

Programme approval visit report

Section one

<p>Programme provider name:</p>	<p>University of West of England in Bristol</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>University Hospitals Bristol NHS Foundation Trust Gloucestershire Care Services NHS Trust Torbay and South Devon NHS Foundation Trust Plymouth Hospitals NHS Trust Gloucestershire Hospitals NHS Foundation Trust Great Western Hospital NHS Foundation Trust Royal Cornwall Hospitals NHS Trust Cornwall Foundation NHS Trust Dorset Healthcare University NHS Foundation Trust Devon Partnership NHS Trust Oxford Health NHS Foundation Trust 2gether NHS Foundation Trust Somerset Partnership NHS Foundation Trust Avon and Wiltshire Mental Health Partnership NHS Trust Taunton and Somerset NHS Foundation Trust Royal United Hospital NHS Foundation Trust North Bristol NHS Trust South Devon Healthcare NHS Foundation Trust Weston Area Health NHS Trust Private, voluntary and independent health care providers'</p>

<p>Programmes reviewed: (Tick all that apply)</p>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Child <input checked="" type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input checked="" type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p>				
<p>Title of programme(s):</p>	<p>BSc (Hons) Nursing – Adult</p> <p>BSc (Hons) Nursing - Mental health</p> <p>BSc (Hons) Nursing - learning Disabilities</p> <p>BSc (Hons) Nursing - Child</p>				
<p>Academic levels:</p>					
<p>Registered Nurse – Adult</p>	<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>				
<p>Registered Nurse – Child</p>	<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>				
<p>Registered Nurse - Learning Disabilities</p>	<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>				
<p>Registered Nurse - Mental Health</p>	<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>				
<p>Date of approval visit:</p>	<p>30 May 2019</p>				
<p>Programme start date:</p> <p>RN – Adult</p> <p>RN – Child</p> <p>RN - Learning Disabilities</p> <p>RN - Mental Health</p>	<table border="1"> <tr> <td>1 September 2019</td> </tr> <tr> <td>1 September 2019</td> </tr> <tr> <td>1 September 2019</td> </tr> <tr> <td>1 September 2019</td> </tr> </table>	1 September 2019	1 September 2019	1 September 2019	1 September 2019
1 September 2019					
1 September 2019					
1 September 2019					
1 September 2019					

QA visitor(s):	Registrant Visitor: Sarah Traill Lay Visitor: Ruth Jones

Section two

Summary of review and findings

The University of the West of England (UWE) presented documentation for the approval of a three-year full-time undergraduate pre-registration programme; a BSc (Hons) nursing with fields in adult, children's, mental health and learning disability nursing.

The programme has been mapped to the Standards for pre-registration nursing programmes (SPNP) and the Standards of proficiency (NMC, 2018) and meets the requirements of the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The Standards framework for nursing and midwifery education (SFNME) are not met at programme level as conditions apply.

There's clear evidence of strong and effective partnership working between UWE, practice learning partners (PLPs), students and service users who have been fully involved in the programme development.

The programme design has a strong focus on the student's chosen field of nursing practice and shared learning is evident. There's an equal split between theory and practice learning and the programme utilises a range of teaching and learning methods and resources. UWE has invested in a range of digital technology-based resources to enhance the student experience and aid the development of their skills. Campus based teaching and learning in the programme includes, PLP staff and service user and carers.

Plans for support and supervision of students entering the new programme are robust, with clear preparation of staff for new roles. The model of supervision and assessment of students in practice learning environments is sound and includes fit for purpose practice assessment document (PAD) and an ongoing record of achievement (OAR).

There are a large range of practice learning experiences available to students across the NHS, private, independent and voluntary sectors. These experiences include field specific and non-field specific practice learning opportunities, allowing students to care for people across the life course. Plans for support and supervision of students entering the new programme are robust, with clear preparation of staff for new roles.

Adverse Care Quality Commission (CQC) reports are addressed collaboratively between the relevant PLP and UWE by risk assessing the implication of the findings for practice learning and agreeing any remedial action required. Action plans are monitored and evaluated and the NMC are notified via exception reporting.

The programme is recommended to the NMC for approval subject to two NMC conditions. There's one university condition. There are three NMC recommendations and two university recommendations.

Updated 26 June 2019

The programme team submitted revised programme documentation which provides clear evidence that meets the NMC conditions. The university confirms the university condition

is 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: Include in the programme documentation details of how applicants digital and technological literacy for entry to the programme is determined. (Standards framework for nursing and midwifery education (SFNME) R2.6, Standards for pre-registration nursing programmes (SPNP) R1.1.7)</p> <p>Condition two: Map the current students learning in theory and practice to the Standards for pre-registration nursing programmes and Standards of proficiency for registered nurses and ensure support systems are in place for students transferring on to the programme. (SFNME R2.3, SPNP R1.5)</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>Non identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: The programme handbook should be reviewed and rewritten to make it more user-friendly for a student audience, and to focus more on the</p>

	information that students need to know. (university condition)
Date condition(s) to be met:	26 June 2019
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider clarifying the process for recognition of prior learning (RPL) to facilitate diverse points of entry to the programme. (SPNP R1.5, R1.6)</p> <p>Recommendation two: The programme team should reflect further on the strengths and unique selling points of this programme and seek to ensure that this is clearly articulated both in the programme documentation and in the marketing of the programme. (university recommendation)</p> <p>Recommendation three: It is recommended that the programme team communicate the provision to access additional resources and acquire skills identified within the future nurse programme more clearly to the current cohort of students. (SFNME R3.1, R3.2)</p> <p>Recommendation four: As part of the continuous improvement process, it is recommended that the programme team evaluate the effectiveness of the new vertical academic personal tutor structure. (university recommendation)</p> <p>Recommendation five: As part of the continuous improvement process, it is recommended that the programme team reflect on, and ensure stakeholder involvement in the ongoing development of the assessment strategy in terms of authenticity and sequencing. (SFNME R2.5)</p>
Focused areas for future monitoring:	The implementation of the process for RPL.

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>The programme team provided revised programme documentation which evidences how applicants digital and technological literacy for entry to the programme is determined to meet condition one. Condition one is now met. SPNP R1.1.7 and SFNME R2.6 are now met.</p> <p>Programme documentation that evidences the changes to meet condition two has been provided. This is in relation to mapping of current students learning in theory and practice to the SPNP and the Standards of proficiency for registered nurses. The details of support systems in place for students transferring to the new programme are included. Condition two is now met. SPNP R1.5 and SFNME R2.3 are now met.</p> <p>The university confirms the university condition three is now met.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	26 June 2019

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing programmes (NMC, 2018)</i></u></p> <p><u><i>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</i></u></p>

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

Documentary analysis and findings at the approval visit provide clear evidence of well-developed and highly effective partnership working between UWE, PLPs, students and service users and carers.

Senior faculty staff told us that UWE holds regular partnership breakfast meetings with senior nurse executives and UWE are part of PLP meetings at strategic level. There's UWE representation on NHS trust boards. Senior practice representatives confirmed this and describe partnerships between UWE and PLPs as sound at all levels. This partnership working provides assurance that any points of concern or risk to student learning and safe practice are addressed and monitored. Senior practice representatives told us six-weekly forum meetings are held between PLPs and UWE to ensure the programme and progress of students is monitored.

All stakeholder representatives we met confirmed they were heavily involved in programme development via a range of one to one meetings, group workshops and via social media in the case of students. Stakeholders told us they felt listened to and gave examples of how their proposals and ideas have been incorporated into the new curriculum. The programme team report they will be continuing all stakeholder group meetings as they have been informative and rewarding for all. As part of the continuous improvement process, the approval panel recommended that the programme team reflect on and ensure stakeholder involvement in the ongoing development of the programme assessment strategy in terms of authenticity and sequencing. (Recommendation five) (SFNME R2.5)

There is a clear partnership infrastructure to support the delivery of the programme

going forward. Stakeholders are involved in the recruitment and selection process and in teaching, learning and assessment, including service users and carers. Students also have opportunities throughout the programme to collaborate and learn with and from other professionals and to learn with and from peers. For example, using guest speakers from other health professionals and engagement with wider student groups such as media students involved in simulation sessions for multi-professional mass emergencies. Partnership working between UWE and PLPs evidence a good range of practice learning opportunities to enable students to meet people's diverse needs.

The established service user and carer group has been expanded to inform development of the new programme. The group will continue to be increased to ensure a robust service user and carer body to support programme delivery. The service users and carers we met told us they greatly enjoy their work with UWE and feel valued, prepared and supported.

There are nominated students who are student link representatives, who gather the views of the wider student population and report these to programme staff. Student links we met told us they feedback comments from the student body to the programme team on a regular basis, and that they feel their voices are heard and student concerns are acted upon.

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

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.

R1.3 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

R1.8 ensure that all those enrolled on pre-registration nursing programmes are

compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

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

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

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

YES 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

R1.1.7 is not met as there's no information about digital literacy in the recruitment and selection process documentation. (Condition one) (SPNP R1.1.7, SFNME R2.5)

- 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. There's documentary evidence that RPL processes are in place and this was confirmed by the programme team during the approval visit. However, there's no mapping or process in place for current students who might interrupt their studies and return to complete the new programme. (Condition two) (SPNP R1.5, SFNME R2.3)

The programme team should consider the possible increase in the future for RPL claims of up to 50 percent because of nursing associates seeking nurse registration. The RPL process could be enhanced to facilitate entry to the programme at different points. (Recommendation one) (SPNP R1.5, R1.6, SFNME R2.3)

- 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. The RPL process clearly outlines how registered nurses prior learning and experience can be mapped to the Standards of proficiency for registered nurses and the programme outcomes for more than 50 percent of the programme. The programme team should consider the possible increase in RPL applications from registered nurses. The RPL process could be enhanced to facilitate appropriate entry points for NMC registered nurses. (Recommendation one) (SPNP R1.5, R1.6)

- 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.

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

MET **NOT MET**

R1.7 is met. There's documentary evidence that maps students learning to modules and module specifications. The module handbooks evidence that teaching and learning methods ensure the development of student numeracy, literacy and digital and technological literacy skills. These skills are mapped against the Standards of proficiency and programme outcomes and this is reflected in the programme specification.

Online teaching and learning tools are used in addition to face to face teaching and this was confirmed by the programme staff and students. Formative and summative assessments are detailed which clearly evidence a range of theory and practice based technology enhanced assessment methods. For example, numeracy through medication calculations, literacy via written and verbal assignments and digital and technological literacy. The ORA and PAD documents contain sections where progress and attainment of digital, numeracy and literacy skills are recorded.

The programme uses the online virtual learning environments BlackBoard and Pebblepad+ and this was confirmed by the students we met. Digitally enhanced learning and simulated learning are used to prepare students for practice. Students told us that the simulation suites enable them to practice skills safely prior to undertaking practice learning experiences.

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**

Not met. The current students won't be transferring to the new programme or to the SSSA. However, current students might interrupt their studies and return to complete the new programme. There's no mapping or process for this and support arrangements for these students is unclear. (Condition two) (SPNP R1.5, SFNME R2.3)

There are continuing professional development provisions in place to support students on the current pre-registration nursing programme to access additional resources and acquire skills identified within the new programme. It's recommended that the programme team communicate these provisions more clearly to the current cohort of students. (Recommendation three) (SFNME R3.1, 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**

There's documentary evidence that RPL processes are in place and this was confirmed by the programme team during the approval visit. The programme team should consider the possible increase in RPL from registered nurses. The RPL process could be enhanced to facilitate entry at different points. (Recommendation one) (SPNP R1.5, R1.6)

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

YES **NO**

R1.1.7 is not met. There's no explicit statement about capability in digital and technological literacy for entry to the programme or as part of the recruitment and selection process to ensure SPNP R1.1.7 and SFNME R2.6 are met. (Condition one)

Condition one: Include in the programme documentation details of how applicants digital and technological literacy for entry to the programme is determined. (SFNME R2.6, SPNP R1.1.7)

R1.5 is not met. There's no RPL mapping or process for current students who might interrupt their studies and return to complete the new programme. The RPL process doesn't meet the requirements of SPNP R1.5 and SFNME R2.6.

Condition two: Map the current students learning in theory and practice to the Standards for pre-registration nursing programmes and Standards of proficiency for registered nurses and ensure support systems are in place for students transferring on to the programme. (SFNME R2.3, SPNP R1.5)

Outcome

Is the standard met?

MET

NOT MET

SPNP R1.1.7 requires that applicants on entry to the programme have capability for digital and technological literacy to meet programme outcomes. However, there's no explicit evidence of information about digital and technological literacy as part of the recruitment and selection processes including any statement about capability on entry to ensure SPNP R1.1.7 is met. This lack of transparency of information doesn't meet SFNME R2.6. (Condition one)

Condition one: Include in the programme documentation details of how applicants digital and technological literacy for entry to the programme is determined. (SFNME R2.6, SPNP R1.1.7)

SPNP R1.5 and SFNME R2.3 require a comprehensive RPL process. These requirements aren't met in relation to current students who might interrupt their studies and return to complete the new programme. There's no process, support system or mapping of the theory and practice learning of the current students to the future nurse Standards of proficiency and Standards for pre-registration nursing programmes.

Condition two: Map the current students learning in theory and practice to the Standards for pre-registration nursing programmes and Standards of proficiency for registered nurses and ensure support systems are in place for students transferring on to the programme. (SPNP R1.5, SFNME R2.3)

Date: 26 Jun 2019

Post Event Review

Identify how the condition is met:

Condition one:

The programme team provided revised programme information that evidence the changes to meet condition one. Programme information details a digital assessment during the selection process for entry to the programme and notification of the digital assessment to potential applicants. The evidence provides assurance that applicants capability in digital and technological literacy is determined as part of entry to the programme.

SPNP R1.1.7 is now met.

Assurance is provided that SFNME R2.6 is met

Evidence:

Copy of pre-registration nursing course admission page, 26 June 2019

Email requesting purchase of digital testing for the admission process, 26 June 2019

Condition two:

The programme team provided additional documentation that evidences the required changes to meet condition two. Mapping of current students learning and practice for all four fields of nursing practice to the SPNP and Standards of proficiency for registered nurses has been provided. This mapping provides a template for students transferring to the new programme which is managed by the UWE RPL process. The faculty accreditation of learning panel review applications and ratify the credit awarded at examination boards. Students are supported through the RPL transfer process by the course leader. The evidence provides assurance that RPL processes incorporate any student transfers from the current programme.

SPNP R1.5 is now met.

Assurance is provided that SFNME R2.3 is met.

Evidence

Future nurse mapping document adult, 26 June 2019

Future nurse mapping document learning disabilities, 26 June 2019

UWE mapping child template, 26 June 2019

UWE mapping mental health template, 26 June 2019.

Email detailing the process of student support via the RPL process, mapping documents and UWE accreditation of learning regulations, 26 June 2019

Date condition(s) met: 26 June 2019

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

Conditions one and two are met. SPNP R1.1.7 and R1.5 are met.

Assurance is provided that SFNME R2.3 and R2.6 are met.

Standard 2: Curriculum

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

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

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

R2.3 ensure that all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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

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

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

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

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

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

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

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in 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

Evidence provides assurance that the following QA approval criteria are met

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

YES 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. Documentary evidence and finding of the approval process confirms the programme supports students to experience all four fields of nursing practice in both theory and practice.

Allocated practice learning experiences follow a hub and spoke model to enable students to achieve cross field proficiencies which are recorded in the PAD.

Students told us that they felt well prepared with regard to these experiences in their programme.

Field specific outcomes and teaching and learning strategies, including inter-professional learning is detailed at programme and module level.

Programme documentation evidences that there are field specific modules in year two and shared optional modules in year three. During the visit, the programme team explained how field specific and cross field shared learning is facilitated across the modules. Academic staff teach on field specific modules and across the four nursing fields, allowing them to share their field specific expertise with all students. Students have a 'choice' module in year three outside of their field, which allows for the development of holistic care and skills across the life course. Service users and carers told us they develop real life case studies for use by the programme team and that they input across all fields.

The role of multi-field learning, enhanced by field specific exploration followed by multi-field feedback in programme documentation is in line with UWE's stated vision for the programme. In line with this, the new programme embeds a cross field streaming scheme to facilitate shared learning across fields.

- 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 structure, design and delivery clearly evidences that students are appropriately prepared to enter the register in their chosen field of nursing practice. There are field specific and shared modules. Module descriptors evidence learning outcomes and indicative content applicable to the specific fields of nursing practice. Allocated 'hub' practice learning experiences are field specific with cross field spoke learning. Students told us that academic staff have a range of specialist knowledge and use real case studies from their practice to bring teaching and learning to life. Students confirm that they feel well prepared for their chosen field of 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. Programme documentation evidences that mapping has been undertaken to ensure legislation, safeguarding, consent, pharmacology and medicines administration are appropriately addressed and applied to each specific field. These details are evident in module specifications, handbooks and practice assessment documents.

- 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 findings of the approval process provides assurance that there is an equal balance between theory and practice learning. The programme comprises a total of 4822.50 hours with a minimum of 2300 hours each of theory and practice learning including simulation. The programme planner details theory and practice modules and associated hours. Completed practice hours are recorded in the PAD.

Programme documentation including the programme handbook, programme

specification, module specifications and module handbooks show a range of teaching and learning strategies and there are clear aims and outcomes. The programme team confirmed that they use a range of teaching and learning methods, including input from practice partners and service users. This was confirmed by students, practice partners and service users and carer. Real life case studies are developed by the service users for use across the programme. Students told us there's a good balance of theory and practice and that they're prepared well for practice experiences by theory modules and simulation.

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

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

Not relevant to this programme.

- 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

Not relevant to this programme.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment 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: 30 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

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 findings at the approval visit confirm that practice learning opportunities are sufficiently diverse to enable students to meet the Standards of proficiency across the four fields of nursing practice.

Practice learning experiences are organised and allocated by the professional practice office (PPO) which accesses a wide range of practice learning environments across the NHS and the private, voluntary and independent sectors. Practice learning environments have an educational audit prior to any students being allocated and audits are uploaded onto the online ARC placements system for students to view.

Geographically located practice academic teams support PLPs from all sectors to open practice learning opportunities and ensure they have sufficient nursing staff and resources to deliver safe and effective care and to support students.

The programme operates a hub and spoke model to enhance diversity in clinical experiences across all fields of nursing practice and create opportunities for students to care for a diverse range of people. There are two elective practice learning experiences detailed in the programme planner one of which is outside of the students chosen field.

Practice modules use the OAR and PAD which map learning outcomes and assessment to the Standards of proficiency. Mapping of required NMC skills and procedures in annexes A and B to the skills and proficiencies available in practice learning environments are detailed. This enables any gaps to become visible and addressed, via simulation activities where necessary as the student progresses through the programme.

- 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. We are assured there's clear evidence of a wide range of practice learning opportunities, both field specific and non-field specific, allowing students to gain experience in providing holistic care for people across the life course. The academic in practice (AIP) role acts as a link between UWE (theory) and practice, supporting practice staff and students and monitoring safe practice. Students report that the AIP is visible in practice and accessible and PLP representatives told us that UWE staff give them excellent support. Practice assessors monitor, support and assess students against learning outcomes and proficiencies using the PAD and the OAR. There's a service user feedback form in the PAD that students use to gather service user views on the care they have provided to them. This was confirmed by the students and service users we met.

Students told us that they evaluate theory and practice learning experiences and that they feel listened to, and that their suggestions are acted upon. PLP representatives confirm they receive regular feedback about practice learning experiences from students. There are clear processes and flowcharts to follow for escalating concerns.

Students told us that simulation activities are provided before they go into practice learning environments. This allows them to practice skills in a safe environment so that they feel prepared to practice safely when entering the practice learning environment. PLPs told us students are prepared well for practice by UWE. Documentary evidence and the approval process provide assurance that any potential risks to students learning is monitored and managed through regular communication between UWE and PLPs. The head of department, academic director and associate heads of department meet regularly with PLPs to assure key performance indicators are met, and to discuss any points of concern or risk. Practice academic teams also meet with PLPs formally and informally to monitor practice learning experiences and enhance student learning and safe practice. External examiners are invited to visit practice learning environments and meet practice supervisors and assessors and students and give feedback on the quality of practice learning in the programme.

There's documentary evidence that the UWE has responded to the Royal Cornwall Hospitals NHS Trust CQC quality report published 14 December 2018. UWE has worked with the trust to develop and evaluate action plans to ensure safe practice learning for students.

- 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 in the programme and module specifications, handbooks, and OAR and PAD clearly detail that practice learning opportunities allow students to meet the communication and relationship management skills and nursing procedures within their selected fields of nursing practice. PLPs told us they worked with the AEI in a series of task and finish groups to identify practice learning opportunities to ensure annexe A and B skills and procedures are met. Module learning outcomes evidence progressive development of these skills across the programme. The programme team confirm that communication and relationship management skills are also rehearsed and developed in simulation activities.

- 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. There’s robust documentary evidence of technology enhanced and simulation-based learning and assessment opportunities in the programme. Objective structured clinical examination (OSCE) which use technology and vlog assessment strategies are evidenced in the programme. The academic team, PLPs and students confirm that the programme uses virtual learning environments including BlackBoard and PebblePad+ and a range of technology enhanced resources.

Online library portals and the placement allocation system ARC are available for students to access learning resources and to view their allocations and information about the practice learning environments respectively. In addition, there is an online portal which students can use to record their absence from practice learning experiences and to raise concerns.

Adult and child simulation suites and a home environment simulation area are used to prepare students for practice learning. PLPs told us that students are prepared well for practice experiences by UWE staff. Students and PLPs praised the quality of simulation-based learning and teaching and the high-tech simulation suites. The programme documentation details theory and practice hours, and clearly show how simulation is the link between the two.

The programme team, PLPs and students confirm that there's partnership working within the university that supports simulation activities. For example, medical and pharmacy students are involved in scenarios including mass casualty events involving around 200 participants and multi casualties using a simulated emergency department. These activities are multi-professional, engaging nursing students, as well as a range of other healthcare and media and film students. We are assured by the evidence presented that the requirements of EU directive 2005/36/EC Annex V.2 (5.2.1) are achieved via experiential placement opportunities in year one and year two, and via theory.

- 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 findings at the approval visit confirm that students' individual needs and personal circumstances are considered when allocating practice learning experiences. The university disability service leads the assessment and implementation of reasonable adjustments for students where necessary. The practice learning agreement includes an obligation to make reasonable adjustments in practice learning environments and this was confirmed by PLP representatives we met.

PLPs told us that UWE draws up a support plan with any student with particular needs, and that this is shared and discussed with practice staff. Students gave an example of where reasonable adjustments had been implemented and they told us staff in the university and practice settings are very supportive in these circumstances.

There are services to support students including the health and wellbeing service and information is provided to students detailing the range of services they can access.

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: 30 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

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. There's a clear infrastructure of support and supervision of students that complies with the Standards framework for nursing and midwifery education. Academic staff have appropriate qualifications and experience to support delivery of the programme.

The infrastructure of support and supervision was confirmed by the academic staff, students and PLPs we met. They told us this support includes field specific academic personal tutors, and AIPs who act as links between UWE and practice learning environments. The AIP in practice, was described as visible, accessible and supportive by the PLPs.

The placement agreements signed on an annual basis by all PLPs clearly sets out expectations of supervision, mentoring and assessment of students in practice learning environments. Practice supervisors and practice and academic assessors support, monitor and assess students practice learning and achievement of the

proficiencies using the PAD, OAR and associated guide. Additional support and supervision required by the student is detailed and recorded in these documents. A virtual learning environment is used to support students at a distance when they are not at UWE and there's a 24 hours practice support telephone line for students.

Students confirm they complete evaluations in the programme. The student evaluation form used to feedback on practice learning experiences, enables them to record comments on the support and supervision they have received. The student links we met confirmed they meet with the programme team and that feedback on any concerns they raise are acted upon.

Student support is also provided by project supervisors, practice learning leads and the academic team. We were told that students have and give peer support via a vertical buddying system which allows second year students to support first year students, while receiving support themselves from third year students. This model ensures new graduate registered nurses are well prepared to support students in practice learning environments.

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

MET **NOT MET**

R4.2 is met. Documentary evidence and findings at the approval visit provide assurance that the SSSA are applied to the programme. UWE has worked with PLPs to create role descriptions for practice supervisor, academic assessor and practice assessor roles. There are processes in place to identify and prepare practice supervisors and practice assessors. Academic assessors link to students with a ratio of 1:25. A member of the programme team has specific responsibility for the roll out of the SSSA. The programme team told us that a series of workshops are preparing the programme team for the role. The senior team confirmed resources are in place to implement the SSSA.

PLPs told us that regional partnership meetings have been used as forums to discuss and develop the new roles and associated training. A mentor update and training web page clearly evidences that updates include preparation for transitioning to these new roles. PLPs told us that a scoping activity to identify potential staff for the new roles from the existing body of mentor and sign-off mentors has commenced and is ongoing. PLPs are confident that sufficient staff will have been prepared to a high standard in good time to support students entering practice learning environments in the new curriculum.

The UWE AIP, who works closely with PLPs to ensure quality supervision for the students is described as instrumental in supporting practice staff to make the transition. PLPs told us that many NHS trusts have also invested in an additional educational role of practice education facilitator to provide support to practice

supervisors and assessors and ensure effective supervision in practice.

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. There's clear evidence of processes in place to provide feedback to students to support their development including formative and summative assessment. Feedback is provided to students on their academic and practice assessed work in verbal and written format. This feedback is recorded in assessment documents which was confirmed by students we met. The PAD provides a structured approach to providing formative and summative feedback on practice learning including feedback from peers and service users and carers. Any additional development needs are planned and recorded. Students told us that they have regular supervision of learning days (SOLD) when in practice learning environments, in conjunction with UWE staff to consider student progress. External examiners feedback to the academic team on the quality of student's theory and practice learning.

- 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. Documentation effectively evidences the mapping of programme content and assessments to programme outcomes and Standards of proficiency for registered nurses across all four fields of nursing practice. The field specific and cross field modules including practice learning experiences are incorporated into this mapping.

Evidence provides assurance that the following QA approval criteria are met

- There is evidence that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

YES 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: 30 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.

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

There are a number of interim awards but only upon the successful completion of the entire programme (360 credits), will students achieve a BSc (Hons) Nursing and be eligible to apply for NMC registration.

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: 30 May 2019

Section four

Source of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<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"/>
List additional documentation:		
<p>UWE nursing (adult) website https://courses.uwe.ac.uk/B701/nursing-adult-nursing BSc (Hons) nursing, child and young person selection event; candidate assessment booklet 2018-2019 UWE department of nursing and midwifery admissions policy 2017 UWE admissions policy, June 2018 Department of nursing and midwifery: Values based recruitment document, undated UWE academic regulations 2018-2019. UWE NMC self assessment report 2018-19 Updated 26 June 2019 Future nurse mapping document adult, 26 June 2019 Future nurse mapping document learning disabilities, 26 June 2019 UWE mapping child template, 26 June 2019. UWE mapping mental health template, 26 June 2019 Copy of pre registration nursing course admission page, 26 June 2019 E-mail requesting purchase of digital testing for admission process, 26 June E-mail detailing the process of student support via the RPL process, mapping documents and UWE accreditation of learning regulations, 26 June 2019</p>		
If you stated no above, please provide the reason and mitigation		
Additional comments:		

During the visit the visitor(s) met the following groups

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<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: One BSc (Hons) nursing (mental health) year one Two BSc (Hons) nursing (child) year two Two BSc (Hons) nursing (learning disabilities) year three Two BSc (Hons) nursing (adult) year two		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
Additional comments:		

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

	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 checked="" type="checkbox"/>	<input type="checkbox"/>
System Regulator Reports List		
CQC quality report for Royal Cornwall Hospitals NHS Trust, published 14 December 2018.		
If you stated no above, please provide the reason and mitigation		
Not required for this approval.		
Additional comments:		

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.
We accept no responsibility for the consequences of this document being relied

upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s)	Sarah Traill Ruth Jones	Date	8 July 2019
Checked by	Bernie Wallis	Date	30 July 2019
Approved by	Leeann Greer	Date	14 August 2019
Submitted by	Alex Brooker	Date	13 August 2019