

Programme approval visit report

Section one

Programme provider name:	University of Portsmouth
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Brighton and Sussex University Hospitals NHS Trust Solent NHS Trust West Sussex Hospitals NHS Trust Surrey and Sussex Healthcare NHS Trust Hampshire Hospitals NHS Foundation Trust University Hospitals Southampton NHS Foundation Trust Isle of Wight NHS Trust Sussex Community NHS Foundation Trust Portsmouth Hospitals NHS Trust Sussex Partnership NHS Foundation Trust Southern Health 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 type="checkbox"/> Registered Nurse - Learning Disabilities <input type="checkbox"/> Registered Nurse - Mental Health <input checked="" type="checkbox"/>
Title of programme(s):	BN (Hons) Nursing (Adult) BN (Hons) Nursing (Mental Health)
Academic levels:	
Registered Nurse – Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" 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 – Child	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>								
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>								
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>								
Date of approval visit:	30 April 2019								
Programme start date:	<table border="1"> <tr> <td>RN – Adult</td> <td>16 September 2019</td> </tr> <tr> <td>RN – Child</td> <td>N/A</td> </tr> <tr> <td>RN - Learning Disabilities</td> <td>N/A</td> </tr> <tr> <td>RN - Mental Health</td> <td>16 September 2019</td> </tr> </table>	RN – Adult	16 September 2019	RN – Child	N/A	RN - Learning Disabilities	N/A	RN - Mental Health	16 September 2019
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RN - Mental Health	16 September 2019								
QA visitor(s):	<p>Registrant Visitor: Grahame Smith</p> <p>Lay Visitor: Sandra Stephenson</p>								

Section two

Summary of review and findings

The University of Portsmouth (UoP), school of health sciences and social work provided programme documentation for the approval of an undergraduate, three-year BSc (Hons), pre-registration nursing programme in adult and mental health fields of nursing practice. The Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018) are clearly detailed and mapped within the programme.

The design and intended delivery of the programme makes clear there is one pre-registration nursing programme with two fields of nursing practice. The programme utilises a spiral curriculum with module content, delivered through a variety of teaching and learning strategies, which includes face-to-face and on-line delivery. Shared and inter-disciplinary learning with allied health programmes is a key feature of the programme. A simulated patient approach delivered within the university and supported by practice learning partners (PLPs) and service users and carers is used extensively to prepare students for practice.

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

The partnership with PLPs led to the agreement to use an adapted version of the Pan London practice assessment document (PLPAD); the South PAD. To support the implementation of the South PAD there is a shared PLP approach to the preparation of practice supervisors, practice assessors and academic assessors across Wessex, Kent, Surrey, and Sussex. The approved education institution (AEI) in partnership with PLPs confirm any issues arising from Care Quality Commission (CQC) quality reviews which impact on the practice learning environment are managed through a systematic partnership process.

The Standards for student supervision and assessment, (NMC, 2018); are mapped in the programme and are met at programme level.

The programme is recommended for approval to the NMC with one condition. There are four recommendations.

01 June 2019

Evidence was provided that the changes required to meet the condition have been made. The condition is met.

The Standards framework for nursing and midwifery education (NMC 2018) are 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>None identified</p> <p>Selection, admission and progression:</p> <p>Condition one: The NMC requirement of permitting recognition of prior learning up to a maximum of 50 percent is formally documented within the programme specification and the course website.</p> <p>(Standards framework for nursing and midwifery education R2.8 and Standards for pre-registration nursing programmes R1.5)</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>None identified</p>
Date condition(s) to be met:	1 June 2019
Recommendations to enhance the programme delivery:	<p>Recommendation one: To monitor and maintain staffing resources within the context of the faculty of science restructure and consultation process (Standards for pre-registration nursing programmes R4.1).</p> <p>Recommendation two: To include reference to which NMC standards are addressed on all module specifications (University requirement).</p>

	<p>Recommendation three: To review admissions criteria with regards to alternative entry requirements (University requirement).</p> <p>Recommendation four: Consider using central timetabling to access pooled lecture theatres for large group teaching in response to student feedback (University requirement).</p>
Focused areas for future monitoring:	The implementation and management of the pre-registration nursing programme specifically whether sufficient academic staffing resource is maintained to support the effective delivery of the programme.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
Condition one: the AEI provided documentary evidence that includes updated programme specification documents and screenshots of the updated websites for each field of nursing practice. These sources of evidence clearly articulate the NMC requirement of only permitting recognition of prior learning up to a maximum of 50 percent.	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	The AEI has confirmed the accuracy of the report.
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:	22 May 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>

NMC Programme standards

Standards framework for nursing and midwifery education (NMC, 2018)
Standards for student supervision and assessment (NMC, 2018)
The Code: Professional standards of practice and behaviour for nurses and midwives
QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)
QA Handbook

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

We found evidence the approved education institution (AEI) is committed to robust and effective partnership working with all stakeholders including; students, service users and carers and PLPs in the development, delivery and evaluation of the programme at a strategic and operational level. The AEI took a robust partnership approach during the development of the proposed programme. During the development phase, the AEI listened to the voices of existing and new stakeholders through a series of partnership working groups. This included working with new mental health PLPs in the co-development of the mental health field of nursing route.

Underpinning the development of programme was a commitment to co-production, which ensures the student and the service user and carer voices affected real change. Changes to the existing programme include a greater focus on public empowerment and public health.

PLPs confirm they were represented during the development of the programme. A decision was made by the PLP partnership group to adopt an adapted version of the PLPAD, referred to as the South PAD.

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

assessors. The personal tutor role and the link lecturer role, will merge to aid this process.

The AEI in partnership with PLPs ensure there are a range of practice learning opportunities in place that equip students to meet people's diverse needs across the lifespan. These opportunities are monitored and routinely evaluated. Interprofessional learning is a core component of the programme's delivery in both theory and practice learning.

Mechanisms are in place within theory and practice learning to enable stakeholders to provide robust timely feedback to students, which promotes their reflective learning. Quality enhancement processes ensure that evaluation and feedback is robust, recorded, and addresses issues that are raised. Students told us about a number of issues that have been satisfactorily addressed by the programme team. Students told us that their feedback is valued and amendments made to the course, such as changing simulation scenarios to incorporate real-life interruptions to better prepare students for the practice environment.

The programme team promote service user and carer involvement and they are actively involved in all aspects of the programme. This involvement is supported by an active group, which includes core members recruited from the local health watch group. Service users and carers told us how they contribute to the delivery of the proposed programme, this includes being involved in the recruitment and selection of students and delivering a number of specific teaching sessions. Service users and carers told us that course updates are shared with them and their feedback is sought and valued. They act as 'critical friends' building relationships and feel that the AEI and PLPs are learning from them. A number act as simulated patients and some contribute to the teaching and learning by making presentations to students. Service user feedback on the student's development will also be sought within the South PAD.

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

Visits to PLPs confirm highly positive relationships and effective partnership working with the AEI. They told us they work together to co-develop the programme content in order to provide the types of nurses required to meet the needs of the local community. The patient journey approach delivered within the programme is shaped through the diverse range of practice learning environments provided and through effective simulation.

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

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

Post Event Review

Identify how the condition is met:

Condition one: the AEI provided documentary evidence that includes updated programme specification documents and screenshots of the updated websites for each field of nursing practice. These sources of evidence clearly articulate the NMC requirement of only permitting recognition of prior learning up to a maximum of 50 percent.

Date condition(s) met: 22 May 2019

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

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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 not met. The AEI has a recognition of prior learning (RPL) process in place. There is clear evidence of mapping prior learning to programme outcomes. It is highlighted that the school has an exemption to university guidance to permit up to 50 percent of RPL within pre-registration nursing programme to meet NMC requirements. However, this exemption is not formally documented within the programme documentation. The AEI must provide evidence of the NMC requirement to permit recognition of prior learning up to a maximum of 50 percent and formally document the requirement within the programme specification, and the course website (Condition one).

- 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 provides assurance that RPL processes are in place to evidence NMC registered nurses RPL is mapped to the Standards of proficiency for registered nurses (NMC, 2018) and the programme outcomes. The RPL policy at UoP allows NMC registered nurses to be accredited with more than 50 percent of prior learning where it is mapped to the Standards of proficiency for registered nurses and the programme outcomes. All RPL claims are checked and ratified through an assessment board process. The external examiner is part of this process.

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

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

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

Students tell us that induction procedures support their digital and technological skills, including use of Chromebooks. Strong emphasis on peer support allows students to share knowledge and skills and to support others' use. Moodle is used extensively to support students, including use of videos of simulation scenarios.

Safemedicate supports calculations, including practice assessments with feedback given to support progression in numeracy skills. Objective structured clinical examination (OSCE) used from year one develops students' application of numeracy and literacy skills.

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

First year students will be transferred to the new programme. The first-year students confirm they have discussed the transfer to the new programme. Students in the September 2018 and January 2019 cohorts will directly transfer onto the proposed programme through the RPL process. A mapping exercise has been completed ensuring compliance to the Standards for pre-registration nursing programmes and the Standards of proficiency for registered nurses.

Second year and third year student on the existing programme will continue on that programme and the corresponding 2010 standards, however extra teaching activity will be undertaken that has been mapped to the new programme specifically annexes A and B of the Standards of proficiency for registered nurses. All NMC students will be transferred to the SSSA standards from September 2019.

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

MET NOT MET

A mapping exercise has been completed ensuring compliance to the Standards for pre-registration nursing programmes and the Standards of proficiency for registered nurses.

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

YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<p>It is highlighted that the school has an exemption to university guidance to permit up to 50 percent of RPL within pre-registration nursing programme to meet NMC requirements. However, this exemption is not formally documented. The AEI must provide evidence that the NMC requirement of permitting recognition of prior learning up to a maximum of 50 percent is formally documented within the course specification and the course website (Condition one).</p>	
Outcome	
Is the standard met?	MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
<p>It is highlighted that the school has an exemption to university guidance to permit up to 50 percent of RPL within pre-registration nursing programme to meet NMC requirements. However, this exemption is not formally documented. The AEI must provide evidence that the NMC requirement of permitting recognition of prior learning up to a maximum of 50 percent is formally documented within the course specification and the course website (Condition one).</p> <p>Condition one: The NMC requirement of permitting recognition of prior learning up to a maximum of 50 percent is formally documented within the course specification and the course website. (Standards framework for nursing and midwifery education R2.8 and Standards for pre-registration nursing programmes R1.5)</p> <p>Date: 1 May 2019</p>	
Post event review	
Identify how the condition(s) is met:	
<p>Condition one: The AEI provided documentary evidence that includes updated programme specification documents and screenshots of the updated websites for each field of nursing practice. These sources of evidence clearly articulate the NMC requirement of only permitting recognition of prior learning up to a maximum of 50 percent.</p>	
Date condition(s) met: 22 May 2019	
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
<p>The standards are met (Standards framework for nursing and midwifery education R2.8 and Standards for pre-registration nursing programmes R1.5)</p>	

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 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. The programme provides robust opportunities in both theory and practice learning for all students to experience all four fields of nursing practice. To consolidate these experiences module content and teaching is shared with the school's allied health programmes. This approach is consistent across both fields of nursing practice. Students confirm they helped to co-produce this approach through the programme and module evaluation process. All stakeholders tell us that the four fields of nursing are encountered in a variety of ways with practice learning environments providing a wide range of experiences. Students tell us that mental health forms a large part of the adult field nursing programme and that specific simulation days are provided covering maternity care and child. Learning disabilities service users form part of the teaching and learning experience for third year students. Practice learning allocations are carefully mapped to ensure that all students experience the patient journey and lifespan and the four fields of nursing.

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

MET **NOT MET**

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

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. Documentation and the approval process confirm extensive mapping has been completed to ensure within the programme design that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration are included in the programme. This is evident within the programme specifications and module descriptors for the two pre-registration nursing fields. PLPs, service users and carers, and students were involved in the curriculum development process with a focus on ensuring the proposed programme was fit for purpose and need. The programme team told us that stakeholder feedback was acted upon and changes to the programme were made as needed. This is confirmed in programme 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. Documentation and the approval process confirm that the programme structure demonstrates an equal balance of theory and practice learning throughout the programme which meets the NMC requirements. An appropriate and detailed range of learning and teaching methods are also presented in the documentation. The programme and module aims are mapped to the Standards for pre-registration nursing programmes (NMC, 2018).

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

PLPs tell us that students undertake a range of working hours on placements covering 24 hours and including weekends. Adjustments are made by the AEI in partnership with the PLP to support students to 'catch-up' missed hours.

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

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

YES **NO** **N/A**

Not applicable. The programme is delivered in England.

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

YES **NO**

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

YES **NO**

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

YES **NO**

The programmes lead to registration in a single field of nursing practice.

- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)

YES **NO**

The programmes lead to nursing registration solely with the NMC.

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

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

Outcome

Is the standard met? MET NOT MET

Date: 1 May 2019

Standard 3: Practice learning

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

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

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

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

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

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

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

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

Students are asked for geographical placement preferences and these are supported, where possible. Practice learning experiences are carefully mapped in order to promote placement learning opportunities. Third year students told us special attention has been taken to match their interests to final year placements and electives.

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

MET **NOT MET**

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

PLPs told us how practice learning offers students a wide range of experiences including the patient journey, such as a renal ward, with hub and spoke to a dialysis unit, outpatients and the transplant team. Collaborative learning and coaching in practice, such as LACES (learning and coaching environments for students) allows students to learn from their peers and a range of staff. Students and PLPs confirmed how LACES quickly identifies failing or struggling students enabling earlier intervention and support.

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

MET **NOT MET**

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

Students tell us that practice OSCEs, simulation, including use of simulated patients and interaction with service users and carers develop confidence and supports them to meet the communication and management skills and nursing procedures on placement. The coaching approach allows students to work alongside and learn from a range of peers and staff. All PLPs provide induction and follow agreed assessment, monitoring and evaluation procedures to ensure students have access to appropriate learning opportunities and that all stakeholders understand their roles and responsibilities.

- 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. Programme documentation and findings at the approval visit confirm that technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. Technology enhanced learning is largely supported through the use of a virtual learning environment and is centrally supported by the university to support and strengthen learning and teaching. This technological approach is used to complement face to face teaching and learning.

Simulated practice opportunities are clearly identified within the programme plan with no more than 400 hours of simulation utilised. In addition, these opportunities are mapped to Article 31(5) of Directive 2005/36/EC for the adult field. The AEI simulated practice offers students opportunities to learn and rehearse skills, with opportunities to receive feedback from registrant supervisors. Simulated practice is delivered within the newly upgraded skills facilities at the school. This activity, which is mapped to the NMC standards of proficiency for registered nurses, is led and quality assured by the school lead for skills. The simulated practice which students will experience has been designed to offer opportunities to rehearse the skills set out within Annex A and Annex B of the Standards of proficiency for registered nurses (NMC, 2018).

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

Students tell us that induction procedures support their digital and technological skills, including use of Chromebooks.

- 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. Documentary evidence and assurance at the approval visit confirm robust processes are in place to ensure individual student needs are taken into account when allocating practice learning. This includes making reasonable adjustments where needed. The AEI ask all students for geographical placement preferences each year and told us that most gain their first or second choice. They also told us how they listen to students' future career preferences when allocating placements in the third year to further support their learning and career prospects by placing them with likely employers. Students told us of reasonable adjustments made on placement through strong partnership between the PLP and AEI. PLPs told us of adjustments to shift patterns to accommodate family commitments and making arrangements to buddy a non-driver with a driver within the community team.

The AEI in partnership with the associated PLP implemented action plans to manage risks which have a potential impact upon students' practice learning. These action plans are still in place and any risks to students' learning are robustly managed and monitored.

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:

<ul style="list-style-type: none"> 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) 	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> Processes are in place to ensure that students are supernumerary (R3.7) 	<p>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 practice learning are met</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p>	
<p>Is the standard met?</p>	<p>MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>Date: 1 May 2019</p>	

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;

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

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. The AEI in partnership with PLPs has robust processes in place to ensure support, supervision, learning and assessment complies with the NMC Standards framework for nursing and midwifery education. This includes support in theory and practice learning environments for students' health and wellbeing, the provision of IT support, enabling services, and library services. All students have support from a personal academic tutor. There is a placement learning charter used throughout the Wessex region to ensure equitable support in practice learning environments.

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

Students tell us of the wide-ranging support available both at the AEI and through PLP's. They tell us of individual support such as for dyslexia through the provision of additional software and wider wellbeing support. They told us they know who to raise concerns with and confirmed peer, mentor and personal tutor support. They told us that resources are readily available, such as through Moodle, and they cater for the range of preferred learning styles.

The university is currently undertaking a review of staffing through a consultation process. The head of school confirms that staffing numbers within the school might reduce and there is no intention to reduce the staffing resource available to the nursing programme. On this basis, the approval panel agreed there was a need to monitor this process and ensure staffing resource for the programme was maintained as required for the effective delivery of the programme (Recommendation 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 assessor along with how they will be prepared for their roles. (R4.2).

MET **NOT MET**

R4.2 is met. The AEI in partnership with all associated PLPs has a framework in place, which robustly guides the preparation of practice supervisors, practice assessors and academic assessors. The framework document reinforces the key principles agreed locally in relation to supporting learning in practice across the regions. The responsibilities associated with the roles of practice supervisor, practice assessor and academic assessor are made explicit within the South PAD.

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

PLPs told us how they have worked in partnership with the AEI and across the region to develop and agree guidelines for the introduction of the new roles of practice supervisor, assessor and academic assessor. All PLPs visited could tell us how they are identifying, supporting and training staff for the new roles and are confident that most will be trained in time for adoption of new standards from September 2019. The AEI's practice module leads will become the academic assessors and are established members of staff. Students tell us they are aware of the new titles and roles and have some understanding of how this will affect them.

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

In practice settings, students will have formative and summative assessment outcomes recorded within their PAD. This will include feedback to inform action planning for future practice learning, and grading of an episode of care. The programme team and service users and carers tell us service users are involved in the assessment process in both theory and practice. It is a requirement within the PAD that service user and carer feedback is sought as part of the assessment process. The range of assessment strategies in both theory and practice are appropriate for all parts of the programme.

Students tell us of frequent feedback on theory and practice assessments such as the use of 500 words section of an essay which the personal tutor assesses and provides formative feedback and guidance. All simulation includes assessment and evaluation by staff and peers and recorded simulation activities are shared to allow further reflection and feedback. Students tell us that 'mock' Safemedicate exams provide support and guidance and feedback from OSCEs enables them to understand how they are developing key skills. The AEI described how each module and year is assessed and this is clearly documented. They take care not to overload students whilst still ensuring they are meeting the outcomes and required credits, such as using the written element of the episode of care as an assessment artefact in the third year.

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

Students confirmed they understand how they will be assessed throughout and can tell us of their existing placement assessment document and know of the new South PAD.

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: 1 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

It is clearly identified within the programme specifications that the fall back or interim exit awards do not provide eligibility to apply for entry to the NMC register.

Assurance 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: 1 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>University of Portsmouth, scene setter document, undated</p> <p>University of Portsmouth, academic staff profiles, undated</p> <p>Health education England, supporting learners in practice document, December 2018</p> <p>University of Portsmouth signed NHS partnership agreements document, undated</p> <p>Post event condition documents:</p> <p>University of Portsmouth, course specification, Bachelor of Nursing - mental health nursing, January 2019</p> <p>University of Portsmouth, course specification, Bachelor of Nursing - adult nursing, January 2019</p> <p>University of Portsmouth, website screenshot, Bachelor of Nursing adult, undated</p> <p>University of Portsmouth, website screenshot, Bachelor of Nursing mental health, undated</p>		
<p>If you stated no above, please provide the reason and mitigation:</p>		
<p>Additional comments:</p>		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Adult pre-registration nursing; four first year students, fifteen second year students, and two third year 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, state where visited/findings: St Richard's Hospital Sussex community team		

<p>Sussex Partnership NHS Trust Portsmouth central district nurse team Portsmouth Hospital NHS Trust Solent NHS Trust - St James' Hospital Southern Health NHS Trust</p> <p>Visits, 30 April 2019, to PLPs and students on practice placements confirm highly positive relationships and effective partnership working with the AEI. The patient journey approach is met through the diverse range of placements provided and through effective simulation. Students confirm they are robustly supported while in practice by both the AEI and PLPs. In addition, students confirm they feel able to raise any practice concerns.</p>		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list Hampshire Hospitals NHS Foundation Trust, CQC report, 26 September 2018</p>		
<p>If you stated no above, please provide the reason and mitigation: The AEI is an established provider of pre-registration nursing (adult) programmes.</p>		
<p>Additional comments:</p>		

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<p>Issue record</p>			
<p>Final Report</p>			
Author:	Grahame Smith	Date:	06 June 2019
Checked by:	Pam Page	Date:	11 June 2019
Approved by:	Leeann Greer	Date:	9 July 2019
Submitted by:	Lucy Percival	Date:	9 July 2019