

## Major Modification report

### Section one

<b>Programme provider name:</b>	University of Winchester
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Solent NHS Trust Southern Health NHS Foundation Trust Hampshire Hospitals NHS Foundation Trust Dorset Healthcare University NHS Foundation Trust Dorset County Hospital NHS Foundation Trust Frimley Health NHS Foundation Trust Poole Hospital NHS Foundation Trust Portsmouth Hospital NHS Trust Salisbury NHS Foundation Trust University Hospital Southampton NHS Foundation Trust Isle Of Wight NHS Trust  Sussex Community NHS Foundation Trust Private, voluntary and independent health care providers
<b>Provision(s) reviewed:</b>	
<p>Provision: Pre-registration nursing - Child            Title of current programme: BN (Hons) Nursing (Child)            Programme start date: 14 September 2020</p> <p>Current academic level(s):            England, Wales, Northern Ireland:            Level 6</p> <p>Provision: Nursing Degree Apprenticeship route - Learning Disabilities            Title of current programme: BN (Hons) Nursing (Learning Disabilities)            Programme start date: 1 September 2020</p> <p>Current academic level(s):            England, Wales, Northern Ireland:            Level 6</p>	
<b>Date of review</b>	21 April 2020
<b>Type of Modification</b>	Major Modification (Visit)

**QA visitor(s):**

Registrant Visitor: Patricia Hibberd  
Lay Visitor: Caroline Thomas

**Section two**

**Summary of review and findings**

The University of Winchester (the university) became an approved education institution (AEI) in 2019 and currently delivers a Bachelor of Nursing (BN) pre-registration nursing in adult, mental health and learning disabilities fields of nursing practice. The university comprises five academic faculties, with nursing part of a newly formed faculty of health and wellbeing. The university presents programme documentation for a major modification of its pre-registration nursing programme, requesting approval to add the children's field of nursing practice and a nursing degree apprenticeship in learning disabilities nursing.

The modification visit was undertaken remotely over two days. Findings of the major modification approval process and meetings with a range of stakeholders including students, practice learning partners (PLPs) and service users and carers confirm evidence of strong and effective partnership working and co-production in developing the children's nursing field of the programme. A consortium of employers with Health Education England have worked in a strong partnership with the university and other stakeholders to develop the nursing degree apprenticeship route to complement the established direct entry learning disabilities nursing pathway. It was confirmed that the university is an experienced provider of degree apprenticeships within the local economy.

The university articulates a clear rationale for the development of BN children's nursing field and the learning disabilities nursing degree apprenticeship based on local workforce need and partnership working with local employers. Initial cohorts of 15-20 children's students and 10-12 learning disability nursing degree apprentices are anticipated. Current and planned resources support the modifications to the pre-registration nursing programme. Campus resources are co-located with teaching and simulation resources in Hampshire Hospitals NHS Foundation Trust (HHFT). Evidence confirms that simulation and teaching resources are available for the children's field of nursing practice, with clear plans to accommodate additional students and apprentices. The university has appointed a full-time children's lecturer and learning disabilities lecturer and confirms that further appointments are currently in progress. A budget is allocated to the further development of academic resources for children's nursing, including simulation facilities, e-books and relevant journals.

The programme documentation and evidence presented at the programme major modification approval visit demonstrate that key stakeholders are engaged in the co-production, co-delivery and evaluation of the programme. The approved three year BN programme structure and learning outcomes are applied to the children's field of nursing practice. The structure of the approved three-year full-time BN learning disabilities nursing pathway is modified for the nursing degree apprenticeship becoming a four-year part-time programme, with parts one and two

completed over two years and part three over years three and four.

The practice placement strategy for children’s nursing is developed with PLPs and the range of learning opportunities available will enable students to meet the NMC Future Nurse: Standards of proficiency for registered nurses (NMC, 2018). Nursing degree apprentices will undertake supernumerary practice learning in practice blocks although this may be within their own employing organisation. The university and degree apprenticeship consortium demonstrate plans for placement rotation and assures that apprentices also have access to a wide range of placement learning opportunities to meet the Standards of proficiency for pre-registration nursing. During meetings with stakeholders from children’s practice learning environments, we found that managers and forthcoming practice supervisors and practice assessors were prepared to supervise and assess the children’s field students. The approved south practice assessment document (PAD) and ongoing achievement record (OAR) is applied to both the children’s field of nursing and to the learning disabilities nursing degree apprenticeship. Procedures are in place to deal with any issues of concern raised about practice learning environments to manage and mitigate any risks to student learning and the public. There were no current quality or safety issues raised during the process.

Mapping to the Standards for pre-registration nursing programmes (SPNP) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018) has been applied to the children’s nursing field and to the learning disabilities nursing degree apprenticeship. Modifications to the approved programme meet 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.

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

Updated 13 May 2020:

Revised documentation provides evidence that the changes required to meet the conditions have been made. The conditions and related standards are now met.

The programme is recommended to the NMC for approval.

<b>Recommended outcome of the approval panel</b>	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met

<p><b>Conditions:</b></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><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>Condition one: Confirm the process for ensuring that all stakeholders have received equality and diversity in recruitment preparation to ensure that recruitment selection for students is open, fair and includes the measures to understand and address under representation. (SPNP R1.1.1-R1.1.3, SFNME R2.6)</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition two: The programme team to provide an updated skills passport and skills mapping for children’s nursing field to ensure that the Standards of proficiency for registered nurses are met in the field of children’s nursing. (SPNP R2.3)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>13 May 2020</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>None identified</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>None identified</p>

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>Revised documentation provides evidence that the changes required to meet the conditions have been made.</p> <p>The university have included a requirement for equality and diversity training to have been completed prior to involvement in student selection. Evidence of completion of equality and diversity training is reviewed by the university and recorded in an equality and diversity log. Condition one is now met.</p> <p>A revised skills passport has been provided which demonstrates that theoretical and practice content has been mapped to the children's field of nursing practice. Condition two is now met.</p>	
<b>AEI Observations</b>	<p><b>Observations have been made by the education institution</b></p> <p>No</p>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	13 May 2020

### Section three

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



*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*

Evidence provided through analysis of documentation and meetings with students, service users and carers, PLPs, commissioners and employers during the remote approval visit demonstrate that the modification is built upon an existing robust approach to strategic and operational partnership working. This has been applied to the co-production of the BN children's nursing field and the learning disabilities nursing degree apprenticeship. Documentary evidence demonstrates co-production of the approved programme, including consultation with PLPs and service users and carers. A senior children's nurse representative from HHFT was seconded to work with the programme team to develop the children's nursing field including the two new specialist modules. A virtual consultation enabled other PLPs to provide written feedback with one representative describing the modules as comprehensive. We spoke to a young person with lived experience of receiving nursing care who confirm they had also been able to contribute to the development of the children's modules.

A consortium led by Health Education England and including Southern Health NHS Foundation Trust, Solent NHS Trust, Dorset Healthcare University NHS Foundation Trust and University Hospital Southampton NHS Foundation Trust and a private, voluntary organisation (PBS4) are commissioning the university to develop and deliver the learning disabilities nursing degree apprenticeship. The university have worked closely with the consortium in developing the nursing degree apprenticeship to meet the needs of employers whilst ensuring that the standards of the approved learning disability pathway in the programme are met. A commitment statement forms the basis of the signed contract between employers, the apprentice and the university in which the roles and responsibilities of the partnership is clearly identified.

There's strong evidence of ongoing involvement of PLPs and service users and carers in the delivery and evaluation of the approved programme. The university

confirm that current partnership processes will also apply to the delivery of the children's nursing field and learning disabilities nursing degree apprenticeship. A monthly programme management committee has been established including representation from the university's lived experience group (service users), students and PLPs. Students, PLPs and representatives from the lived experience group all spoke of the positive partnership relationship with the programme team. We met students, who contribute to the programme development team or participate in programme reviews through student representation and a staff student liaison committee. The latter invites members of staff to meet with students to discuss aspects of programme delivery. Students confirm that their voice is listened to in informing programme development and their contribution is valued by the university. As an example, students are invited to be a member of the interview panel for new appointments to the university nursing team. The lived experience group includes parents and young people, and representatives spoke of being invited to meet and discuss their experience with students within a safe and supported environment.

The university is working collaboratively with children's services PLPs and with the learning disabilities nursing degree apprenticeship consortium. This is to ensure that practice learning experiences for students and apprentices will be sufficient and diverse enough for students to achieve NMC proficiencies and skills. The current approach to practice learning and assessment and the SSSA will be applied to the children's field of nursing practice and learning disabilities nursing degree apprenticeship route. Processes for educational audit and risk assessment previously developed with other AEIs in the region will be applied to new practice learning environments being developed as part of this major modification to the programme.

Service users confirm that they provide formative feedback both through the students PAD and also on the care experience within practice learning environments. Practice staff and the programme team confirm that mechanisms are in place to manage specific risks related to any safety and the quality of practice learning environments which may have implications for student learning. We found that information about the outcomes of student evaluations undertaken in practice learning environments provided to practice staff has been timely to date. The processes for feedback will be applied to the new programme modifications.

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

***Met***

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

**Met**

**If not met, state reason**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

### Student journey through the programme

#### Standard 1. Selection, admission and progression

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

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

R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing

R1.1.2 demonstrate values in accordance with the Code

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

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

outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

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

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

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

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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)**

**No**

R1.1.1-R1.1.3 are not met. Service users and PLPs contribute to the selection and the assessment of suitability of candidates. We are told that academic staff and PLPs have recruitment preparation and equality and diversity preparation as part of their roles, while service users are able to access this at the university. The university doesn't currently monitor whether all stakeholders have received equality and diversity preparation to assure a fair, transparent recruitment process. (Condition one)

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

**Yes**

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

**Yes**

**Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information**

given to applicants and students are detailed (R1.3)

Yes

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

Yes

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

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

**Met**

R1.5 is met. Unchanged since original approval on 2 September 2019.

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

**Met**

R1.6 is met. Unchanged since the original approval on 2 September 2019.

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

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

**Met**

R1.7 is met. Unchanged since the original approval on 2 September 2019.

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



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

**Yes**

*Proposed transfer of current students to the programme under review*

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

**Met**

The university has no plans to transfer current students to the nursing degree apprenticeship in learning disabilities nursing. The children's field is new to the programme with no existing children's nursing students to transfer. The university confirm that if a current student was to request transfer to the children's nursing field or to the nursing degree apprenticeship in learning disabilities nursing this would be completed using the approved recognition of prior learning process. This will include mapping to the programme standards and the Standards of proficiency for registered nurses in theory and in practice.

**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**

**N/A**

Unchanged since original approval on 2 September 2019.

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

**No**

During the major modification approval visit PLPs and service users identified how they are individually prepared for their involvement in recruitment and selection including mandatory equality and diversity training. The programme team reported that they do not currently monitor whether all stakeholders have received the preparation needed to assure a fair, values-based recruitment process. (Condition one)

**Outcome**

**Is the standard met?**

***Not Met***

The university doesn't currently have a process for assuring that all stakeholders involved in recruitment and selection have received the equality and preparation needed to support an open, fair and transparent recruitment and selection process.

Condition one: Confirm the process for ensuring that all stakeholders have received equality and diversity in recruitment preparation to ensure that recruitment selection for students is open, fair and includes the measures to understand and address under representation. (SPNP R1.1.1-R1.1.3; SFNME R2.6)

**Date: 21 April 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition one: The programme team provided revised documentation which demonstrates the evidence required to meet condition one. The nursing interview process now includes the requirement for all members of the selection team to confirm in-date equality and diversity training provided either by the university or their employer. Evidence of training is recorded via an equality and diversity training log and confirmed by a member of the university prior to the individual's involvement in selection activity.

Condition one is now met.

Evidence:

University of Winchester, nursing interview process V3 2020 entry, undated  
University of Winchester, equality and diversity training log, interim record, undated

**Date condition(s) met:** 13 May 2020

**Revised outcome after condition(s) met:**

***Met***

Condition one is now met.

Assurance is provided that SPNP R1.1.1-R1.1.3 and SFNME R2.6 are now met.

## **Standard 2. Curriculum**

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

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

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

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

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

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

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

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

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

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

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

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

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**

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

**Yes**

**Mapping to show how the curriculum and practice learning content reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)**

**No**

R2.3 is not met. Curriculum mapping has been completed for the major modification to include the nursing degree apprenticeship in learning disabilities nursing and children's nursing field. The skills passport which maps the Standards

of proficiency for registered nurses annexes A and B to skills development in each field has not been completed for the children's nursing field. (Condition two)

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

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

***Met***

R2.4 is met. Documentation and evidence presented at the programme major modification visit demonstrates that the overall design and delivery of the pre-registration programme is applied to the children's nursing field and will enable students to experience both theory and practice across all four fields of nursing. There's shared learning in the core generic modules across all parts and four fields of the programme. The nursing degree apprentices follow the approved BN learning disabilities pathway and apprentices will undertake core generic modules with adult, children's and mental health nursing students. Approved programme core modules identify that children's nurses will be enabled to experience care across the lifespan. During the modification visit students were enthusiastic about the opportunities presented. We are assured that students are enabled to develop an understanding of different nursing fields of practice and that in working together as a student group they are learning a wider range of knowledge.

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

***Met***

R2.5 is met. There's evidence that the approved BN programme structure and design has been applied to children's nursing with the exception of two new specialist modules. Children's field specific module learning outcomes and content are demonstrated in the new modules 'developing nursing practice in child health' in year two and 'enhanced nursing practice in child health' in year three. These modules reflect the care of children and their families and carers in a range of public health, community and care settings and reflect the experiences available in the children's placement allocation model.

Through documentation and at the major modification visit we heard that children's nurses, PLPs, together with a young person with experience of care had been invited to contribute to the development of the children's nursing field specific

specialist modules. The university has appointed a full-time children's nursing lecturer to lead the delivery of these specialist modules and will be appointing a further two x 0.5 whole time equivalent children's lecturers before the start of the 2020-2021 academic year.

The learning disabilities nursing field specialist modules 'developing nursing practice in learning disability' and 'enhanced nursing practice in learning disability' are existing modules on the approved programme. These modules are applied to the nursing degree apprenticeship in learning disabilities nursing route and enable the development of field specific learning outcomes and content. A full-time learning disability nursing lecturer has been appointed to lead on the delivery of the apprenticeship. Current and future programme and field leaders have appropriate experience and are registered nurses with the NMC.

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

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

**Yes**

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

**Yes**

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

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

**Met**

Mapping of the Standards of proficiency for registered nurses and the field specific children's nursing module descriptors identify that the law, consent, pharmacology and medicines administration and optimisation is included. The approved mapping document for the learning disabilities nursing field is applied to the nursing degree apprenticeship in the learning disabilities nursing route.



**The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point.**

**There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)**

***Met***

R2.9 is met. Documentary analysis and findings at the major modification approval visit demonstrate that an equal balance of theory and practice in the programme has been applied to the children's nursing field. Students will spend a total of 2280 hours in practice learning environments with a further 120 hours spent in simulated learning. 2,320 hours are included for theoretical learning. Programme hours are broken down for each part of the programme and are described in the programme specification, module descriptors and on the course plan. During the two-day remote visit we saw photographs of additional simulation and placement resources being developed that will support learning in children's nursing. Student recruitment is matched to the available placement resources with an initial starting cohort of 15-20 students.

Learning and teaching strategies on the approved programme have been applied to the children's field. These are identified in programme documentation including programme and module specifications and include lectures and a wide range of smaller group, blended and independent learning opportunities. During the visit current nursing students told us that the learning and teaching strategy supported individual learning needs and they particularly enjoyed the 'hands on' nature of the small group, skills and simulation sessions. They were very positive about the lecturers' visits to them in placement areas which they said also supported their individual development.

The approved programmes hub and spoke placement model will be applied to the children's nursing pathway. PLPs and the programme team provided examples of how this will work in practice with a range of community, local general and acute specialist placements available across the Wessex region. There's evidence of partnership working between placement providers to facilitate this.

The modification of the three-year BN learning disabilities nursing to provide the nursing degree apprenticeship route for learning disabilities nursing applies an equal balance of theory and practice learning. However, this is planned over four years and delivered part-time. The total number of theoretical study hours is 2279. NMC practice hours include 111 simulation hours combined with 2288 hours where the apprentice is based in a placement setting as a supernumerary learner.

The structure of the four-year part-time programme comprises 1499 hours in year one part one, 1538 hours in year two part two. A further 1688 hours comprises years three and four part three and takes place over 19 months. Approved module aims, outcomes and descriptors are applied to the nursing degree apprenticeship. The programme team and employer consortium we met confirmed that the extended part-time apprenticeship will support apprentices to manage the balance between supernumerary placements, theoretical learning and rostered working hours effectively. A clear programme schedule provides evidence of the differentiation between NMC theory hours, dedicated supernumerary practice blocks and rostered working time. This confirms that rostered working hours aren't included in the 2288 supernumerary NMC hours. The nursing degree apprenticeship end point assessment is identified in the programme specification but isn't part of the NMC programme and occurs only after NMC programme outcomes, hours and award of the BN (Hons) with eligibility for registration has been completed.

Practice learning experience allocation is scheduled over eight full-time supernumerary blocks. The programme team and employer consortium confirmed that, although apprentices will be mainly based in their own organisation, they will be facilitated to undertake the hub and spoke placement model in order to fulfill the range of practice learning experience required. Employers confirm that placements will be allocated both in and out of the employing organisation and provided assurance of experience in managing this rotation process from previous apprenticeship schemes.

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

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

N/A

Unchanged since the original approval on 2 September 2019.

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

Yes

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

Yes

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

**No**

Not applicable to this programme which is for single fields of nursing practice only.

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

**No**

Not applicable to this programme which is for registration as a nurse only.

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

**Yes**

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

**Yes**

### **Outcome**

**Is the standard met?**

***Not Met***

A skills passport demonstrates the mapping of communication and relationship skills and nursing procedures to programme module content, simulation and practice learning opportunities. This has not been completed for the children's field of practice. A revised skills passport and skills mapping is therefore required to demonstrate that theoretical and practice learning content is also mapped to the children's field of practice.

Condition two: The programme team to provide an updated skills passport and skills mapping for children's nursing field to ensure that the Standards of proficiency for registered nurses are met in the field of children's nursing. (SPNP R2.3)

**Date: 21 April 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition two: The programme team presented revised documentation which demonstrates that theoretical and practice learning content is mapped to the children's field of practice. A revised skills passport now includes mapping of communication and relationship skills and nursing procedures to the programme module content, simulation and practice learning for the children's nursing field of practice.

Condition two is now met.

Evidence:

University of Winchester, BN nursing and nursing degree apprenticeship skills passport 2020, undated

**Date condition(s) met:** 13 May 2020

**Revised outcome after condition(s) met:**

***Met***

Condition two is now met.

Assurance is provided SPNP R2.3 is now met.

**Standard 3. Practice learning**

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

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

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

R3.3 provide practice learning opportunities that allow students to meet the

communication and relationship management skills and nursing procedures, as set out in Standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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

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

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

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

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

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

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

**Met**

R3.1 is met. Programme documentation and findings at the approval visit provide assurance that practice learning opportunities will allow students to develop and meet the Standards of proficiency for registered nurses across the four fields of nursing practice. Documented principles for placement allocation state that all students and nursing degree apprentices will be supernumerary. Placement allocations are based on a 'hub and spoke' approach to identify appropriate learning opportunities across the four fields of practice. This may be through following a patient journey or pathway. Full-time children's nursing students will be allocated to one other field of nursing practice as part of the placement allocation



policy. Learning opportunities will be recorded in the south PAD and the university skills passport.

The programme team and PLPs confirm that children's nursing practice and learning disabilities placement learning opportunities can be provided across the Wessex region. These will be allocated to ensure apprentices/students gain an appropriate range of experiences and meet the programme and professional requirements. For students following the children's nursing field this includes placements in primary care and community, secondary care, medicine, surgery and acute or intensive care. For nursing degree apprentices learning disabilities nursing practice learning placements will include community, secure services, social care and behavioural support services. Nursing degree apprentices will undertake rotational experiences in their own organisation or with other employers or practice settings. The programme team confirm that if a suitable placement isn't available to meet the apprentices learning needs, they will work with the employer to allocate a placement from the BN programme database.

The university has a signed partnership agreement in place with each PLP for children's nursing placements. We saw the commitment statement which forms the contractual process to assure the nursing degree apprenticeship partnerships and placements. Hub and spoke and rotational placements within and between organisations are provided in the nursing degree apprenticeship route which will enable apprentices to develop their practice across the four fields of nursing practice.

The approved self-managed placement is applied to year two of the children's nursing field and enables students to plan a 160-hour placement in an area of practice relevant to their chosen field. Nursing degree apprentices undertake a new module 'placement six: self-managed rotation' which incorporates 187.5 practice learning hours. Both modules support the development of critical reflection and personal development planning related to individual learning needs within the students'/apprentices' chosen field of practice. Self-managed placements/rotations are risk assessed. The programme team confirm there's a process of approval before these can be undertaken. Representatives from the employer consortium confirmed support for self-managed rotation in developing their apprentice which will form one of the blocks of practice time.

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

***Met***

R3.2 is met. Analysis of documentation and evidence during the modification visit provide assurance that children's nursing students and nursing degree apprentices will experience the variety of practice learning experiences necessary to meet the



holistic needs of people of all ages. In children's nursing the 'hub and spoke' approach is used to identify appropriate opportunities to work with people of all ages, and students will also be allocated to one other field of nursing practice as part of the placement allocation policy.

A 'hub and spoke' approach is also used to provide a variety of practice learning experiences which meet the holistic needs of people of all ages for the nursing degree apprentices although this will occur within their own employer localities and organisations where possible. The university have oversight of students' achievement through link lecturers, the student's PAD and academic assessor. We are assured by the programme team and the employer consortium that where local experience is limited rotations to other organisations will be arranged.

The south PAD sets out the progression points/expectations for learning and student progression and records experience of hub and spoke placements to meet overall programme outcomes. Student progress is monitored in the PAD by the practice assessor. The PAD is reviewed by each student's named academic assessor. There's provision for service user/carer and young persons' feedback in the PAD. There are opportunities for students to reflect on their development of professional values, service user feedback and their skills development. An initial, mid-point and final placement feedback is planned to enable student progression and mastery of skills. All students have a link lecturer within their specialist field of nursing practice, who acts as a point of contact to students having any concerns about their support and the practice environments. A link lecturer will be in post to support placements for children's nursing with an additional learning disabilities lecturer for the nursing degree apprenticeship rotations.

AEIs and statutory PLPs in the Wessex region maintain databases of practice supervisors and practice assessors to ensure there are sufficient numbers of appropriately prepared and up to date staff to support student learning. The databases are maintained by learning environment leads with NHS partner trusts.

Processes are in place to mitigate any risks to student learning in practice learning environments. PLPs at the modification visit are aware of university processes and procedures, including escalation of concerns and fitness for practice procedures, but hadn't yet needed to use them. Meetings with PLPs take place every three months to review placement issues. Any feedback from students on placement is red/amber/green (RAG) rated and evaluations are reported to environmental leads and ultimately practice staff. Current students on the approved programme have completed two practice placements and confirm that effective support is provided by link lecturers, practice assessors and practice supervisors.

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

**Met**

R3.3 is met. Mapping of the communication and relationship management skills and nursing procedures set out in the Standards of proficiency for registered nurses have been applied to the children's field of nursing practice. Existing skills mapping for learning disabilities nursing has been applied to the nursing degree apprenticeship route. A skills passport is used to support students to develop these skills and procedures in each field of practice and is used as a guide for students and assessors in conjunction with the south PAD.

**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**

Unchanged since original programme approval on 2 September 2019.

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

**Met**

R3.5 is met. Unchanged since original programme approval on 2 September 2019. Documentary evidence demonstrates clear processes in place to ensure that students' individual needs and personal circumstances are accounted for within placement allocations. All approved processes have been applied to the programme modification, and student facing documentation provides clear guidance on the range of services available to support students. During the approval visit the library representative outlined the range of academic support services available.

Individual needs and personal circumstances of students are given consideration in the allocation of practice learning placements. This includes making reasonable adjustments for students with disabilities. Existing students on the approved nursing programme confirm the university is a supportive environment and their needs are taken into account.

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

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

Yes

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

Yes

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

Yes

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

Yes

**Outcome**

Is the standard met?

*Met*

Date: 21 April 2020

**Post Event Review**

Identify how the condition is met:

Date condition(s) met:

*N/A*

Revised outcome after condition(s) met:

*N/A*

**Standard 4. Supervision and assessment**

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

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

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

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

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

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

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

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

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

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

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

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

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

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

Standards for student supervision and assessment

R4.1 – R4.11

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

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

***Met***

R4.1 is met. Unchanged since original approval on 2 September 2019. Programme documentation indicates that the university and PLPs have robust procedures and policies in place to comply with SFMNE.

Programme specifications indicate that students have access to personal tutors for academic support and a range of wider university student support services. Students on placement are supported by a link lecturer from the university, a practice assessor and practice supervisors.

The PAD and available training materials clearly distinguish between the role of the practice supervisor, practice assessor and academic assessor. Operating procedures are applied to prevent a student having the same practice assessor and academic assessor. The practice assessor's name is recorded in the student PAD. Link lecturers will provide support for practice assessors and practice supervisors.

Nursing degree apprentices will be supported by practice supervisors and practice assessors. Processes are in place to prevent apprentices having the same practice assessor in subsequent programme parts and a rotational placement will be used to support this where needed.

The university are expanding the academic team to ensure sufficient support to the specialist fields. Programme leaders for the learning disabilities nursing degree apprentices and the children's field have already been appointed with further appointments to support children's nursing skills development in process. Learning support and resources are available to part-time students and available during evenings and weekends for apprentices. The programme team and students confirm that there's good support available for the development of academic writing and study skills.

**There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to**

**identify the supervisors and assessors along with how they will be prepared for their roles. (R4.2)**

**Met**

R4.2 is met. There's documentary evidence of how the SSSA are applied to the programme. The university is in the first year of implementing the SSSA which is based on a Wessex wide approach. PLPs provide assurance that the preparation of practice assessors and practice supervisors is prioritised and is embedded in the annual update process. Practice assessors and practice supervisors we met from children's and learning disabilities nursing placements had received training for their new roles as practice assessors and practice supervisors and were now implementing practice assessment and practice supervision. Academic assessor roles have been allocated to the programme team. The responsibilities of practice assessors, practice supervisors and academic assessors are made explicit to students in the PAD. There's written guidance available for completion of the PAD. Students shared positive experiences of assessment and supervision in practice placements.

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

**There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)**

**Yes**

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

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

**Met**

R4.4 is met. The approved detailed formative and summative assessment strategy in theory and in practice has been applied to the modification for children's nursing. The nursing degree apprenticeship follows the approved BN programme. The range of assessment is sufficient to develop a wide range of skills transferable to nursing practice. Pharmacological knowledge is assessed within the child and learning disabilities nursing field specific specialist modules. Numeracy must be passed at 100 percent and there's an exemption to ensure that students are not unduly penalised by limiting to two attempts only. Academic assessors review assessments made by practice supervisors in the PAD. In practice, students receive mid-point and final placement feedback. Service users confirm that they



are able to contribute to practice assessment.

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

**Met**

R4.5 is met. We found that clear mapping has been applied to the programme major modification to complement the approved programme. This includes mapping of the programme outcomes and Standards of proficiency for registered nurses as well as skills annexes applied to the children's field and learning disabilities nursing degree apprenticeship. The south PAD is also mapped against the proficiencies. The programme team and PLPs in children's and learning disability fields were able to articulate how the variety of placement allocation along with simulated learning are planned to support students and apprentices to achieve the required skills and proficiencies.

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

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

**Yes**

**Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)**

**Yes**

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

**Yes**

**There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)**

**Yes**

**There is evidence that all proficiencies are recorded in an ongoing record of**

achievement which must demonstrate the achievement of proficiencies and skills as set out in the Standards of proficiency for registered nurses (R4.10)

Yes

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

Yes

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

Yes

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

Yes

**Outcome**

Is the standard met?

*Met*

Date: *21 April 2020*

**Post Event Review**

Identify how the condition is met:

Date condition(s) met:

*N/A*

Revised outcome after condition(s) met:

*N/A*

### Standard 5. Qualification to be awarded

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

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

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

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

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

**Yes**

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

**Yes**

*Fall Back Award*

**If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award. Standards framework for nursing and midwifery education specifically R2.11, R2.20**

**N/A**

Unchanged since original approval on 2 September 2019. There are no fall back awards leading to registration 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**

**Outcome**

**Is the standard met?**

*Met*

**Date: 21 April 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**Revised outcome after condition(s) met:**

*N/A*

## Section four

### Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation	
List additional documentation:	
University of Winchester apprenticeship commitment statement, 1 September	

<p>2020 - 31 March 2024, undated          University of Winchester response to NMC interim report, 20 April 2020          University of Winchester exemption request BN Nursing (child), 3 April 2020          BN Nursing programme management committee minutes, 8 January 2020          BN Nursing student staff liaison committee minutes, 26 February 2020          BN Nursing practice partnership meeting minutes, 11 December 2019          University of Winchester experts by experience committee minutes, 12 September 2019          Child and learning disabilities nursing degree apprenticeship validation PowerPoint presentation, 22 April 2020          C1546.272 HEE Wessex learning disabilities outcome notification, 18 November 2019          NMC validation pictures of education centre and clinical areas, PowerPoint presentation, 22 April 2020</p> <p>Updated 13 May 2020:          University of Winchester, BN nursing and nursing degree apprenticeship skills passport 2020, undated          University of Winchester, nursing interview process V3 2020 entry, undated          University of Winchester, equality and diversity training log, interim record, undated</p> <p>Additional comments:</p>
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<b>During the visit the visitor(s) met the following groups</b>	<b>Yes/No</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study:	
We met with BN year one students. The student group contained mainly adult and mental health nursing fields students with one learning disabilities nursing field student.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

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



Specialist teaching accommodation (e.g. clinical skills/simulation suites)	Yes
Library facilities	Yes
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	Yes
<p>If yes, state where visited/findings:</p> <p>The visit to practice areas and facilities was undertaken remotely. We undertook a virtual tour of resources for children's nursing field including narrated photographs of the facilities at the education centre and training room, Winchester. The library resources and child skills and simulation facilities and a sample of intended children's field specific placements were viewed including:</p> <p>Charlie's Day Unit, Basingstoke High Dependency Unit, Basingstoke Neonatal unit, Basingstoke Children's care in Winchester Sophies Place, Winchester Fordwater School, Chichester</p> <p>Photographic evidence demonstrates that a range of placement facilities are in place to support the children's nursing field. We spoke to PLPs from HHFT and Sussex Community NHS Foundation Trust. Biennial audits of practice learning environments are undertaken using the Wessex wide audit document. University of Winchester will share the audit process with other universities undertaking children's nursing placements in these areas. Student evaluations inform the quality of the practice learning environment. We are assured that through close partnership working with the university, students will gain the range of experience to develop the Standards of proficiency for registered nurses within the children's field. This includes arranged placements at tertiary children's centres in Southampton and Portsmouth.</p>	
System regulator reports reviewed for practice learning partners	No
System Regulator Reports List	
<p>If you stated no above, please provide the reason and mitigation</p> <p>No system regulator reports were raised for review as part of this major modification visit. The university and NHS trusts articulate a clear process for escalation of quality or safety issues for action following system regulator reports.</p>	
<p>Additional comments:</p> <p>The two-day approval visit was conducted remotely due to the Covid-19 pandemic.</p>	

**Mott MacDonald Group Disclaimer**

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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	Patricia Hibberd Caroline Thomas	Date	24 April 2020
Checked by	Bernadette Wallis	Date	10 June 2020
Submitted by	Amy Young	Date	11 June 2020
Approved by	Leeann Greer	Date	11 June 2020