

Major Modification report

Section one

Programme provider name:	Coventry University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>Coventry and Warwickshire NHS Partnership Trust York Teaching Hospitals NHS Foundation Trust South Warwickshire NHS Foundation Trust NHS Scarborough and Ryedale CCG Birmingham Women and Children's NHS Foundation Trust West London Mental Health NHS Trust George Eliot Hospital NHS Trust Humber Teaching NHS Foundation Trust University Hospital Coventry and Warwickshire NHS Trust Humber Teaching NHS Foundation Trust Nottinghamshire Healthcare NHS Trust Private, voluntary and independent health care providers Education and social care providers</p>
<p>Provision(s) reviewed:</p> <p>Provision: Pre-registration nursing - Adult Title of current programme: MSc Adult Nursing Title of modified programme if changed: N/A Programme start date: 1 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 7 Academic level of modified programme, if changed: N/A</p> <p>Provision: Pre-registration nursing - Mental Health Title of current programme: MSc Mental Health Nursing Title of modified programme if changed: N/A Programme start date: 1 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 7 Academic level of modified programme, if changed: N/A</p>	

Provision: Pre-registration nursing - Learning Disabilities
Title of current programme: MSc Learning Disabilities Nursing
Title of modified programme if changed: N/A
Programme start date: 1 September 2020

Current academic level(s):
England, Wales, Northern Ireland:
Level 7
Academic level of modified programme, if changed: N/A

Provision: Pre-registration nursing - Child
Title of current programme: MSc Children and Young People's Nursing
Title of modified programme if changed: N/A
Programme start date: 1 September 2020

Current academic level(s):
England, Wales, Northern Ireland:
Level 7
Academic level of modified programme, if changed: N/A

Provision: Nursing Degree Apprenticeship route - Adult
Title of current programme: MSc Adult Nursing
Title of modified programme if changed: N/A
Programme start date: 1 September 2020

Current academic level(s):
England, Wales, Northern Ireland:
Level 7
Academic level of modified programme, if changed: N/A

Provision: Nursing Degree Apprenticeship route - Mental Health
Title of current programme: MSc Mental Health Nursing
Title of modified programme if changed: N/A
Programme start date: 1 September 2020

Current academic level(s):
England, Wales, Northern Ireland:
Level 7
Academic level of modified programme, if changed: N/A

Provision: Nursing Degree Apprenticeship route - Learning Disabilities
Title of current programme: MSc Learning Disabilities Nursing
Title of modified programme if changed: N/A
Programme start date: 1 September 2020

Current academic level(s):

<p>England, Wales, Northern Ireland: Level 7 Academic level of modified programme, if changed: N/A</p> <p>Provision: Nursing Degree Apprenticeship route - Child Title of current programme: MSc Children and Young People's Nursing Title of modified programme if changed: N/A Programme start date: 1 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 7 Academic level of modified programme, if changed: N/A</p>	
Date of review	16 March 2020
Type of Modification	Visit
QA visitor(s):	Registrant Visitor: David Mudd Lay Visitor: Doug Carr

Section two

Summary of review and findings

Coventry University (CU) is an established approved education institution (AEI). CU faculty of health and life sciences (faculty) presents documentation to support a major modification to the existing pre-registration nursing programme approved by the Nursing and Midwifery Council (NMC) on 16 September 2019. This major modification is to include delivery of new programme routes at academic level seven (MSc). The routes presented for approval are the two-year, full-time, MSc direct entry routes in the four fields of nursing practice; adult, children and young people's, mental health, and learning disabilities nursing, and the two-year, full-time, MSc nursing degree apprenticeship (NDA) routes in the four fields of nursing practice; adult, children and young people's, mental health, and learning disabilities nursing.

All applicants enter the programme with recognition of prior learning (RPL) equivalent to stage one of the CU, BSc (Hons) nursing programme. RPL applications are mapped against the stage one programme outcomes and assessed at academic level six.

Practice learning partners (PLPs), employers and the programme team tell us these additional routes will strengthen the regional nursing workforce, help meet people's health and social care needs and provide opportunities for existing nurse graduates to study for an MSc and register in an alternative field of nursing practice.

CU has collaborated with a range of AEIs, PLPs and employers to form the Midlands, Yorkshire and East regional practice education group (MYERPEG). MYERPEG has developed and implemented the Midlands, Yorkshire and East practice assessment document (MYEPAD) and ongoing achievement record (OAR). The faculty will adopt the MYEPAD and related mapping and guidance documents for the additional MSc routes.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) are detailed and mapped in programme documentation.

The programme, including the additional routes, is mapped against the Standards for pre-registration nursing programmes (SPRNP) (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (SPRN) (NMC, 2018).

Senior representatives from diverse PLPs and employers who work in partnership with CU attended the approval visit and support the addition of the MSc routes. At the approval visit we met with senior representatives from the following employers partners who will deliver the NDA; Coventry and Warwickshire NHS Partnership Trust, York Teaching Hospitals NHS Foundation Trust, South Warwickshire NHS

Foundation Trust, Humber Teaching NHS Foundation Trust, University Hospital Coventry and Warwickshire NHS Trust, and George Eliot Hospital NHS Trust.

There's documentary evidence that PLPs and employers contribute to the design and development of the programme. There's evidence of robust and effective partnership working between the AEI and key stakeholders.

York Teaching Hospitals NHS Foundation Trust and George Eliot Hospital NHS Trust have received Care Quality Commission (CQC) reports as requires improvement. CU, in partnership with PLPs and employers, confirm that any issues arising from CQC quality reviews which impact on practice learning environments are managed through a systematic partnership process. Evidence from educational audits are used to determine suitability of practice learning environments. Any risks to students' practice learning are robustly managed and monitored. The programme team, PLPs and employers confirm they work collaboratively to develop action plans to mitigate risks to the student placement learning environment in the event of adverse CQC reporting. They report to the MYERPEG on a monthly basis and to the NMC in the annual self-assessment report and through exceptional reporting.

We found modification at programme level to include delivery of additional MSc direct entry and NDA routes, meets the Standards framework for nursing and midwifery education (SFNME), SSSA, SPRNP and SPRN requirements (NMC, 2018).

The modification of the pre-registration nursing programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval
Conditions: <i>Please identify the standard and requirement the condition relates to under the relevant key risk theme. Please state if the condition is AEI/education institution in</i>	Effective partnership working: collaboration, culture, communication and resources: None identified Selection, admission and progression: None identified Practice learning: None identified

<p><i>nature or specific to NMC standards.</i></p>	<p>Assessment, fitness for practice and award: None identified</p> <p>Education governance: management and quality assurance: None identified</p>
<p>Date condition(s) to be met:</p>	
<p>Recommendations to enhance the programme delivery:</p>	<p>None identified</p>
<p>Focused areas for future monitoring:</p>	<p>Level seven (MSc) nursing student experiences on the direct entry and apprenticeship routes. Implementation of the SSSA.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	
Date condition(s) met:	

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for pre-registration nursing programmes (NMC, 2018)</i></u></p> <p><u><i>Future nurse: Standards of proficiency for registered nurses (NMC, 2018)</i></u></p> <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> <p><u><i>The Code: Professional standards of practice and behaviour for nurses and midwives</i></u></p> <p><u>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</u></p> <p><u>QA Handbook</u></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 effective partnership working relationships between CU, PLPs, employers, service users and carers (SUCs), and students. Documentary evidence and discussion at the approval visit confirms their involvement in programme development and delivery. Written agreements and commitment statements between CU, PLPs and employers are in place.

PLPs, employers, students and SUCs tell us they take part in curriculum development and operational groups. The students we met are all student representatives and have experience in providing cross field representation for students on the nursing programme. The SUC operational group meets four times per year and students are represented at the CU quality in learning and teaching committee (QuILT). QuILT reports to the CU academic board on policy issues affecting the student experience and the enhancement of teaching.

There's a joint approach to recruitment and selection to the programme and management of its delivery involving all stakeholders. All stakeholders tell us they're prepared for recruitment and selection processes and undertake equality and diversity and unconscious bias training. Students tell us they experience a robust values-based recruitment and selection process.

There's a well-established SUC engagement strategy with an identified faculty SUC facilitator at CU. SUCs are involved in curriculum delivery and student assessment. They play an active role in the programme's governance structures.

SUCs have an individualised job description detailing the main aspects of their role and highlighting their key roles in developing, delivering and quality assuring the programme. CU work with a service user social enterprise group called communicate2u. This group was formed to provide lived experience input to the programme by communication experts.

The faculty SUC strategic group meets bi-monthly and oversees all CU service user work within the faculty. Membership comprises of service user course champions, SUC representatives, CU SUC facilitator, a representative from communicate2u and the CU associate dean for student experience. The group is chaired by the faculty associate head for student experience.

Service users take part in face to face teaching with students. They participate in classroom teaching sessions, student seminars, role play situations and simulated learning activities. Their perspective of the student's performance is included in the

feedback students receive. The MYEPAD facilitates the involvement of SUCs in providing feedback for students. The practice assessor or practice supervisor acts as a conduit between service user and student, and the service user's message is relayed to the student who then records it in a service user feedback section in the MYEPAD. Academic assessors and practice assessors facilitate student reflection on service user feedback to inform their learning. SUCs tell us they feel listened to and treated as equal partners.

Practice learning experiences are structured using a hub and spoke model, and students have practice experiences across all the fields of nursing practice and lifespan. Practice supervisors and practice assessors tell us students have extensive opportunities for inter-professional learning (IPL) within in-patient care and community practice learning environments. A year two research module is shared with nursing, occupational therapy and physiotherapy students.

Fitness to practise concerns about a student are effectively managed in partnership between CU and PLPs.

We found a partnership approach to programme development, delivery and evaluation. There's documentation detailing roles and responsibilities of CU, PLPs, employers, academic assessors, practice assessors, practice supervisors and students. This includes the ways they will work in partnership.

Documentary evidence and confirmation from PLPs and employers at the approval visit confirms sufficient appropriately qualified practice assessors and practice supervisors to provide support for supervision and assessment of skills and proficiencies in practice settings for all CU nursing students. CU, PLPs and employers work in partnership to deliver a two-day preparation course for practice assessors and practice supervisors including practice supervisors from other registered health and social care professions. These are followed up by annual update workshops. A record of attendance at practice assessor workshops is kept and shared with CU, PLPs and employers. PLPs and employers demonstrate a comprehensive understanding of the practice assessor and practice supervisor roles and how the roles and responsibilities are undertaken. We're told practice assessors and practice supervisors are released from their workplace to attend workshops for updates and training.

The programme team tell us there are practice education facilitators (PEFs) employed by PLPs and employers who engage with and provide support to academic assessors who visit practice settings, practice assessors, practice supervisors and students in practice learning environments. Documentary evidence confirms this. We are assured from documentary evidence and discussion at the approval visit, that there are effective channels of communication between CU, PLPs, employers and students.

Assurance is provided that the AEI works in partnership with their practice

learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education

Met

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:

N/A

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)

Yes

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 16 September 2019. CU has an established RPL policy framework that meets NMC requirements for RPL. Mapping documentation confirms RPL is capable of being mapped to the programme outcomes at all levels. Documentary evidence and confirmation at the approval visit demonstrate RPL is used for up to 50 percent of the programme. This is compliant with Article 31(3) of Directive 2005/36/EC.

There's a CU written policy and process for RPL for each route of the programme which details roles and responsibilities of those involved in the RPL decision making process. RPL claims are managed on an individualised, case by case basis and applicants are supported through the RPL process by the admissions tutor. Information on RPL is available for prospective students. The direct entry and the apprenticeship MSc routes are the equivalent of 4600 hours and RPL is compulsory for all routes in order to achieve this. There's a RPL portfolio of evidence requirement for entry to the programme. The portfolio is marked by an academic assessor, verified by an external examiner and ratified by the CU board of study. For the MSc routes applicants RPL must include portfolio evidence of undertaking 460 clinical practice hours, achieved within 18 months of entry to the programme. A logged record of care episodes verified by a registered healthcare professional forms part of the RPL portfolio of evidence. For RPL of theory the applicant must demonstrate portfolio evidence of the equivalence of the CU BSc nursing programme year one theoretical credits and learning outcomes, and how their first degree has prepared them for the MSc programme. The evidence presented by the applicant is mapped against the year one module content and year one learning outcomes using an RPL mapping tool and is assessed at academic level six.

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 original approval on 16 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. There's documentary evidence mapping numeracy, literacy, digital and technological literacy against the SPRN, MSc programme learning outcomes and programme module descriptors.

The MYEPAD and OAR include requirements for students to demonstrate development in numeracy, literacy, digital and technological literacy. Proficiency in numeracy, literacy and digital technology is assessed and recorded in the MYEPAD and OAR.

Applicants to the MSc routes are required to have achieved an honours degree as part of the entry requirements. Capacity for digital and technological literacy is considered through the RPL process.

All CU nursing students have access to a virtual learning environment (VLE) called cumoodle. There's a range of online resources for students to engage with including formative and summative digital, numeracy and literacy assessments.

Study skills related to numeracy, literacy, digital and technological literacy are integrated throughout the programme.

CU has extensive support services for students who require additional support with numeracy and literacy including using the VLE and communication technologies. These services include a centre for academic writing, a mathematics and statistics support service (sigma) and a centre for information technology (IT) support. There's a faculty support tutor who supports students with identified additional learning needs in partnership with the disability and welfare officer.

Students tell us they are supported in theory and practice learning environments to develop proficiencies in numeracy, literacy, digital and technological literacy.

The field specific therapeutic interventions modules contain a numeracy examination with a 100 percent pass mark to meet NMC requirements.

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

N/A

The MSc routes are new programme routes. No students will transfer to these routes.

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

There's documentary evidence that 50 percent RPL for registered nurses can be mapped to the SPRN and programme outcomes.

The programme team confirm that the faculty RPL policy and process enables NMC registered nurses prior learning to be mapped to the SPRN.

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

Yes

Outcome

Is the standard met?

Met

Date: 16 March 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 2. Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education specifically:

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

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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)

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 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. Unchanged since original approval on 16 September 2019. There's documentary evidence and signed written agreements and commitment statements detailing the ways CU, their PLPs and employers work in partnership to support students in theory and practice, to gain experience across all four fields of nursing practice and achieve programme outcomes. MSc generic and nursing field specific module descriptors detail how the programme supports students in theory and practice across the four fields of nursing practice.

There's a placement forecasting and allocation model to identify placement capacity and provide students with a range of practice placement learning experiences across the lifespan. Placement allocation for direct entry and apprenticeship routes is undertaken by the faculty's placements co-ordinator for practice learning who has processes in place to ensure all students have practice learning experiences suitable to achieve the required proficiencies across the lifespan and four fields of nursing practice; adult, mental health, learning disabilities and children's nursing. NDA students are not placed in practice learning experiences in their usual place of work. A hub and spoke model is used for field specific and cross field practice learning experiences in the programme. Students, PLPs and employers confirm achieving a range of practice placement opportunities, which reflect the four fields of nursing practice, through this model. Students tell us they're supported in theory and practice to experience all four fields of nursing practice. The programme team tell us that this approach will continue in future nursing programmes.

Documentary evidence confirms and the programme team tell us faculty academic

staff have a range of clinical backgrounds in all four fields of nursing practice to support student learning across the lifespan and diverse settings relevant to the programme.

Suitably qualified external examiners for all programme routes are identified.

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. Unchanged since original approval on 16 September 2019. The MSc programme routes and modules include field specific and generic learning outcomes. These allow students to enter the register in one specific field of nursing practice. The programme includes field specific practice learning outcomes and experiences.

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

R2.8 is met. Unchanged since original approval on 16 September 2019. There's evidence of mapping to ensure that in the MSc programme design, field specific

content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation are included in the programme's generic and field specific modules. There's evidence these topics are applied via module delivery and PLPs tell us they are applied in practice learning settings via the learning outcomes contained in the MYEPAD. Students at the approval visit confirm their learning in these subjects.

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. The programme structure for the additional MSc routes demonstrate an equal balance of theory and practice learning. There's evidence NMC requirements are met and a minimum of 2300 hours theory and 2300 hours practice learning. This includes RPL on entry to the programme. Time allocated to theory and practice learning in each stage of the programme are clearly indicated in structures for each route, and these demonstrate how designated programme hours are achieved. The direct entry and the apprenticeship MSc routes are the equivalent of 4600 hours and RPL is compulsory for all routes in order to achieve this. There's a RPL portfolio of evidence requirement for entry to the programme. For the MSc routes applicants, RPL must include portfolio evidence of undertaking 460 clinical practice hours. For RPL of theory the applicant must demonstrate portfolio evidence of the equivalence of the CU BSc nursing programme year one theoretical credits and learning outcomes, and how their first degree has prepared them for the MSc programme. The evidence presented by the applicant is mapped against the year one module content and learning outcomes using an RPL mapping tool and is assessed at academic level six. The minimum of 2300 hours practice based learning is recorded in the MYEPAD by the student and verified by the practice assessor.

Attendance in theory is recorded using classroom attendance records and monitored by the programme leader. Students' practice learning hours are monitored via timesheets which students submit to the CU registry at the end of each practice learning experience. Students' practice hours are entered onto the placement database. Theory and practice hours are monitored; any shortfalls that students need to make up are identified and an individual plan to enable students to retrieve hours is formulated by the practice assessor and academic assessor.

There's evidence of teaching and learning strategies used in the programme, including lectures, simulation activity, group work, online learning, student led seminars and reflection on practice-based learning. There are opportunities for nursing students to share learning with CU occupational therapy and physiotherapy students via a shared year two research module.

Teaching, learning and assessment strategies, module content, programme structure and timetabling are detailed in student facing documentation. Students confirm they are informed of practice placement details in the student facing documentation. All modules in the programme include appropriate academic level aims, descriptors, learning outcomes and module content.

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

This programme is not delivered in Wales.

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)

Yes

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

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?

Met

Date: 16 March 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 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. The placement forecasting and allocation model confirms students will experience diverse practice learning opportunities across all age groups and in all fields of nursing practice. These are sufficient to allow students to develop and meet the SPRN to deliver safe and effective care. PLPs and employers confirm their ability to deliver the range of learning opportunities for direct entry and apprenticeship routes in accordance with the practice learning allocation model,

and students tell us they're supported to achieve field specific and cross field practice learning.

There's a policy and guide for students to raise and escalate concerns in practice learning environments. Students tell us they're aware of and have confidence in CU, PLP and employers processes for reporting and escalating concerns and actions taken if they do escalate issues.

Fitness to practise and academic misconduct concerns about students are managed in partnership between the faculty, PLPs and employers. For the apprenticeship routes the student is also an employee and concerns are jointly investigated and discussed at QUILT meetings. This is confirmed by CU, PLPs and employers at the approval visit.

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. We found there are systems in place to assess, monitor and evaluate the quality of practice learning environments and student experiences.

Documentary analysis and discussion with the programme team, PLPs, employers and students confirm the hub and spoke practice placement allocation model, in use for the nursing programme, ensures students are allocated to a variety of practice learning experiences. This includes learning experiences in all fields of nursing practice and to meet the holistic needs of people of all ages.

There's a robust educational audit process implemented in partnership with CU, PLPs and employers to consider the suitability of each practice learning environment. There's evidence of consistent and objective criteria for the approval of practice placements. This includes scrutinising processes for ensuring the availability of suitably qualified practice supervisors and practice assessors. The programme team, PLPs and employers tell us there are sufficient practice assessors and practice supervisors to support the student experience for the additional MSc routes.

CU, in partnership with PLPs and employers, confirm that any issues arising from CQC quality reviews which impact on practice learning environments are managed through a systematic partnership process. Evidence from educational audits are used to determine suitability of practice learning environments. Any risks to students' practice learning are robustly managed and monitored. The programme team, PLPs and employers confirm they work collaboratively to develop action plans to mitigate risks to the student placement learning environment in the event of adverse CQC reporting. Evidence from educational audits is used to determine

suitability of practice learning environments. The programme team tell us they monitor and provide action plans in relation to escalated concerns, student feedback, and CQC reports if required. They report to the MYERPEG on a monthly basis and to the NMC in the annual self-assessment report and through exceptional reporting. Reported risks to students' practice learning are also shared with other AEs who share practice placements with the same PLPs and employers. Documentary evidence and feedback from students, the programme team, PLPs and employers confirms students access a range of academic and practice learning staff who work in partnership to support students' learning across settings.

Students tell us they provide feedback and evaluate their academic and practice learning experiences. Students tell us they feedback via student forums and module evaluations. They give examples of changes to their programme resulting from this.

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. Documentary evidence and discussion at the approval visit with practice supervisors, practice assessors and academic assessors demonstrate and confirm they understand ways to develop students' skills in communication, relationship management and nursing procedures contained in annexe A and annexe B of the SPRN. Module content and the MYEPAD is mapped to annexe A and annexe B of the SPRN. Documentary evidence shows practice learning environments provide students with the opportunity to meet communication and relationship management skills and nursing procedures, as set out in the SPRN. Students confirm this. Communication, relationship management skills and nursing procedures are assessed through the MYEPAD.

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

R3.4 is met. There's documentary evidence indicating technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment in the programme. The programme team tell us of their plans to use simulation to enhance the student learning experience for the

additional routes. The programme team, students and service users tell us about simulation-based learning and simulation facilities available to students. Simulation-based learning is included in module teaching and learning strategies and is part of formative learning and summative assessment processes. The programme team and students tell us there's a range of technologically advanced manikins used to support student learning, and simulation experiences using academic staff and service users in role play. There's an established VLE (cummoodle) which provides students with an online platform to support their learning and preparation for practice learning which includes educational resources, activities and assessments linked to each of the modules in the programme. Students tell us technology enhanced learning is available to them in practice learning settings. Students confirm they are prepared to use these technologies during programme induction and theory-based learning.

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 approval on 16 September 2019. There's a reasonable adjustment and exceptional circumstance policy which includes the requirement to make reasonable adjustments for students with disabilities and changed social circumstances. The programme team, PLPs, employers, practice supervisors, practice assessors and students tell us they are aware of the process for making reasonable adjustments in academic and practice learning settings, for students with disabilities and difficult personal or social circumstances. There's a student welfare and support service providing help and advice, including advice to students with disabilities and additional learning needs. The MYEPAD provides students with guidance on how to alert practice supervisors and practice assessors to their reasonable adjustment needs. We heard an example of how students with a specific disclosed need are supported.

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: 16 March 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 16 September 2019. Documentary evidence and the approval process demonstrate how support, supervision, learning and assessment comply with the SFNME. CU, PLPs and employers adopt a collaborative approach to governance of the programme. Written agreements and commitment statements between CU, PLPs and employers confirm this. There's a clear strategy for completing educational audits in partnership with CU, PLPs and employers. The audit process identifies the availability of suitably prepared practice supervisors and practice assessors in each of the practice learning environments. CU, PLPs and employers work together to prepare practice supervisors and practice assessors for their roles in supporting, supervising and assessing practice learning. The programme team, PLPs and employers tell us there are sufficient, suitably qualified and prepared academic assessors, practice supervisors and practice assessors to support students on the MSc direct entry and apprenticeship routes.

Students tell us they know how to raise concerns or complaints and they're always supernumerary in practice learning environments. CU academic staff are experienced in all aspects of pre-registration nursing programme delivery and supporting students. Academic staff, practice-based staff and SUCs involved in the programme have all received up to date training in equality and diversity.

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. Documentary evidence and discussion at the approval visit confirms there is extensive consultation and collaboration between CU, PLPs and employers to meet the SSSA. There's a structured plan in place to implement the SSSA for the additional programme routes. Information about the SSSA is clear in the programme handbook and practice learning guide to using the MYEPAD. Practice assessors and practice supervisors tell us they understand their role and the role preparation process. Practice assessors and practice supervisors confirm they're prepared for their role in supporting and assessing CU students by recorded attendance at preparation workshops managed jointly by CU, PLPs and employers. There's evidence to confirm that practice supervisors will be registered nurses or midwives or registered health or social care professionals. The CU placements co-ordinator, in partnership with PLPs and employers, uses the placement forecasting and allocation model to identify suitable practice assessors for each student at each stage of the programme. Academic assessors are

identified and allocated by the programme leader at different stages of the programme. The MYEPAD records student practice learning, assessment and progress throughout the programme. Practice assessors record their decisions on student assessment, progress and proficiency. The MYEPAD includes sections for students to provide reflections on their progress and performance along with a number of action plans which enable them to focus on their further development and ongoing learning needs. The MYEPAD provides templates for students to record and reflect on any IPL undertaken with members of the multidisciplinary team and for students to self-evaluate and reflect on their practice learning experiences.

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. A range of formative and summative assessment strategies are detailed in the module descriptors for the additional routes, including formative and summative assessment in practice learning via the hub and spoke model. Hub practice learning experiences are summative, and students' spoke experiences are formative. Students tell us they receive timely feedback which supports their future learning and development in academic and practice settings. Students tell us their formative assessments inform the summative assessment process. PLPs and employers tell us they have a good understanding of the practice assessment process and their role in implementing the MYEPAD, and discussion at the approval visit confirms this. Students are required to receive feedback from service users during their practice learning placement experiences. The MYEPAD contains a patient, SUC feedback element and this is used as one of a range of ways for students to receive feedback from service users whose care they have participated in. Students also receive service user verbal feedback which is recorded by the student in their written reflections and by the practice assessor on the feedback forms included in the MYEPAD. Feedback from all practice supervisors in multi-disciplinary settings is recorded in the MYEPAD.

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. There's documentary evidence of mapping to the SPRN and practice learning experiences to meet programme outcomes, including skills and procedures in annexes A and B, to ensure students meet the SPRN and programme outcomes for their field of nursing practice. Programme and module outcomes are evidenced. CU's model for allocating students' practice learning opportunities gives an overview of practice learning allocations for each specific field, and provides assurance students will experience an appropriate range of care settings for their field of nursing practice.

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: 16 March 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

There's no fall back exit award with registration as a nurse for this programme.

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: *16 March 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:	
CU flowchart for quality monitoring CQC reports, March 2020	

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	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:	
One third year, BSc (Hons) learning disabilities nursing student	
Two third year, BSc (Hons) mental health nursing students	
One third year, BSc (Hons) adult nursing student	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List	
The following CQC reports were viewed:	
Coventry and Warwickshire NHS Partnership Trust, 21 December 2018	
York Teaching Hospitals NHS Foundation Trust, 16 October 2019	
South Warwickshire NHS Foundation Trust, 4 December 2019	
Humber Teaching NHS Foundation Trust, 14 May 2019	
University Hospital Coventry and Warwickshire NHS Trust, 11 February 2020	
George Eliot Hospital NHS Trust, 26 February 2019	
If you stated no above, please provide the reason and mitigation	

CU is an established AEI. There was no requirement to visit facilities or practice learning environments during the visit.

Additional comments:

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Issue record

Final Report

Author	David Mudd Doug Carr	Date	18 March 2020
Checked by	Jill Foley	Date	12 May 2020
Submitted by	Amy Young	Date	20 May 2020
Approved by	Leeann Greer	Date	26 May 2020