning environments will be used across the

GM area within NHS, voluntary and private settings to enable a wider scope of experience. A hub and spoke model is in operation to further enhance placement provision. Governance arrangements are evident for the approval, monitoring and evaluation of practice learning experiences and environments. An educational audit of each learning environment is undertaken biennially in collaboration with the AEI and PLPs. Students told us that they are required to provide an evaluation of each practice learning experience using the PARE and their PAD documentation.

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

MET **NOT MET**

R3.3 is met. Documentary evidence and discussion at the approval visit confirms students will be able to meet the communication and management skills within their field of nursing practice. Opportunities to undertake skills and nursing procedures to meet the Standards of proficiency for registered nurses are identified in the course units and PAD. The teaching team told us that stimulated practice learning at the university will provide students with the opportunity to practise their field specific skills including communication and relationship management. Practice learning outcomes and proficiencies will require students to demonstrate skills of communication and relationship management within a range of nursing procedures and will be assessed in the PAD by practice supervisors and assessors.

- Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (R3.4)

MET **NOT MET**

R3.4 is met. Discussion at the approval visit confirms that simulation-based learning is an integral part of the programme to ensure the effective use of time to support student learning. The programme document identifies 300 hours of simulation based clinical skills which will take place at the university. Simulated based learning opportunities are aimed at preparing students for practice learning by providing students with the opportunity to practise the skills set out in annexe A and annexe B of the Standards of proficiency for registered nurses. In addition, these opportunities are mapped to Article 31(5) of Directive 2005/36/EC for the adult field of nursing. Students will consolidate simulated skills when in practice settings and this will be evidenced in the PAD. Online learning will be delivered by the VLE, Blackboard. A range of technologies to enhance learning will include the use of: podcasts; video interviews; video clips; media presentations; discussion groups, wikis; blogs and reflective learning journals.

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

MET **NOT MET**

R3.5 is met. The programme documentation demonstrates there are robust processes in place to take account of students' individual needs with regards to reasonable adjustments. This was confirmed by students we met at the approval visit. Students are encouraged to disclose any disabilities from start of the programme to ensure early support is provided. Students told us that they feel very supported by both university and practice staff. They have open access to the university's occupational health department and disability advisory support service. There is access to a disability champion to assist and support students, as required. Students can complete an individual support plan to enable consideration of reasonable adjustments in practice learning settings. PLPs at the approval visit confirmed they are aware of the processes for students seeking additional support and have mechanisms in practice for providing reasonable adjustments.

***Note:** If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.*

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

- Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)

YES **NO**

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

YES **NO**

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met **YES** **NO**

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

Outcome

Is the standard met? **MET** **NOT MET**

Date: 16 May 2019

Standard 4: Supervision and assessment

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*

R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%

R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

R4.9 ensure that there is equal weighting in the assessment of theory and practice

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in

Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17;

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)

MET **NOT MET**

R4.1 is met. Documentary evidence and discussion at the approval visit provides assurance that the programme team in collaboration with PLPs will ensure that student support, supervision, learning and assessment complies with the NMC Standards framework. We have seen and heard evidence of how individuals are being prepared for their new roles. Student representatives demonstrate knowledge of the changes and the requirements of the supervisor and assessor roles. The AEI and their PLPs continue to work proactively to manage placement capacity and identify potential capacity shortfalls. Opportunities for capacity building to ensure that all students are allocated to appropriate practice learning environments is ongoing. PLP senior managers and practice education facilitators (PEFs) confirmed arrangements are in place to ensure all practice learning opportunities meet the NMC standards.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2).

MET **NOT MET**

R4.2 is met. Documentary evidence and discussions at the approval visit confirm the SSSA are understood and implemented to support the proposed programme. The role of practice supervisor and practice assessor are clearly described in the handbook for 'Practice assessor and supervisor the Greater Manchester preparation'. PLPs told us that the preparation of supervisors and assessors for their new roles are being delivered through workshops and supported by online resources accessible via PARE. The preparation content for practice supervisors, practice assessors and academic assessors is explicit within the SSSA implementation model document. Academic assessors will be prepared for their new role to provide student feedback on assessment progression in both theory and practice.

Mentors are to take on the role of practice supervisor or practice assessor and there is mapping to the SSSA for each role through a self-declaration form. Managers and PEFs confirmed that shared resources and updates are already implemented to support the existing practice assessors and supervisors. Preparation sessions for forthcoming assessors and supervisors will be undertaken collaboratively between the GM AEIs and PLPs. Senior managers from PLP organisations have signed letters of agreement to support the new

SSSA and acknowledge the requirement for practice assessors to have protected time to undertake their role. PLPs expressed confidence that the perceived challenges of implementing the new standards will be met. A recommendation to the programme team is that they work in partnership with PLPs to monitor the protected learning time of practice assessors. (Recommendation two) (SFNME R3.15)

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

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

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

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

MET **NOT MET**

R4.4 is met. The programme document shows that there are processes in place to provide students with feedback throughout the programme in both theory and practice learning. Feedback information is included for each learning unit which have both formative and summative elements to support students' development. The academic assessor is identified as being responsible for providing feedback on assessment progression in theory and in practice in collaboration with the practice assessor. The PAD will enable both the practice supervisor and assessor to provide ongoing formative and summative feedback to the student in the practice setting. Documentary evidence and discussion at the approval visit confirms that there is a requirement within the PAD that students receive formative feedback on their performance from service users/carers as part of the assessment process.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

MET **NOT MET**

R4.5 is met. There is evidence of comprehensive mapping within all the programme learning units and the PAD to demonstrate that the students will meet the Standards of proficiency for registered nurses within their field of nursing practice. The PLPs and programme team confirm that practice learning experiences in a range of settings will enable students to achieve their field specific outcomes and proficiencies.

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

- There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)
YES NO
- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)
YES NO
- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)
YES NO
- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)
YES NO
- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)
YES NO
- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)
YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET **NOT MET**

Date: 16 May 2019

Standard 5: Qualification to be awarded

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

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

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

Findings against the standards and requirements

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

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

YES NO

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

YES NO

Fall Back Award

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

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

YES NO N/A

The pre-registration nursing programme award is either a BNurs (Hons) or an integrated MNurs programme. It is stated clearly there is no fall back award which confers eligibility to apply to register with the NMC as a nurse.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 16 May 2019

Section four

Sources of evidence

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

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

Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>CQC reports, various dates</p> <p>External adviser feedback for a new/amended taught programme proposal (various dates)</p> <p>University of Manchester annual self-assessment report (summary findings) 2017-2018</p> <p>NMC register check for programme leads and external examiners, 23 April 2019</p> <p>Post event documentation to evidence conditions are met:</p> <ul style="list-style-type: none"> • Programme development team response to conditions, 13 June 2019 • Service user and carer strategy document for undergraduate pre-registration nursing programme, 13 June 2019 • Modified PAD for the pre-registration nursing programme (NMC standards, 2010) to meet SSSA, 13 June 2019 		
<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"/>
If yes, please identify cohort year/programme of study: Child field year one (one student) Adult field year two (three students) Child field year two (one student) Mental Health field year two (one student) Mental health field year three (one student) Adult field year three (three students)		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, system regulator reports list		
If you stated no above, please provide the reason and mitigation: Not required for this approval. An established AEI and PLPs.		
Additional comments:		

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Issue record

Final Report

Author:	Robert Gallagher	Date:	21 May 2019
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