

Programme approval visit report

Section one

Programme provider name:	University of Worcester
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Gloucestershire Hospitals NHS Trust Worcestershire Acute Hospitals NHS Trust Wye Valley NHS Trust Martha Trust Hereford (Adult) 2Gether NHS Foundation Trust Private voluntary and independent healthcare providers
Programmes reviewed: <i>(Tick all that apply)</i>	<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 type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input type="checkbox"/></p> <p>NDA Child <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input type="checkbox"/></p> <p>Dual award - adult/child <input type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/child <input type="checkbox"/></p> <p>Dual award - learning disabilities/child <input type="checkbox"/></p>
Title of programme(s):	BSc (Hons) Nursing Adult BSc (Hons) Nursing Mental Health BSc (Hons) Nursing Children's

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	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 - Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input 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
NDA Adult	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
NDA Child	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
NDA Learning Disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
NDA Mental Health	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

Dual award - adult/mental health	<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>														
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Date of approval visit:	17 April 2019														
Programme start date:	<table border="1"> <tr> <td>RN – Adult</td> <td>02 September 2019</td> </tr> <tr> <td>RN – Child</td> <td>02 September 2019</td> </tr> <tr> <td>RN - Learning Disabilities</td> <td></td> </tr> <tr> <td>RN - Mental Health</td> <td>02 September 2019</td> </tr> <tr> <td>NDA Adult</td> <td></td> </tr> <tr> <td>NDA Child</td> <td></td> </tr> <tr> <td>NDA Learning Disabilities</td> <td></td> </tr> </table>	RN – Adult	02 September 2019	RN – Child	02 September 2019	RN - Learning Disabilities		RN - Mental Health	02 September 2019	NDA Adult		NDA Child		NDA Learning Disabilities	
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<p>NDA Mental Health</p> <p>Dual award - A/MH</p> <p>Dual award - A/C</p> <p>Dual award - A/LD</p> <p>Dual award - MH/LD</p> <p>Dual award - MH/C</p> <p>Dual award - LD/C</p>	<table border="1"> <tr><td> </td></tr> </table>								
<p>QA visitor(s):</p>	<p>Registrant Visitor: Jill Foley</p> <p>Lay Visitor: Sophia Hunt</p>								

Section two

Summary of review and findings

The University of Worcester (UoW) presented for approval an undergraduate three-year BSc (Hons) pre-registration nursing programme in the adult, children's and mental health fields of nursing.

The programme is mapped against 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).

The practice learning environments used for the programme are extensive and include designated European Erasmus exchanges. The main practice learning partners (PLPs) are: Worcester Acute Hospitals NHS Trust; Worcester Health and Care Trust; Wye Valley NHS Trust; 2Gether NHS Foundation Trust; Gloucester Hospitals NHS Foundation Trust; Independent, voluntary and GP sector organisations; and the Dudley Hospital Group Foundation Trust.

The programme documentation and approval process confirm evidence of effective partnership working between the approved education institution (AEI), its PLPs, service users and carers and students. There is clear evidence of the involvement of each key stakeholder group and their commitment to the co-production, delivery and continual enhancement of the programme.

Documentary evidence and discussion at the approval visit confirms the Standards framework for nursing and midwifery education (NMC, 2018) and the Standards for student supervision and assessment (NMC, 2018) are met at programme level.

The University of Worcester is part of the Midlands, Yorkshire and East Practice Learning Group (MYEPLG). The practice assessment documentation (MYEPAD) and ongoing achievement record (MYEOAR) used within the programme has been developed collaboratively with this group. This initiative provides a consistent approach to the assessment of practice which is understood and welcomed by PLPs.

The AEI works collaboratively with PLPs to address any concerns raised in external system regulator reports, including those from the Care Quality Commission (CQC). This collaboration ensures that action plans are implemented which aim to prevent any compromise with regard to safety within the practice learning environment or the quality of the student learning experience.

The programme is recommended to the NMC for approval subject to two conditions. One NMC recommendation is made. There are three university actions.

Updated 24 May 2019

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

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<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>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>Condition one: The programme team must make explicit the theoretical content for nurses responsible for general care as applied to the adult field in the programme modules. (Standards for pre-registration nursing programmes R2.11)</p> <p>Condition two: The programme team must clarify and consistently use the correct programme title across all documentation. (Standards for pre-registration nursing programmes R5.1)</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>
Date condition(s) to be met:	17 May 2019
Recommendations to enhance the programme delivery:	Recommendation one: The programme team should consider strengthening theoretical learning related to

	<p>caring for people who have learning disabilities. Standards for pre-registration nursing (R2.4, R3.1)</p> <p>There are three university actions:</p> <p>Action one: Enhance and monitor the consistency of support provided by personal academic tutors (PATs). (university action)</p> <p>Action two: Reconsider the number and broadness of intended learning outcomes (ILOs) across all modules. (university action)</p> <p>Action three: Review module PRNG 2101 and PRNG 3101 to ensure that threshold expectations at level 5 and 6 demonstrate progression. (university action)</p>
<p>Focused areas for future monitoring:</p>	<p>The allocation of designated theory and practice hours and the learning experiences assigned to these hours continues to be clear and appropriate.</p> <p>Adult nursing students continue to achieve the full range of theoretical and clinical instruction required within the EU Directive.</p> <p>RPL procedures are implemented in accordance with the programme outcomes and NMC requirements (Standards of pre-registration nursing programmes and Standards of proficiency for registered nurses (NMC, 2018).</p>

<p>Programme is recommended for approval subject to specific conditions being met</p>	
<p>Commentary post review of evidence against conditions:</p> <p>The programme team has reviewed the core and adult field modules and made explicit the theoretical content for nurses responsible for general care. The relevant module specifications have been amended to reflect the content general care requirements. Condition one is now met.</p> <p>The programme team has discussed the programme title with the academic registrar and confirm the exact title of the awards.</p> <p>Programme and student facing documentation has been amended to reflect the correct title of the awards. Condition two is now met.</p>	
<p>AEI Observations</p>	<p>Observations have been made by the education institution</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

Summary of observations made, if applicable	Observations related to the outcomes of the approval from a university perspective. The university do not identify conditions and recommendations. Their process is to identify university actions. To reflect the conjoint approval process the report now identifies the two NMC conditions and one recommendation and has been amended to reflect university actions.
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:	24 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> <p><i>Standards framework for nursing and midwifery education</i> (NMC, 2018)</p> <p><i>Standards for student supervision and assessment</i> (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses and midwives</p> <p>QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)</p> <p>Please refer to NMC standards reference points</p> <p><i>Standards for pre-registration nursing programmes</i> (NMC, 2018)</p> <p><i>Future nurse: Standards of proficiency for registered nurses</i> (NMC, 2018),</p> <p><i>Standards framework for nursing and midwifery education</i> (NMC, 2018)</p> <p><i>Standards for student supervision and assessment</i> (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses and midwives</p> <p>QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)</p> <p>QA Handbook</p>

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

We found strong evidence of effective partnership working between the programme team and key stakeholders. The documentary analysis demonstrates the programme team's commitment to work with key stakeholders to co-produce, deliver and continually enhance the proposed programme. A variety of stakeholder events were hosted by the university to ensure inclusive consultation during programme development. At the approval visit PLPs, students, service users and carers confirmed the effectiveness of the partnerships. We heard evidence from these key stakeholders that their role and contribution to programme development is valued.

There is a clear commitment from the university and its stakeholders to work together to support the implementation, delivery, evaluation and enhancement of the programme. A range of PLPs from NHS service providers and members of the private, voluntary and independent sector (PVI) attended the approval visit. They are very supportive of the programme team and are enthusiastic about the implementation of the NMC 2018 standards. They told us they plan to up skill their own staff and amend internal policies to facilitate student learning across the range of skills and procedures in annexes A and B of the Future nurse: Standards of proficiency for registered nurses.

We found good examples of partnership working with other AEIs. The university is a member of the Midlands, Yorkshire and East practice learning group (MYEPLG). This group has developed the regional PAD which will be used in the programme. PLPs told us that they support this development. They also described a proactive approach to prepare practice assessors and supervisors for their roles. The programme team confirmed they will be involved in the roll out of this preparation in partnership with PLPs.

Academic staff are linked to zoned practice learning areas. PLPs are positive about the programme team's engagement with practice learning organisations through this system. They told us how they work together to support students and through action planning mitigate risk in response to education and service evaluations including the findings of CQC quality reviews.

The university has an active and well supported service user and carer group known as IMPACT. Members of the group have been engaged throughout the development of the new pre-registration nursing programme. They stated that they feel valued and respected as experts by experience. Group members represent a wide range of health and care needs. Currently they have more involvement with

mental health nursing students. Discussions are ongoing with the programme team and budget holders to increase the equity of this engagement across the nursing fields. IMPACT members identified where they have influenced curriculum design and delivery. They also provided examples of their involvement in interviewing prospective candidates, simulation and within the mental health field assessment of student learning.

Students and service user and carer representatives identified that the learning disabilities field of nursing content in the programme could be increased.

The programme team should consider strengthening theoretical learning related to caring for people who have learning disabilities. (Recommendation one) Standards for pre-registration nursing (R2.4, R3.1)

Documentary analysis provides evidence of comprehensive strategies which aim to provide students with personal, academic and practice learning support across learning environments. These are student centred. At the approval visit we met current students from each field and year group, and two recent graduates. Students report high levels of support in practice learning environments and in the university. Students on year one of the programme who will transfer to the new programme at the beginning of their second year are very positive about this opportunity. Students entering their third year in the next academic year will remain on the current programme but move to the new standards for student supervision and assessment (NMC, 2018). Both student groups are able to articulate the key differences in practice assessment roles. Students described their involvement in the development of the new programme proposal and report that the programme team listen to their opinions. This includes influencing the design of the programme structure and placing contact days within the new practice learning placement journeys.

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

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

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

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

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

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

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

Proposed transfer of current students to the programme under review

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

Findings against the standard and requirements

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

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

YES NO
- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).

YES NO
- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

YES NO
- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

YES NO
- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

YES NO

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

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

MET **NOT MET**

R1.5 is met. The programme specification clearly states that recognition of prior learning (RPL) can only be applied up to a maximum of 50 percent of the programme. Documentation demonstrates compliance with Article 31(3) of Directive 2005/36/EC. The maximum RPL and processes used to map prior learning of candidates was discussed by the programme team at the approval visit. Currently this route is used mainly by students who enter the programme having studied a foundation degree in health and social care/mental health. The mapping documentation used was approved through the school's quality processes in 2016. The programme team confirmed that a new mapping document is being developed for the 2019 programme and will be finalised once the programme has been approved.

Candidates applying for RPL are subject to the programme's entry and selection processes.

All RPL claims are reviewed by the admissions tutor and programme leader. They are then reviewed by the school's quality co-ordinator and one of the external examiners for the programme. They are finally approved by the Learning Teaching Quality and Enhancement (LTQE) committee on behalf of the relevant assessment board.

- 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 programme specification clearly states that RPL for registered nurses that can be mapped to the Standards of proficiency for registered nurses and programme outcomes may be more than 50 percent of the programme. This was confirmed by the programme team at the approval visit. They confirmed that each candidate is required to submit documentary evidence of their prior learning, mapped against the programme outcomes and Standards of proficiency for registered nurses. These claims are subject to the governance arrangements described in section R5.1.

- 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. Each candidate's capability to develop numeracy, literacy, digital and technological literacy skills is explored as part of the admission processes. This includes achievement of the academic entry criteria, submission and consideration of their online UCAS application, and literacy and group numeracy exercises during the selection day. International candidates must meet the programme's academic requirements.

One of the programme outcomes focuses upon the application of numeracy, literacy, digital and technological skills. This outcome is mapped against each module within each year. The programme team identify that these skills are developed through blended and sequential learning.

The UoW has adopted the collaborative MYEPLG agreed ongoing achievement record (MYEOAR) and practice assessment document (MYEPAD). Both documents are clearly linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Documentary evidence in module specifications confirms students will be required and supported to continuously develop their abilities in numeracy, literacy, digital and technological literacy in order to meet the NMC requirements and programme outcomes.

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**

Students entering year two in the 2019/2020 academic year will transfer to the new programme. This includes the September 2018 cohort and the February 2019 cohort.

Documentary evidence confirms current students learning is mapped to the programme standards and Standards of proficiency for registered nurses. This was confirmed by students and the programme team at the approval visit. Assurance is provided that the transfer arrangements meet the NMC and EU requirements. Students transferring to the new programme identified the benefits of moving to the new standards particularly with regard to the increased focus upon practice skills and readiness to undertake a prescribing programme following qualification.

Students entering the third year of the pre-registration nursing programme (NMC, 2010 standards) will remain on their current programme but adopt the Standards for student supervision and assessment (SSSA). This includes the September 2017 cohort and the February 2018 cohort. Both sets of students are clear about the practice assessor and supervisor roles. They feel supported in the opportunity to transfer and reported they believe the new assessor and supervisor roles will enhance their learning and the assessment process. They explained that the opportunity to work with and gain feedback from a variety of registrants reflects the way in which some practice areas already work and will positively inform assessment decisions.

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

MET **NOT MET**

Documentary evidence confirms the maximum amount of RPL accepted by the UoW is 240 credits. Mapping for registered nurses is undertaken on an individual basis according to the skills and experience of the candidate and the field of practice applied for. We are assured these arrangements meet the NMC requirements.

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 26 April 2019

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. Documentary analysis and discussion with the programme team and students at the approval visit provides assurance that the programme will support students in theory and practice learning to gain experience across the four fields of nursing.

Students complete one field specific module per year. This equates to 60 credits across the programme. The remaining modules are generic and core. The modules have been mapped against the adult, mental health and children's fields of practice and health conditions. There is one core 60 credit practice module per year. These practice modules do not have any theoretical time allocated to them and comprise of practice learning allocations and practice-based learning activities which include practice simulation and enhanced practice days.

The programme team discussed how learning activities in the core and field modules are being developed to ensure that students explore the different fields of nursing practice. These activities include the use of case scenarios written with service users. Service users and carers confirmed their involvement in writing the case scenarios and sharing their experiences in the taught component of the programme. Within the mental health field this includes involvement in practice simulation days.

A hub and spoke practice learning allocation model will be used in the programme. All students are supported to gain experience across the four fields of nursing practice through their hub and spoke practice experiences. This is evidenced through students' practice experience log. The academic assessor will review student learning against the EU directives and the practice experience log. An electronic workbook is being developed to help students articulate and reflect upon their learning.

Inter professional learning (IPL) days are included in the enhanced practice days. The IPL days enable students to explore the different fields of practice and provide links to some of the EU directives. Students at the approval visit who have participated in IPL days confirmed that IPL activities enhance their understanding of service user needs across and within fields.

Programme documentation evidences that all students will develop their understanding of caring for people with learning disabilities. The programme team explained how content is delivered relating to working with and caring for people with learning disabilities and the resources in place to support this. Students and service user and carer representatives however identified that this element of the programme could be increased.

Recommendation one: The programme team should consider strengthening theoretical learning related to caring for people who have learning disabilities. (Standards for pre-registration nursing programmes R2.4, R3.1)

- 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. Programme documentation clearly illustrates the structure design and delivery of the programme according to the student's specific field of nursing practice.

Students complete field specific modules within the theoretical taught components of the programme. Field specific learning outcomes and content are included in the relevant module descriptors.

Students are allocated to hub practice learning experiences according to their field of practice. Spoke practice learning experiences enable them to consolidate and develop their learning and practice skills across all of the four nursing fields.

Documentary evidence and discussions with the programme team, students and service users at the approval visit provides assurance that the programme will prepare students to enter the register in one named field of nursing 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. Documentary evidence clearly signposts the field specific content required to meet R2.8 for entry to the register in one field of nursing practice. The content is mapped to core and field specific modules. Within the core practice modules learning is applied within the students own field during their practice learning experiences. The programme team told us that during preparatory sessions students will also learn in field specific groups.

Students study one field specific module each year. These modules have been mapped against the field specific content relating to the law, safeguarding, pharmacology, and medicines administration and optimisation.

- 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. The programme structure demonstrates an equal balance of theory and practice learning. The programme comprises of 2362.5 hours theory and 2362.5 hours practice. The programme specification and programme planner provide sufficient detail to evidence the designated hours identified in the module descriptors and practice learning allocations.

Simulation is included in the practice modules and accounts for 300 of the total 2362.5 practice hours within the programme. The module specifications identify 20 days in year one, ten days in year two and ten days in year three for simulation. The programme team provided assurance at the approval visit that the design and delivery of simulated practice learning to replace placement hours has been carefully planned. They confirmed sufficient resources are in place to deliver the sessions and replicate practice.

Practice learning days (PLDs) have been introduced during practice learning placement blocks following student feedback. These days are counted as practice hours. Following detailed questioning regarding the definition of practice and theory hours, the programme team provided assurance that the PLDs enable students to practice skills using simulation and learn through reflection in action. Students identified that engaging in these sessions will enhance their learning experience during practice learning allocations, help consolidate their learning and enable them to identify and practice skills within a protected learning environment.

A range of learning and teaching strategies are evidenced throughout the programme and these are appropriately detailed in the programme specification, programme handbook and module descriptors. Student facing information is of a high standard and provides clear guidance regarding what to expect within the programme.

The number of theory and practice hours have been clearly specified for each part of the programme providing full assurance that the NMC and EU requirements will be achieved by the end point. At the approval visit students and the programme team described the mechanisms in place to ensure achievement of the required programme hours. This supports the documentary evidence viewed.

Module documentation identifies appropriate module aims descriptors and outcomes. Half of the modules are dedicated to practice learning and are graded through reflective assignments. The proficiencies, skills and procedures are assessed in practice using the MYEPAD. There is a practice learning allocation model that varies by field of practice and provides assurance that through the delivery of the programme each student will demonstrate achievement of the designated hours. Students are provided with advice regarding insight visits and opportunities for achieving a greater understanding of and exposure to the fields of practice other than their own.

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

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

R2.11 is not met. A mapping document has been submitted to illustrate how the content for nurses responsible for general care is included in the programme.

Theoretical content is mapped to the practice modules however these modules do not have any theory hours. The specific content for nurses responsible for general care is not fully included within the module specifications or programme documentation. No reference is made to important aspects such as general and specialist medicine or general and specialist surgery. A higher level of specificity is required within the adult field of nursing module specifications to provide assurance that this requirement will be met on an ongoing basis. This includes identification of all elements of the content within the relevant module specifications. (Condition one).

Condition one: The programme team must make explicit the theoretical content for nurses responsible for general care as applied to the adult field in the programme modules.

- 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

This is not applicable as the programme leads to one 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

This is not applicable to the programme being approved.

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**

The specific content for nurses responsible for general care is not fully included within the module specifications or programme documentation. No reference is made to important aspects such as general and specialist medicine or general and specialist surgery. A higher level of specificity is required within the adult field of nursing module specifications to provide assurance that this requirement will be met on an ongoing basis. This includes identification of all elements of the general care content within the relevant module specifications.

Condition one: The programme team must make explicit the theoretical content for nurses responsible for general care as applied to the adult field in the programme modules.

(Standards for pre-registration nursing programmes R2.11)

Students and service user and carer representatives identified that the learning disabilities field of nursing content in the programme could be increased.

Recommendation one: The programme team should consider strengthening theoretical learning related to caring for people who have learning disabilities.

(Standards for pre-registration nursing programmes R2.4, R3.1)

Date: 26 April 2019

Post event review

Identify how the condition(s) is met:

Condition one: The programme team have reviewed the core and adult field modules and made explicit the theoretical content for nurses responsible for general care. The response to conditions document maps the content required to specific modules. The relevant module specifications have been amended to reflect the general care requirements. Documentary analysis of the amended descriptors, learning outcomes and module content evidence that the theoretical general care requirements are included within the taught element of the programme for the adult field. Condition one is now met.

Evidence:

- Programme team's response to the NMC conditions, 17 May 2019
- Mapping document: EU directive (2005/36/EC) theoretical instruction mapped to theory modules (specifically core and adult,

<p>but continue to also be mapped to children's and mental health modules as applicable</p> <ul style="list-style-type: none"> • Module specifications (core and adult field of practice modules), updated May 2019 • UoW BSc (Hons) nursing module specifications, updated May 2019 	
<p>Date condition(s) met: 25 May 2019</p>	
<p>Revised outcome after condition(s) met:</p> <p>Condition one is met. Assurance is provided that the Standards for pre-registration nursing programmes R2.11 is met.</p>	<p>MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>

<p>Standard 3: Practice learning</p> <p>Approved education institutions, together with practice learning partners, must:</p> <p>R3.1 provide practice learning opportunities that allow students to develop and meet the <i>Standards of proficiency for registered nurses</i> 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</p> <p>R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages</p> <p>R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in <i>Standards of proficiency for registered nurses</i>, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>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)</p> <p>R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities</p> <p>R3.6 ensure students experience the range of hours expected of registered nurses, and</p> <p>R3.7 ensure that students are supernumerary.</p> <p><i>Standards framework for nursing and midwifery education</i> specifically:</p>

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12
Standards for student supervision and assessment, specifically R1.1 – R1.11

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence confirms students are able to experience a range of practice learning opportunities to enable them to develop and meet the standards of proficiency to deliver safe and effective care to a diverse range of people. This includes evidence of experiences across the three fields of nursing practice offered by the UoW: adult, mental health and children’s nursing.

Discussion with the programme team at the approval visit provides assurance that students will be allocated to appropriate practice learning experiences of sufficient length and breadth according to their field of practice. The hub and spoke practice learning allocation model promotes the use of a diverse range of learning opportunities.

The programme team and PLPs confirmed they work with individual students to help them tailor their own practice experiences to enable them to meet the standards of proficiency.

With regard to experiences of caring for people with learning disabilities students are able to arrange short spoke placement visits to develop their knowledge and skills sets. The theoretical learning relating to working with people who have a learning disability could be strengthened in the programme. The service user and student groups identified that this input should be increased. Working with and understanding the needs of people who are autistic was also highlighted. (Recommendation one)

Recommendation one: The programme team should consider strengthening theoretical learning related to caring for people who have learning disabilities. (Standards for pre-registration nursing programmes R2.4, R3.1)

PLPs from a range of practice learning areas confirmed they work collaboratively with the programme team to ensure that students practice learning experiences are safe and effective. They spoke highly of the zoned academic system and consistently articulated the quality assurance and governance requirements of the programme. This includes educational audit procedures and dealing with concerns and escalation processes.

- 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 hub and spoke practice placement allocation model is designed to ensure students are allocated to a variety of practice learning experiences to meet the holistic needs of people of all ages. The work-based learning team monitor students practice learning placements and allocate according to the experiences required to meet the standards of proficiency. Achievement of the proficiencies is monitored through the MYEPAD. These processes were confirmed by the programme team, student representatives and PLPs.

There are consistent and appropriate procedures for assessing, monitoring and evaluating the quality and standard of the practice learning environments used within the programme. These include educational audit and structured student evaluations following practice learning experiences. Students told us that a new system will be introduced shortly to ensure that they evaluate their practice learning placement prior to seeing their next allocation. They projected that this will increase the number of evaluations completed.

The work-based learning team work in partnership with PLPs to ensure that the number of students allocated to a practice learning area corresponds with audited numbers and current capacity. The programme team and PLPs told us that they consider the appropriateness of students being allocated to a practice learning area if system regulators raise concerns about areas in a PLP organisation. This includes the findings of Care Quality Care (CQC) quality reviews. They explained that they work in partnership to risk assess practice learning areas and develop action plans, when required to address concerns. This corresponds with documentary evidence provided through the AEI's annual self-assessment report.

A zoned academic supports designated practice learning areas and works in partnership with practice staff and practice educators. The practice educators and PLPs we met at the approval visit shared examples of how they promote student learning in practice settings. This includes the opportunity to attend service led learning activities within the practice learning environments.

Students have the opportunity to undertake an elective placement during the programme. This includes a 12-week Erasmus placement in the third year. The programme team provided us with assurance at the approval visit regarding the nature of this placement. This includes the governance arrangements and educational practice audit. The programme team confirmed that these arrangements correspond with those in place within the UK partnership sites. A designated member of the programme team oversees international placements. Students applying to undertake these formative allocations are interviewed and their profile considered prior to an allocation being made.

- 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. Achievement of the communication and relationship management skills and nursing procedures is confirmed through the MYEPAD. The intention is that these will be met within the student's own field of nursing practice. This is identified in the programme specification.

The programme team told us that some of the more specialist areas relating to psychosocial interventions and the more invasive procedures within the annexes may be met through simulation and/or practice-based learning. The rationale for this is to avoid students spending a short period of time within an area to meet a specific task. They told us that the simulation weeks will be used to introduce and develop some of the skills and procedures. A holistic approach focussing upon application at an appropriate level to the student's field of practice was articulated by the team.

PLPs confirmed they are currently identifying and amending, as appropriate, trust policies to include the student's role. This is to support the development of the skills and procedures included in the standards of proficiency which have previously not been part of students practice learning experiences within their organisation.

- 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. Documentary evidence and discussion at the approval visit confirms that technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment. The programme team have detailed plans in place and are able to articulate the role and value of simulation to enhance the student learning experience and promote safe and effective care.

There is also evidence that the adult field programme complies with Article 31(5) of Directive 2005/36/EC.

- 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. There is comprehensive evidence that clear processes are in place to ensure that students' individual needs and circumstances are accounted for within practice learning allocations, including making reasonable adjustments for

disabilities. PLPs confirmed their awareness and support of this requirement. Student representatives told us about different support strategies used to make reasonable adjustments in accordance with individual needs.

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: 27 April 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, 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 documentary analysis and discussion at the approval visit provides assurance that the programme team in collaboration with PLPs will ensure that student support, supervision, learning and assessment complies with the NMC Standards framework. We have seen and heard evidence of how individuals are being prepared for their new roles. This includes academic staff in

the university and prospective assessors and supervisors in the PLP organisations. PLPs confirmed the clinical educators and facilitators, according to the organisation, will be the nominated person for student support. There is a significant level of enthusiasm from the PLPs to move to the NMC 2018 standards. Student representatives demonstrate a good knowledge of the changes and the requirements of the practice supervisor, practice assessor and academic assessor roles.

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

MET **NOT MET**

R4.2 is met. Documentary analysis and discussion at the approval visit provides assurance that there are processes in place to identify assessors and supervisors and prepare them for their role.

PLPs confirmed they have been involved in the development of the programme and explained how current mentors will undertake practice assessor preparation. Practice supervisors will also be prepared through supported learning. They told us that the majority of practice supervisors will initially be NMC registrants however they will work towards expanding the number of supervisors who are registrants from other disciplines.

PLPs told us that they intend to keep a practice assessor and supervisor data base which is good practice. The programme team identified that they only require an assessor register.

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. Documentary evidence demonstrates clear processes to provide students with feedback throughout the theoretical and practice learning elements of the programme. The assessment and feedback plans are clear and developmental, evidencing formative and summative assessment elements in sufficient detail. The MYEPAD document specifies the requirement for mid-point written and verbal feedback from the practice assessor, alongside ongoing verbal

and written feedback from practice supervisor(s). The student representatives we met at the approval visit confirmed that generally feedback on their academic work was clear and helped them to improve, however on occasion the quality and level of detail varied between academic staff.

- 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 a large amount of documentary evidence which illustrates curriculum mapping. This includes mapping of the theory and practice modules to demonstrate that students have the opportunity to meet the Standards of proficiency for registered nurses and programme outcomes for their field of nursing practice: adult, mental health and children's nursing. The MYEPAD is mapped and is being implemented appropriately according to the programme structure and programme outcomes. The programme team confirmed through discussion at the approval visit that the practice learning experiences students will undertake by field will provide them with appropriate opportunities to meet the NMC Standards and programme outcomes for their field.

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**

<ul style="list-style-type: none"> Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11) 	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met</p>	<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> 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: 28 April 2019</p>	

<p>Standard 5: Qualification to be awarded</p>
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and</p> <p>R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.</p>
<p>Findings against the standards and requirements</p>
<p>Evidence provides assurance that the following QA approval criteria are met:</p> <ul style="list-style-type: none"> 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) <p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>R5.1 is not met. The programme award title is not clearly identified in all programme documentation. Currently different variations of the award title exist across the documents and the programme team did not clearly state the award title at the approval visit. This must be clarified, corrected and clearly stated across all documentation. (Condition two)</p>

Condition two: The programme team must clarify and consistently use the correct programme title across all documentation (Standards for pre-registration nursing programmes R 5.1)

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

YES NO

Fall Back Award

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

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

YES NO N/A

The fall back exit awards included in the programme do not include eligibility to register as a nurse.

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

YES NO

Outcome

Is the standard met? MET NOT MET

The programme award title is not clearly identified in all programme documentation. Currently different variations of the award title exist across the documents and the programme team did not clearly state the award title at the approval event. This must be clarified, corrected and clearly stated across all documentation in order to meet this approval criteria. (Condition two)

Condition two: The programme team must clarify and consistently use the correct programme title across all documentation (Standards for pre-registration nursing programmes R5.1)

Date: 28 April 2019

Post event review

Identify how the condition(s) is met:

Condition two: The programme team has discussed the programme title with the academic registrar and confirm that the exact title of the awards by field are:

BSc (Hons) Nursing (Adult)

BSc (Hons) Nursing (Children's)

BSc (Hons) Nursing (Mental Health)

The programme and student facing documentation has been amended to reflect the correct title of the awards. The amended programme specification, module specifications, programme handbook and information for prospective students confirm that the correct title is used consistently across the documentation.

Condition two is now met.

Evidence:

- Programme team's response to the NMC conditions, 17 May 2019
- BSc (Hons) Nursing (adult, child, mental health) programme specification, updated May 2019
- UoW BSc (Hons) nursing module specifications, updated May 2019
- BSc (Hons) Nursing programme handbook, updated May 2019
- UoW BSc (Hons) nursing programme information for prospective students, May 2019

Date condition(s) met: 24 May 2019

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

Condition two is met. Assurance is provided that the Standards for pre-registration nursing programmes R5.1 is met.

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 type="checkbox"/>	<input checked="" 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>Response by the programme team prior to the approval visit. This document was submitted by the programme team following receipt of the interim programme approval report.</p> <p>Post event documents to support conditions are met:</p> <p>Programme team's response to the NMC conditions, 17 May 2019</p> <p>Mapping document: EU directive (2005/36/EC) theoretical instruction mapped to theory modules (specifically core and adult, but continue to also be mapped to children's and mental health modules as applicable</p> <p>Module specifications (core and adult field of practice modules), updated May 2019</p> <p>BSc (Hons) Nursing (adult, child, mental health) programme specification, updated May 2019</p> <p>UoW BSc (Hons) nursing module specifications, updated May 2019</p> <p>BSc (Hons) Nursing course handbook, updated May 2019</p> <p>UoW BSc (Hons) nursing programme information for prospective students, May 2019</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>Student university handbook: all links to wider University of Worcester support is signposted through the programme handbook.</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: We met with students from the following groups: Cohort 02/18 one adult field student Cohort 09/18 five adult field students and two mental health field Cohort 09/17 one child field student Cohort 09/16 three adult field students and one mental health field student Cohort 09/15 two recent graduates (one adult field and one mental health field)		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

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

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

Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, system regulator reports list		
If you stated no above, please provide the reason and mitigation: This is an established AEI who currently offers a BSc (Hons) nursing programme for the adult, mental health and children's fields of practice. Therefore, PLPs and facilities visits were not required for this approval visit.		
Additional comments: The information provided in the briefing pack including CQC reports and the annual self-assessment report were viewed prior to the visit.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author:	Jill Foley	Date:	18 May 2019
Checked by:	Judith Porch	Date:	12 June 2019
Approved by:	Leeann Greer	Date:	06 July 2019
Submitted by:	Lucy Percival	Date:	08 July 2019