Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

Major Modification report

Section one

Programme provider name:	University of Bolton
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Northern Devon Healthcare NHS Trust
Provision(s) reviewed: Provision: Pre-registration nursing - Adult Title of current programme: BSc (Hons) Nursing (Adult) Modified programme title(s), if changed: N/A Programme start date: 26 April 2020 Current academic level(s): England, Wales, Northern Ireland: Level 6 Modified academic level(s), if changed: NA	
Date of review	8 January 2020
Type of Modification	Visit
QA visitor(s):	Registrant Visitor: Maureen Harrison Lay Visitor: Philip Stephenson

Summary of review and findings

The University of Bolton (UoB), the approved education institution's (AEIs) satellite programme delivery partner, Petroc College (PC) of further and higher education at Barnstable is presenting a full-time, three-year, pre-registration nursing degree, BSc (Hons) nursing (adult). This route is to be delivered in north Devon. The route is a major modification to the approved BSc (Hons) nursing (adult) since 2 September 2019, which is delivered in greater Manchester. For the major modification, the programme and module learning outcomes remain the same.

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

PC works closely with two other AEIs in the south west region and the practice employer Northern Devon Healthcare NHS Trust (NDHT). The approval process confirms evidence of significant investment in environmental and staff resources. Documentary evidence and discussion with key stakeholders from NDHT demonstrate partnership is established.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level. Arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The major modification to the programme is recommended to the NMC for approval subject to one specific condition.

Updated 28 January 2020:

The AEI has provided documentation to meet the NMC condition. The condition is met. The major modification to the programme is recommended to the NMC for approval.

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

Conditions: *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 nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: The programme team must develop a bespoke, student-facing satellite centre handbook for PC/NDHT, replacing the current handbook. Specifically, content relating to student support and guidance must clearly show the availability of the services at PC/NDHT. (SFNME R3.1, R3.14; Standards for pre-registration nursing programmes (SPRNP) R2.1) **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** None identified
Date condition(s) to be met:	29 January 2020
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	To review all learning environments and provide assurance that they are safe and effective with regard to resources. As PC is a satellite provision, confirm students continue to have access to resources needed to achieve proficiencies and programme outcomes required for their professional role.

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Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
The AEI has provided a bespoke student handbook for pre-registration nursing students undertaking the programme at PC and NDHT. The condition is met. The major modification to deliver the programme at the north Devon satellite centre is recommended to the NMC for approval.	
AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	28 January 2020

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for pre-registration nursing programmes (NMC, 2018)* *Future nurse: Standards of proficiency for registered nurses (NMC, 2018)* *Standards framework for nursing and midwifery education (NMC, 2018)* *Standards for student supervision and assessment (NMC, 2018)* *The Code: Professional standards of practice and behaviour for nurses and midwives* QA framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook

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

Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC Standards for student supervision and assessment
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

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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 appropriateStandard 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

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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

UoB are asking for approval to deliver their pre-registration nursing programme at their satellite centre, PC of further and higher education in north Devon. This is the first time the UoB have provided a pre-registration nursing programme in Devon.

The approval process evidences UoB works in partnership with their practice learning partners, service users, students and all other stakeholders in north Devon.

We have seen evidence of consultation and partnership working between UoB, NDHT and PC since 2017. Monthly steering group meetings take place which the NDHT chief nurse or deputy chief nurse attend. There is now a strategic collaborative board which will oversee all aspects of the provision and partnership working.

NDHT have established processes in place to support students on pre-registration nursing programmes. Currently two other south west AEIs have pre-registration nursing students supported by NDHT. Through discussion with all stakeholders there's evidence of community ownership and a strong commitment to establish a locally based training centre for nurses in north Devon provided by UoB. Partnership working is particularly evident in collaborative, locally based recruitment events with the aim to build a skilled and sustainable healthcare workforce for the region.

All stakeholders have a commitment to provide a training centre for nurses in north Devon. NDHT and PC are part of a care academy. The academy provides functional skill development opportunities and feeder courses for the healthcare industry.

There are established structures in place at PC to support all students. Senior managers from PC tell us students coming to PC are seen as local students first and UoB students second. We spoke to professionals who provide first line support for students with academic standards, wellbeing, career advice, disability services and counselling. NDHT give examples of occupational health, practice learning teams and locality-based managers from NDHT in place for student support. Students are very positive about the support available from PC and NDHT, through locally based UoB staff and online resources provided by UoB. The approval panel identify student facing documentation needs to be clearer in

signposting the support services available locally for students. The current student handbook tends to be focussed on Bolton centred students. The current handbook does not acknowledge the significant provision to the programme from NDHT. (Condition one)

UoB is a member of the greater Manchester and North West practice education group of AEIs. There are shared resources across the north west and now in Devon to work with practice learning partners to meet the SSSA.

There is documentary evidence and confirmation at the approval visit of collaborative governance arrangements between the two other south west region AEIs and NDHT to manage practice learning environments. There's documentary evidence of all three AEIs' involvement in preparation for the SSSA.

UoB students will use the north west adapted pan-London practice assessment document (PLPAD) and ongoing achievement record (OAR) whereas other AEI students on pre-registration nursing programmes will use the southern version of the PLPAD and OAR. Partners agree to continue with both versions of the PAD because of the similarity between versions. Preparation events for the UoB pre-registration nursing programme for practice learning staff includes specific information on the difference between the PADs. NDHT confirm all nursing students in the trust are now supervised under SSSA. There is an agreed strategy for shared audits and practice learning environment databases. In addition, managing practice learning allocation for students, escalation of concerns and fitness to practise issues are shared. Examples are given of collaborative communication and action plans undertaken following adverse care quality commission (CQC) reporting. Communication about adverse incidents is shared at strategic meetings between all three AEIs and NDHT. Exceptional reporting is actioned between all AEIs and the trust.

Pre-registration nursing students based in Bolton at the visit confirm they're listened to. Their feedback and practice placement area evaluations are reported at student focus groups. Documentation evidences student feedback is fed into programme development and management. Students express their satisfaction with UoB provision. In particular they tell us electronic resources available are comprehensive in helping them to meet programme outcomes. They say PC students will not be disadvantaged because of virtual support services.

UoB has a robust service user and carer policy. We met service users and carers (SUCs) who are recruited locally. They confirm the UoB service user strategy is embedded and operationalised at PC. SUCs describe how they'll be involved in programme management structures, recruitment, coaching, lesson preparation, staff-student liaison and assessment. SUCs confirm they undertake comprehensive equality and diversity training. SUCs are assured about the fundamental importance of their role as they describe it at PC. All SUCs are conversant with and knowledgeable about the pre-registration nursing programme.

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They consider they are allowed to be an essential part of the provision.

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

Not Met

In student facing documentation there is no clear signposting of support services available locally to empower students to become independent practitioners.

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

In student facing documentation there is no clear signposting of support services available locally to empower students to become independent practitioners.

Condition one: The programme team must develop a bespoke, student-facing satellite centre handbook for PC/NDHT, replacing the current handbook. Specifically, content relating to student support and guidance must clearly show the availability of the services at PCNDHT. (SFNME R3.1, R3.14; SPRNP R2.1)

Post Event Review

Identify how the condition is met:

Condition one: The AEI has provided a bespoke student handbook for pre-registration nursing students undertaking the programme at PC and NDHT and central (UoB) support services are clearly signposted.

Evidence:
UoB, BSc nursing PC response to conditions, 10 January 2020
UoB, BSc (Hons) nursing programme specification - PC, 28 January 2020
UoB, programme handbook BSc (Hons) nursing (adult), satellite centre PC and NDHT, 28 January 2020

Condition one is met.

Date condition(s) met: 28 January 2020 **Revised outcome after condition(s) met:** *Met* Condition one is met.

Student journey through the programme
Standard 1. Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 Confirm on entry to the programme that students: R1.1.1 are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing R1.1.2 demonstrate values in accordance with the Code R1.1.3 have capability to learn behaviours in accordance with the Code R1.1.4 have capability to develop numeracy skills required to meet programme outcomes R1.1.5 can demonstrate proficiency in English language R1.1.6 have capability in literacy to meet programme outcomes R1.1.7 have capability for digital and technological literacy to meet programme outcomes R1.2 ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks

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

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

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

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

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

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

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically:

R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

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

Evidence provides assurance that the following QA approval criteria are met

Evidence that selection processes ensure entrants onto the programme are

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

Yes

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. Mapping demonstrates candidates with certificated and experiential learning can have recognition of prior learning (RPL) applied up to 50 percent of the programme and

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the process complies with Article 31(3) of Directive 2005/36/EC (R1.5). The admissions process demonstrates structures are in place to support candidates through the RPL process locally.

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 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 original approval on 2 September 2019. Numeracy, literacy, digital and technological literacy are embedded across the programme. As students commence on the programme, they complete a UoB learning excellence achievement pathway (LEAP) online diagnostics questionnaire to identify individual needs of students and highlight areas for development.

The UoB academic staffing establishment at PC is aligned to projected student numbers, ensuring sufficient staff resources are available to support the student journey. There are established student support services available at PC to diagnose and support students with a variety of learning needs.

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

This will be the first cohort of pre-registration nursing programme (adult) students at PC. There are no students to transfer.

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

Unchanged since original approval on 2 September 2019.

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

Yes

Outcome

Is the standard met?

Met

Date: *8 January 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 outin 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)

No

In student facing documentation there is no clear signposting of support services available locally to empower students to become independent practitioners. (Condition one)

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 2 September 2019. Practice learning partners (PLPs) at NDHT are confident all adult field students will have experience across all four fields of nursing practice. Staff at NDHT are responsible for leading on the allocation of students from the UoB into practice learning environments. NDHT is a large, integrated care trust delivering primary, secondary, tertiary and social care services. The aim is for students to have experience of different fields on 'spoke' practice placements. Through spoke practice placements students have experience of the patient and patient-family journey.

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 2 September 2019. Provision is for one field (adult) students only.

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 2 September 2019.

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. Unchanged since original approval on 2 September 2019. All modules and practice learning experiences are to be delivered simultaneously with students based at Bolton. All students will be supernumerary during practice-learning. NDHT uses a hub-and-spoke model for practice placement allocation allowing students to gain required experience. PLPs tell us there are key areas in the trust which have implemented the collaborative learning in practice (CLiP) model of student supervision. In areas where CLiP is not suitable the trust implements dyads or triads which is two to three students to one practice supervisor.

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 only delivered in England.

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

Yes

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

Only one field of practice is being delivered.

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: <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met

No

In student facing documentation there is no clear signposting of support services available locally to empower students to become independent practitioners. (Condition one)

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met

Yes

Outcome

Is the standard met?

Not Met

In student facing documentation there is no clear signposting of support services available locally to empower students to become independent practitioners.

Condition one: The programme team must develop a bespoke, student-facing satellite centre handbook for PC/NDHT, replacing the current handbook. Specifically, content relating to student support and guidance must clearly show the availability of the services at PC/NDHT. (SFNME R3.1, R3.14; SPRNP R2.1)

Date: *8 January 2020*
Post Event Review
Identify how the condition is met: Condition one: The AEI has provided a bespoke student handbook for pre-registration nursing students undertaking the programme at PC and NDHT. Local and central (UoB) support and guidance services are clearly signposted. Evidence: UoB, BSc nursing PC response to conditions, 10 January 2020 UoB, BSc (Hons) nursing programme specification - PC, 28 January 2020 UoB, programme handbook BSc (Hons) nursing (adult), satellite centre PC and NDHT, 28 January 2020 Condition one is met.
Date condition(s) met: 28 January 2020 **Revised outcome after condition(s) met:** *Met* Condition one is 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. Unchanged since original approval on 2 September 2019. The UoB has robust fitness to practise procedures. Staff at NDHT are aware of these and PLPs give us examples of actions undertaken with UoB staff where causes for concern regarding student behaviour (nursing associate students) are raised and addressed. Bolton based pre-registration students demonstrate awareness of fitness to practise and safeguarding policies and procedures.

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. Unchanged since original approval on 2 September 2019. Quality monitoring processes at the Bolton site are well established. Policies and processes from UoB are being established at PC and NDHT. Evidence of partnership working in Devon is demonstrated by the three AEIs and NDHT sharing audits, student practice learning evaluations and databases with practice learning environment information. There is an academic lead for practice-based quality in Bolton. We have seen evidence of this individual working strategically with key stakeholders in NDHT. A newly appointed UoB member of staff, based at PC is working closely with the UoB academic practice lead, and clinical educators at NDHT to oversee practice issues in Devon.

The approval process demonstrates robust relationships between UoB and NDHT. This is in regard to whistle-blowing and working together on action plans following CQC reports.

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. Unchanged since original approval on 2 September 2019. We are assured by the programme team that experts in communication and relationship management skills are overseeing, and when necessary, managing teaching of nursing procedures at PC. Academic staff from all fields of practice have contributed to programme design. Their contribution at PC will be through virtual or an actual presence. Curricula vitae of locally based variable-hour-tutors confirm expertise in communication strategies, and they'll be delivering sessions at PC.

The curriculum includes sessions run by 'patients as experts'. Service users and carers SUCs in Devon are prepared to contribute to the curriculum as 'coaches'. Feedback on communication and relationship management skills is available through the PLPAD.

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. Unchanged since original approval on 2 September 2019. We saw a fully equipped simulation suite capable of managing scenario-based learning across the age span. There is provision for teaching and rehearsing nursing technical skills. Partners agree to adopt NDHT policies and procedures on skills such as glucose monitoring. Staff from NDHT tell us of monthly inter-professional scenario-based simulation events organised by trust staff, which students from all AEIs are encouraged to attend. SUCs confirm their participation in preparing scenarios and for active participation in simulation-based learning.

Assessment (online numeracy exams, objective-structured-clinical-exams) is delivered simultaneously across campuses. Marking is managed by teams who have the same preparation for the assessment mode to ensure parity across sites.

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 2 September 2019. There are established departments at PC which support all students, regardless of personal circumstance or disability, in making reasonable adjustments such as for hearing impairment or for dyslexia. This provision is confirmed by staff and a student at the visit.

When allocating practice learning opportunities, UoB set out their requirements for students, and the NDHT practice development team accommodate these requirements. Students' individual needs are taken into account, together with the number of practice supervisors and practice assessors to ensure sufficient and appropriate support is available for all students.

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: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met   *Yes*
Outcome
Is the standard met? *Met* **Date:** *8 January 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 inArticle 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. The programme meets the SFNME.

Learning and assessment is delivered simultaneously across all UoB sites. Processes for marking and moderation of all course work, including PLPADs is well established. Marking of coursework is managed electronically and all student work, regardless of campus, is distributed across the marking team at the same time. Programme staff, practice supervisors and practice assessors demonstrate commitment and accountability in supporting all aspects of the student journey.

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. Unchanged since approval on 2 September 2019. Practice learning staff from NDHT are prepared for the SSSA. There are ongoing SSSA sessions for preparing new staff, practice supervisors and practice assessors delivered by the three AEIs. UoB based at PC academic staff have link lecturer and academic assessor responsibilities. There's staff resource mapping documentation assuring sufficient resources are in place as student numbers increase.

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. Unchanged since original approval on 2 September 2019. All students at PC have locally based personal tutors. There is an identified lead for the

programme based at PC. Module leads are based at Bolton or at a satellite campus.

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. Unchanged since original approval on 2 September 2019.

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: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

Yes

Outcome
Is the standard met? *Met* **Date:** *8 January 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

The fall back exit awards don't include registration as a nurse with the NMC. There are two awards, diploma of higher education and certificate of higher education.

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

Yes

Outcome

Is the standard met?   *Met*   **Date:** *8 January 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: Post visit evidence: UoB, BSc nursing PC response to conditions, 10 January 2020	

UoB, BSc (Hons) nursing programme specification - PC, 28 January 2020
UoB, programme handbook BSc (Hons) nursing (adult), satellite centre PC and NDHT, 28 January 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: Year one BSc (Hons) nursing adult field students, based at Bolton (one) Year two BSc (Hons) nursing adult field students, based at Bolton (five) Prospective students to join spring 2020 cohort at PC (three)	
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)	Yes
Library facilities	Yes
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	Yes
If yes, state where visited/findings: Practice learning environment visits to NDHT on 12 June 2019 as part of the original approval visit found sufficient capacity for students to have exposure to all four fields of nursing practice across the life span to diverse range of people. There's evidence of operational and strategic planning to proportionately address issues that would be expected to occur in a relationship with a new AEI. Practice learning resources and opportunities are in place for the delivery of the proposed programme to meet the SSSA. Potential practice supervisors and assessors for UoB students are motivated to undertake their roles and are briefed with regard to the new SSSA.	

In June 2019 partnership working, facilities and personnel resources at Petroc college were considered inadequate at that time by the visitors who attended the original approval visit. No simulation-based learning facilities, insufficient appropriately qualified academic staff, lack of governance and quality assurance processes and collaboration with other AEIs who use the same practice learning environments was found. These are all addressed, and assurance provided at this approval visit.

System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List CQC report NDHT, 12 September 2019	
If you stated no above, please provide the reason and mitigation Not required to view UoB's existing virtual learning environment.	
Additional comments:	

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Issue record			
Final Report			
Author	Maureen Harrison Philip Stephenson	Date	8 January 2020
Checked by	Monica Murphy	Date	28 January 2020
Submitted by	Amy Young	Date	7 February 2020
Approved by	Leeann Greer	Date	10 February 2020