Programme approval visit report

Section one

Programme provider name:	Glasgow Caledonian University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Greater Glasgow and Clyde NHS Greater Glasgow and Clyde Ayrshire and Arran Lanarkshire Forth Valley Highland Dumfries and Galloway Aberdeenshire Danshell Enable Advinia Ayrshire and Arran Childrens Hospice Association Scotland Quarriers Western Isles

Programme(s) reviewed:

Programme: Pre-registration nursing - Adult
Title of programme: BSc Nursing Studies: Adult Nursing, BSc (Hons) Nursing Studies: Adult Nursing, MSc Nursing Studies: Adult Nursing
Programme start date: 1 September 2020

Academic level(s):
SCQF:
Level 9
Level 10
Level 11

Programme: Pre-registration nursing - Mental Health
Title of programme: BSc Nursing Studies: Mental Health Nursing; BSc (Hons) Nursing Studies: Mental Health Nursing
Programme start date: 1 September 2020

Academic level(s):
SCQF:
Level 9
Level 10

Programme: Pre-registration nursing - Learning Disabilities
Title of programme: BSc Learning Disability Nursing; BSc (Hons) Learning Disability Nursing
Programme start date: 1 September 2020

Academic level(s):
SCQF:
Level 9
Level 10

Programme: Pre-registration nursing - Child
Title of programme: BSc Nursing Studies: Child Nursing; BSc (Hons) Nursing Studies: Child Nursing
Programme start date: 1 September 2020

Academic level(s):
SCQF:
Level 9
Level 10

Date of approval	19 November 2019
QA visitor(s):	Registrant Visitor: Angela Hudson
	Lay Visitor: Ruth Jones

Summary of review and findings
Glasgow Caledonian University (GCU) school of health and life sciences (the school) is seeking approval for a pre-registration nursing programme. There are three routes. A three-year full-time BSc nursing route; fields of adult, child, learning disability and mental health. A four-year BSc (Hons) route in fields of adult, child, learning disability and mental health nursing and a 28 month postgraduate MSc route for adult field only. For the MSc nursing recognition of prior learning (RPL) is required prior to entry to the programme. For the four-year honours route, students are eligible for NMC registration on completion of the three-year BSc route; the fourth year is theory learning only. The Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (SPNP) (NMC, 2018), Standards for supervision and assessment (SSSA) and Future nurse: Standards of proficiency for registered nurses (FNSPRN) (NMC, 2018) are mapped within the programme. There is evidence of effective partnership working with stakeholders, including; students, service users and carers (SUC) and practice learning partners (PLPs) involved in the development of the programme at a strategic and operational level. Plans to recruit more SUCs and utilise them effectively are in place. NHS Education Scotland (NES) work in partnership with approved education institutions (AEIs) in Scotland to ensure a collaborative approach to supporting learning in practice. This includes the quality assurance of the practice learning environment. A national framework for practice supervisors, practice assessors and academic assessors in Scotland has been developed by NES to provide guidance for these new roles. NES have responsibility for the development of the materials for the preparation programme to meet the SSSA. These materials are in development and were not available for review prior to or at the programme approval visit. GCU in partnership with PLPs ensure there are a range of practice learning opportunities in place that equip students to meet people's diverse needs across the lifespan. Students have opportunities to collaborate and learn with and from academic staff, other professionals, service users and peers. The pan Scotland approach includes shared educational audit documents, and shared memoranda of agreement between AEIs and PLPs. A key feature of the programme is the whole Scotland approach to produce a single practice assessment document for Scotland (ScotPAD).

Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) or the SSSA (NMC, 2018). The programme is recommended to the NMC for approval subject to three conditions. The university set one condition. Two NMC recommendations are made. The university made one recommendation.

Updated 19 December 2019

The SFNME and the SSSA are now met.

Evidence is provided to meet the four conditions. 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:** None identified **Selection, admission and progression:** Condition one: To include in the programme documentation statements on how applicant capability for digital and technology literacy on entry to the programme is determined. (SPNP R1.1.7; SFNME R2.6) **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition two: The programme team must provide an operational plan for the implementation of the preparation programme for practice supervisors, practice assessors and academic assessors, to meet the SSSA. (SSSA R5.1, R5.2, R8.1, R8.4, R10.2; SPNP R4.2; SFNME R4.1, R4.3) **Education governance: management and quality assurance:**

	Condition three: Demonstrate a robust process for RPL that includes involvement of appropriately qualified and experienced external examiners in the verification of the evidence. (SFNME R2.8, R2.20) Condition four: Review the programme documentation for accuracy (for example reference to specialist community public health nursing (SCPHN) on page four of programme handbook)) and reading lists to ensure currency. (University condition)
Date condition(s) to be met:	17 December 2019
Recommendations to enhance the programme delivery:	Recommendation one: Further development of service user and carer engagement across all fields and implementation of appropriate training, including equality and diversity. (SFNME R1.12) Recommendation two: Recommend the programme team keep under review the joint role of academic assessor and personal tutor to determine that it meets the needs of both students and staff. (SFNME R3.14, R4.1, R4.4) Recommendation three: Embed inclusivity in its widest sense, within the pre-registration nursing programme. (University recommendation)
Focused areas for future monitoring:	Evaluation of the ScotPAD Review of SUC strategy including engagement Allocation and workload of academic assessor Review the joint role of personal tutor and academic assessor Evaluation of the pre-registration nursing programme Evaluation of practice grading Review of the implementation of SSSA including evaluation of the preparation programme

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Evidence is provided, that changes required to meet the four conditions are met.

Revised admission, recruitment and selection documentation is provided. This includes statements on how applicant capability for digital and technology literacy on entry to the programme will be determined.

An operational plan for the implementation of the preparation programme for practice supervisors, practice assessors and academic assessors, to meet the SSSA is provided.

A process for RPL that includes involvement of external examiners in the verification of the evidence is confirmed by the AEI.

Amended documents correcting typographical errors, and updated reading lists are now confirmed by the AEI.

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:	19 December 2019

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for pre-registration nursing programmes (NMC, 2018)

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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

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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

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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

Stakeholders, including service users, PLPs, and students, have been involved in the design and development of the programme seeking approval. The West of Scotland (WoS) future nurse and midwife programme board work in partnership with three AEIs in the area including GCU, to provide strategic direction and leadership for the implementation of the SPNP and the SSSA. The educational audit process, referred to as the quality management of the practice learning environment (QMPLE) is robust and is undertaken in partnership with PLPs.

Documentary analysis and discussion at the approval visit provide evidence of shared responsibility for theory and practice learning, supervision and assessment with PLPs. Partnership working is robust and effective at strategic and operational levels for the delivery of the pre-registration nursing programme. Lines of communication and accountability for the quality assurance, development, delivery and evaluation of the nursing programme is established. Partnership meetings, practice education facilitator (PEF), and care home education facilitator (CHEF) meetings and placement advisory group (PAG) meetings are held regularly throughout the year to review and provide feedback on student practice learning experiences at a strategic and operational level. PLPs contribute to the quality assurance process through preparing annual reports and sharing these with AEIs and NES.

A strategy for the implementation of the SSSA is a collaborative whole Scotland approach managed by NES. This includes the provision of guidance for the new

roles of practice supervisors, practice assessors and academic assessors in Scotland, and responsibility for the development of the materials for the preparation programme to meet the SSSA. These materials are in development and were not available for review prior to or at the programme approval visit. GCU haven't produced an operational plan for implementation of the preparation programme to ensure that by September 2020, there are sufficient practice supervisors and practice assessors to supervise and assess students in practice learning. (Condition two) (SSSA R5.1, R5.2, R8.1, R8.4, R10.2; SPNP R4.2; SFNME R4.1, R4.3)

PLPs confirm that a register of practice supervisors and practice assessors for each placement will be kept. The AEI and PLPs have documented processes to respond quickly to any concerns if standards of care or student practice learning are considered at risk.

PLPs have contributed to curriculum development meetings for the pre-registration nursing programme. This is evidenced in minutes of the stakeholder meetings and future nurse programme board workstreams and was confirmed at the approval visit. PLPs confirm they attend stakeholder events relating to the proposed new programme. PLPs confirm organisation policies are in the process of being amended and updated to permit students to undertake new skills and proficiencies. The all ScotPAD evidences the process to enable practice supervisors and practice assessors to work together when considering the competence of students.

GCU has strong and effective partnerships with students. Students tell us there're opportunities for student involvement and feedback through programme boards, module evaluations, and student and staff consultation forums. Students have been involved in providing feedback on the ScotPAD. Student representatives told us they've contributed to the development of the new programme and attend stakeholder meetings. Suggestions are acted upon and changes made to programme developments. An example is a request for preparation for practice sessions to include debriefing and for practice learning experiences to be at least six weeks in length. Students tell us they're informed of changes to their supervision and assessment in practice and understand the SSSA. Students confirm they're supernumerary in practice and have good support in practice learning and at GCU. Students told us they've been consulted on how they can best be supported through transfer to the new programme.

The new programme is underpinned by an ethos of partnership working and meaningful involvement of SUC. This was observed and evidenced by programme staff, students and SUC during the approval visit.

We found that service user input to the programme was respected and valued. Partnership working with SUC is effective. Documentary analysis provides evidence of consultation with SUC on programme design and development.

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The school use SUC in recruitment, selection, some teaching and assessment activities in mental health, learning disability and adult nursing fields. This was confirmed by SUC present at the approval visit. SUC contribution to teaching on the programme is currently limited although there are plans in place to increase involvement. SUC tell us there're opportunities to give feedback at selection events and through assessments such as objective structured clinical examinations (OSCEs). Engagement by SUC for children's nursing is sporadic although there are plans in place to increase involvement. SUC provide feedback on practice learning and this is recorded in the ScotPAD.

SUC tell us they feel well supported by the university and are prepared for their role on an individual basis by the programme team. There's no standard preparation for SUC currently. A recommendation was made to further develop SUC engagement across all fields and implement appropriate training, including equality and diversity. (Recommendation one) (SFNME R1.12)

There's a new school SUC involvement strategy which is currently under development for 2019/2020. This has been co-produced in conjunction with SUC and will be adopted school wide. SUC tell us that they're keen to become more involved in the pre-registration nursing programme. The new school SUC involvement group will continue to meet monthly with the school SUC lead, to develop ideas for increasing SUC involvement, and sharing experiences.

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

Not Met

Broad principles for the preparation of practice supervisors, practice assessors and academic assessors have been developed by NES. Materials and content of the preparation programme are in development and were not available for review prior to, or at the programme approval visit. GCU haven't produced an operational plan for implementation of the preparation programme once the materials are released. (Condition two) (SSSA R5.1, R5.2, R8.1, R8.4, R10.2; SPNP R4.2;

SFNME R4.1, R4.3)

If not met, state reason

There's no materials or content of the preparation programme for practice supervisors, practice assessors and academic assessors available for review. NES won't have these in place until February 2020. GCU haven't produced an operational plan for implementation of the preparation programme once the materials are released.

Condition two: The programme team must provide an operational plan for the implementation of the preparation programme for practice supervisors, practice assessors and academic assessors, to meet the SSSA. (SSSA R5.1, R5.2, R8.1, R8.4, R10.2; SPNP R4.2; SFNME R4.1, R4.3)

Post Event Review

Identify how the condition is met:

Condition two is now met.
An operational plan for the implementation of the preparation programme for practice supervisors, practice assessors and academic assessors, to meet the SSSA is provided.

Evidence: Operational plan for the implementation of the preparation programme for practice supervisors and practice assessors, to meet the SSSA, December 2019

Date condition(s) met: 19 December 2019

Revised outcome after condition(s) met:

Met

The condition is now met. Assurance is provided that the SSSA R5.1, R5.2, R8.1, R8.4, R10.2; SPNP R4.2; and the SFNME R4.1, R4.3 are now 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

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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)

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No

R1.1.4 – R1.1.6 are met. R1.1.7 is not met. There's no statement on digital literacy in recruitment or admissions documentation, nor any detail of how this may be assessed at recruitment stage. The programme team told us that applicants will be assumed to have digital literacy skills as they must engage with the application process through online application. In addition, the programme team told us that Education Scotland's curriculum for excellence benchmark statements require acquisition of digital literacy skills throughout general education which would be used to confirm digital capability for entry to the pre-registration nursing programme. This would only be relevant to applicants educated in Scotland. (Condition one) (SPNP R1.1.7; SFNME R2.6)

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)

Not Met

R1.5 is not met. GCU RPL policy outlines the process for managing RPL.

Information for students is provided on GCU webpages and in a student guide. Applications are reviewed by the school RPL advisor, moderator and head of department. All RPL claims are noted at programme boards. External examiners are not required to review RPL claims in GCU academic regulations. External examiners must be involved in verifying RPL evidence. (Condition three) (SFNME R2.8, R2.20)

RPL can be used for certificated and experiential learning up to a maximum of 50 percent. RPL can be used as advanced standing for later entry onto the BSc and BSc (Hons) routes to reduce the length of the programme.

Applicants for the MSc route are required to RPL 640 theory hours of previous credited learning against research and evidence based practice modules for entry to the programme, in addition to the entry requirements of an honours degree at 2:2 or above in any subject. The programme team confirm that where MSc applicants have previous healthcare experience, they may also RPL against practice learning outcomes in practice modules. The total RPL awarded would not exceed 50 percent of the programme.

Learning outcomes and the standards of proficiency to be achieved is met through submission of mapping documents which complies with Article 31(3) of Directive 2005/36/EC.

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. GCU RPL policy permit more than 50 percent RPL for applicants to the pre-registration nursing programme who are currently NMC registered nurses with no restrictions on practice. Student guidance is provided on GCU webpages and the school has an RPL academic advisor to support students through the process. Mapping documents evidence the Standards of proficiency to be achieved which complies with Article 31(3) of Directive 2005/36/EC.

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. Documentary evidence demonstrates students must have the required level of numeracy and literacy for entry to programme. Literacy and numeracy on entry are not tested but candidates are required to achieve the minimum requirement of general certificate of secondary education maths or equivalent, and to provide evidence of study in the last five years.

Numeracy, literacy, digital and technological literacy are mapped against proficiency standards and programme outcomes.

ScotPAD is linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Indicative practice module content includes the development of digital, technological and numeracy skills. Numeracy is formatively assessed through learning outcomes in the ScotPAD. There's a summative assessment of numeracy in each year of the pre-registration nursing programmes with a 100 percent pass mark required.

Increased knowledge, skills and proficiencies in numeracy, literacy, digital and technological literacy are developed through increasing student self-managed activities and independent learning. Numeracy, literacy, digital and technological literacy is mapped across the programme proficiencies. Specific programme and module learning outcomes are written to ensure students make progress in digital and technological literacy throughout the programme. Students told us there's support available for them to develop competence in these attributes using online resources such as clinical skills.net and SMILE, an information and digital literacy resource package.

Support strategies are available for students to develop their abilities in literacy, numeracy, digital and technological literacy. The learning development centre provides face-to-face and online academic support through a combination of workshops, small group sessions, regular weekly drop-in sessions, one-to-one appointments and tailored teaching within modules. The school has an academic development tutor who specialises in digital skills and digital literacy, ensuring students have access to current learning technologies.

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

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

Yes

Proposed transfer of current students to the programme under review

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

Met

Arrangements for the effective management of transferring students are detailed in a transition document. Only students in year one on the BSc/BSc honours route will be transferring to the new programme at the start of year two in September 2020. The programme team confirm this at the approval visit. MSc route students won't be transferring and will remain on the 2010 NMC Standards for pre-registration nursing education (SPNE) until completion. Year two and three students on the BSc/BSc (Hons) route will also remain on the 2010 NMC SPNE until completion of their programme.

The SSSA will be adopted at GCU from September 2020 on all pre-registration nursing programmes except year four honours students who will remain on the 2010 NMC Standards for learning and assessing in practice (SLAiP) until completion. Students confirmed understanding of the SSSA standards, although year one student knowledge was limited. Students moving to year four in September 2020 are aware they'll remain supervised through SLAiP. An amended Scotland ongoing achievement record (SOAR) will be issued to progressing year two and three students in September 2020 on all programmes. Current year one students will receive the ScotPAD on starting year two in September 2020. A detailed communication strategy is in place and further awareness raising sessions will be held with students throughout 2020. Current year one students will have additional personal tutor group sessions introducing the ScotPAD. Year two and three students will have information sessions related to the SOAR. Presentations and fact sheets have been circulated to students in all years.

Theoretical content has been mapped and the programme team confirm that any gaps in content, skills and procedures identified will be included in year two and three of the pre-registration nursing programme for students on all routes. Simulation may be used for some proficiencies and skills. Students will have up to two years to complete any outstanding proficiencies, skills and procedures in practice.

PLPs confirm information regarding the new roles of practice supervisor and practice assessor have been circulated. Details of the content of the preparation programme were not available as these are being managed by NES.

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

GCU RPL policy permits more than 50 percent RPL for applicants to the pre-registration nursing programme who are currently NMC registered nurses with no restrictions on practice.

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

No

Applicants to the programme need clear information about how digital and technological literacy will be determined at recruitment stage to ensure open, fair and transparent selection processes. (Condition one) (SPNP R1.1.7; SFNME R2.6)

There's no external verification of evidence by an external examiner for RPL for advanced standing. (Condition three) (SFNME R2.8, R2.20)

Outcome

Is the standard met?

Not Met

Applicants to the programme need clear information about how digital and technological literacy will be determined at recruitment stage to ensure open, fair and transparent selection processes.

A digital literacy statement in recruitment information, admission documents and applicant web pages must be provided.

Condition one: To include in the programme documentation statements on how applicant capability for digital and technology literacy on entry to the programme is determined. (SPNP R1.1.7; SFNME R2.6)

There is no external verification of evidence by an external examiner for RPL for advanced standing.

Condition three: Demonstrate a robust process for RPL that includes involvement of appropriately qualified and experienced external examiners in the verification of the evidence. (SFNME R2.8, R2.20)

Date: *17 November 2019*

Post Event Review

Identify how the condition is met:

The two conditions are now met.

Condition one:
Revised admission, recruitment and selection documentation is provided. This includes statements on how applicant capability for digital and technology literacy on entry to the programme will be determined.

Evidence:
GCU applicant event; values based activity facilitator guide, updated December 2019
GCU final admissions template for Home/EU and RUK 2020/21, updated December 2019
GCU BSc/BSc (Hons) nursing studies selection and recruitment processes, December 2019
GCU BSc/ BSc (Hons) nursing studies applicant event; co-ordinator check list, December 2019
GCU draft programme review submission document, updated December 2019
Screening for applicant event invitation, updated December 2019
GCU application process for BSc/BSc (hons) nursing studies, updated December 2019
GCU pre-registration BSc/BSc (hons) nursing studies/MSc nursing studies programme handbook 2020/2021, updated December 2019

Condition three: A process for RPL that includes involvement of external examiners in the verification of the evidence is confirmed by the AEI.

Evidence: RPL email confirming revised RPL process for pre-registration nursing programmes from associate dean, learning teaching and quality, 17 December 2019

Date condition(s) met: 19 December 2019

Revised outcome after condition(s) met:

Met

Conditions one and three are now met. Assurance is provided that the SPNP R1.1.7, and the SFNME R2.6, R2.8 and R2.20 are now met.

Standard 2. Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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)

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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. Documentary evidence and the approval visit shows how the design and delivery of the programme supports students to gain experience in all four fields of nursing. Examples of a student practice learning journey through the three-year route in adult, child, learning disability and mental health nursing are provided. Mapping of each field of nursing practice against the proficiencies confirms there will be experience and exposure to all four fields of nursing in theory and practice. GCU have access to a wide variety of diverse practice learning placements for all fields of nursing in the WoS area. PLPs confirm there's enough resources in practice learning to support students in all four fields of nursing.

There are eight practice learning experiences in all routes and at least two, are in a community setting. A hub and spoke model of practice learning is used. A diverse range of practice learning environments is used, and students document their experiences of spoke practice placements in the ScotPAD.

Module specifications provide evidence of interprofessional learning on all routes of the programme. Students work collaboratively to problem solve a case study in year two, which develops into a more complex case study in year three. In year two students attend GCU one day per week during their practice learning experience to work on simulated activities related to the case study. These days are counted as theory hours.

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. Programme structure illustrates the four specific fields in either adult, child, learning disability or mental health nursing that students can enter. Field

specific learning outcomes are outlined in the module descriptions.

There're shared modules in each year, providing students with core knowledge, skills and values for nursing practice. Year one of the BSc routes is fully integrated with students from all four fields taught together using authentic, case-based scenarios, followed by field specific seminars to provide context. Simulation activities are shared but with input from field specialists.

Year two and three have one shared module in each year. Content is shared across all four fields and students apply generic content to a field specific context. Year four is shared across all four fields, and students can choose two optional modules in this year. MSc students will share two modules related to skills with the BSc route students.

There're two field specific modules in year two and three of the BSc route. Field specific modules further enhance and develop knowledge, skills and values in students' chosen field of practice.

Practice modules in all routes are field specific, although there are opportunities for students to have at least one cross field practice learning experience. For example, child students may be placed in a transitional care setting such as adult accident and emergency; mental health students in a setting with adults with physical health needs; learning disability students in a setting with adults with mental health needs and adult students in settings that provide opportunities to meet the EU directive 2005/36/EU, annexe V2 for clinical instruction.

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. Module specifications and mapping documents provide evidence of content in law, safeguarding, consent, pharmacology and medicines administration and optimisation across all four fields and routes of the programme.

The ScotPAD provides guidance for students to check consent is sought for ensuring safe and effective care of SUC in practice learning settings.

Ethics and law are mapped across all four fields of nursing and delivered in each year of the programme using the spiral curriculum approach. This approach focuses on increasing complexity of knowledge of ethics and law through the three years of the programme. For students taking the four-year honours route a module on applied ethics is taken, which extends student knowledge into more complex scenarios.

Content in year one is shared across all three fields. In years two and three content varies and is field specific. Pharmacology is mapped across all four fields of nursing and is relevant to the field and context of practice. Medicines administration and optimisation is summatively assessed in increasing levels of complexity from year one to year three. The ScotPAD provides evidence of mapping of law, safeguarding, consent, pharmacology and medicines administration and optimisation to the Standards of proficiency for registered nurses in practice learning environments.

Safeguarding is mandatory and attendance is monitored through the attendance monitoring system. Safeguarding content is mapped across all four fields of nursing practice.

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. Programme structure demonstrates an equal balance of theory and practice learning. Module specifications outline the range of teaching and learning strategies used, with appropriate aims and outcomes stated. All routes of the programme contain the required number of theory and practice learning hours. The 4600 hours are achieved in three years in the BSc (Hons) route. However, Scottish qualifications framework requires achievement of 480 credits over four years to achieve an honours degree. The fourth year is theoretical only and students continuing to honours are eligible for registration at the end of year three.

The MSc programme achieves 4600 hours in 28 months. Students on this route will have achieved 640 theory hours through RPL with 1776 taught theory hours achieved in 24 months. The 2300 practice hours are achieved in 28 months with 640 scheduled in the remaining four months of the programme.

A nine trimester model is used, with three trimesters in each year. Each trimester consists of a practice learning experience of six or eight weeks and theory modules. Trimester nine has a practice learning experience of 15 weeks in length for the BSc route, and 12 weeks for the MSc route. The practice allocation model is hub and spoke. There're study and assessment weeks scheduled at the end of each trimester. The academic year is 46 weeks in length for the BSc and MSc routes, with an additional 34 weeks in year four for those students progressing to honours.

There's time scheduled at the end of each academic year for retrieval of any unmet practice hours. In addition, students can retrieve hours during a practice learning experience providing they do not exceed 48 hours per week as specified in the working time directive. The length of the retrieval period will be individually managed according to student need and circumstances. Practice hours are recorded via the ScotPAD and monitored by year level coordinators. Year level coordinators manage student progress and attendance over each programme part.

A range of learning and teaching strategies are detailed in module specifications. This includes lectures, seminars, practice learning, simulation, case scenarios and blended learning using GCU learn, a virtual learning environment (VLE). Teaching and learning methods employed for each module are outlined in module descriptors, as are breakdown of hours. An induction takes place to prepare students for the programme. Students are prepared for practice learning through briefing and debriefing sessions scheduled at the beginning and end of each practice learning experience.

Attendance at theory sessions is monitored electronically. Where attendance gives cause for concern, students are seen by personal tutors or year level coordinators, and action plans put in place.

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

The programme is delivered in Scotland in English.

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision

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and assessment relevant to curricula and assessment are met

Yes

Outcome
Is the standard met?   *Met*   **Date:** *17 November 2019*
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. We found there are a wide range of PLPs able to provide diverse practice learning opportunities across all fields, for students to meet the Standards of proficiency for registered nurses to deliver safe and effective care. There's evidence in programme documentation and the ScotPAD to give assurance that students will develop practical skills to deliver safe and effective care and meet the diverse needs of people. Students told us they enjoyed their varied practice learning experiences. GCU and PLPs tell us that more practice learning in schools and residential settings will be available for student placements in 2020 to increase diversity.

The NES quality standards for practice placement document outlines responsibilities and expectations of AEIs and PLPs in relation to providing safe and effective practice learning environment. Signed memoranda of agreements (MOA) underpin these standards and outline the joint responsibility of GCU and PLPs to commit to quality assuring a safe and effective practice learning environment. An interprofessional simulation centre provides wide ranging opportunities for students to practise clinical skills and procedures in a safe learning environment.

Student facing documentation is aligned with the Code (NMC, 2018). GCU standards of conduct and ethics for students is outlined in the practice learning handbook. Students assure us they understand the scope of consent when delivering care. The practice learning support protocol provides a flowchart and quick guidance for raising and escalating concerns about a practice learning environment. This is shared across WoS AEIs and PLPs. Students are informed about how to raise concerns in practice during programme inductions and throughout the programme. Students tell us they understand their obligations to raise and escalate concerns and confirm the process is available in the student practice learning handbook, the ScotPAD and in practice settings.

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. The AEI has an extensive range of individual practice learning opportunities across the WoS area which are shared with two other AEIs. Students undertake eight practice learning experiences in a variety of practice settings to meet their own specific field learning and experience alternative learning across fields. This allows students to learn to care for people with a range of conditions across the life course. Student journey examples and a mapping document confirm that adult nursing students will meet the EU directive 2005/36/EU, annexe V2 clinical instruction element for general nursing in practice learning experiences.

A practice allocation management system (InPlace) ensures students have access to a wide variety of practice learning experiences. PLPs confirm there are sufficient practice learning experiences to support student learning. Biennial educational audits ensure students will be supported by enough practice supervisors and practice assessors in each organisation. Documentary analysis confirms that audit documentation ensures all checks have been made on practice learning environments to deliver safe and effective care. The three AEIs in the WoS area work collaboratively supporting audits where practice learning placements are shared.

There's documentary evidence of a process for removing a practice learning environment from student practice learning circuit. There's a process for exceptional reporting to the NMC any concerns related to practice learning environments or PLPs with adverse Health Improvement Scotland (HIS) reports. Governance meetings are held regularly between PLPs and AEIs across the WoS area to share practice learning evaluations and monitor action plans developed as a result of student feedback, concerns in practice or adverse HIS reports. Queen Elizabeth Hospital and Royal Hospital for Children adverse HIS reports are under stage four of the NHS Board performance escalation framework. GCU has submitted an exceptional report to the NMC and has reviewed the student practice learning environment. Action plans are in place to support students in wards and departments identified as having deficits. Where there're serious concerns students have been removed from the practice learning environment and reallocated to a new setting. Placements removed from the learning circuit will be re-audited before the reallocation of students to ensure the learning environment is safe and effective.

There's an annual performance management process for universities undertaken by NES to monitor practice learning environments for pre-registration nursing. The QMPLE web resource, developed by NES provides access to and reporting of data related to the quality of the practice learning environments for pre-registration nursing. A wide range of governance forums are in place which provide the mechanisms for sharing and monitoring of practice learning data at a strategic and operational level between the three AEIs in the WoS area.

Students told us they provide feedback on the programme through staff student consultation groups. Minutes confirm these meetings provide a forum for students to share feedback with PLPs and GCU. The group is chaired by a student. Students complete practice evaluations online using the Scottish practice learning experience feedback (SPLEF) tool. Results are available for review by PEFs and GCU academic advisors. Any concerns requiring action are dealt with immediately and reported to the PAG and placement steering group for monitoring.

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. Programme mapping documents provide evidence to support the provision of practice learning opportunities allowing students to develop and meet communication and relationship management skills and nursing procedures for all four fields of practice. PLPs confirm organisation policies are in the process of

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being changed to permit students to undertake procedures set out in the Standards of proficiency for registered nurses.

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. The programme uses a wide variety of teaching and learning methods including simulation-based and technology enhanced learning. There's a custom built simulation centre staffed by specialist academic and practice staff from across the four fields of nursing practice. Simulation is interprofessional and covers a wide range of activities. Module specifications make it clear when simulation is used as a teaching and learning method.

Technology enhanced and simulation-based learning opportunities are effective and proportionate. Development of complexity of knowledge and understanding, is supported through a spiral curriculum approach. Simulation activities become more complex as students' progress through the programme. For example, a virtual interactive tour allows students to experience what it is like to undertake everyday tasks as if they were living with dementia. In year three a multi station simulation activity allows students to enhance their knowledge, skills and proficiency in dealing with emergency situations such as drugs overdose or self-harming. For the adult field in each route, learning opportunities comply with Article 31 (5) of Directive 2005/36/EC. Service users participate in simulation based learning and assessment through the use of OSCEs.

Students are provided with an information technology (IT) login for practice learning which enables them to learn about digital health, record keeping and care planning in practice settings. Students are required to undertake IT governance training prior to attending the first practice learning experience. Students have access to TURAS©, a digital resource for health and social care professionals developed and managed by NES. TURAS©, is introduced in year one when students are required to complete an infection control education pathway online. They can continue to use TURAS© post qualification to record learning activities for revalidation and appraisal.

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

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R3.5 is met. A reasonable adjustment policy and process is in place for both theory and practice. Students who require reasonable adjustments have an initial assessment with GCU disability services and details shared with academic staff through individual reasonable adjustment webpages. A placement planning process is followed if an assessment identifies that reasonable adjustments are required for practice learning environments. Support for this process is provided by the school academic disability coordinator.

There are mitigating circumstances processes for personal circumstances or temporary health issues which might affect a student practice learning experiences, or ability to complete summative assessments. There's a student carer plan. This identifies the nature of the caring responsibilities and the predicted duration of the situation. The plan is signed by the student and academic adviser confirming arrangements. For example, those with caring responsibilities may require a practice learning experience that is within a reasonable travelling distance or require adjustments made to shift patterns.

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:** *17 November 2019*
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. Documentary analysis indicates that university induction, education, ongoing development and support for academic staff ensures compliance with the

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SFNME in relation to student support, supervision, learning and assessment. A personal development plan and annual review process provides evidence of commitment from the university to supporting staff with the resources and time to fulfil their roles.

GCU personal tutors provide both pastoral and academic support and guidance to enable students to succeed. Personal tutors meet with students three times a year on an individual or group basis. An end of part checklist is completed by the personal tutor to confirm successful completion of assessments and proficiencies to enable progression to the next stage.

The programme team told us that in the new programme the role of personal tutor and academic assessor for a group of 40 students would be combined. The personal tutor and academic assessor will change on a yearly basis for each group of students to ensure that the academic assessor is different for each part of the programme. Student response to this proposal was mixed. Students told us that having the same personal tutor throughout the programme is of benefit as the personal tutor will have knowledge of an individual's circumstances. Students told us that having a different academic assessor would ensure objectivity. Other students told us that having the same person as academic assessor and personal tutor was a positive move as the person would have knowledge of how an individual performed in both theory and practice settings. Senior managers and the programme team confirm that academic staff have been consulted and agree to this new approach and workload allocated for the joint role. The panel asks the programme team to keep the joint role under review, to establish if this approach will continue to meet student and staff needs. (Recommendation two) (SFNME R3.14, R4.1, R4.4)

GCU professional suitability policy outlines a robust process for managing student fitness to practise concerns. The panel includes a student representative. There's a NES agreed process for investigating issues and concerns in practice learning which applies to GCU and all AEIs in Scotland area. An audit trail of actions taken is recorded. A fitness to study policy outlines actions to be taken if a student's health or wellbeing impacts on their study and ability to progress. This applies to both theory and practice learning.

In each organisation, a PEF coordinates student learning, supported by an academic advisor from GCU. The practice assessor and academic assessor will meet during the assessment weeks specified on the programme structure to collaborate on student practice learning assessment.

The ScotPAD confirms that the nominated person in each practice setting will be the practice supervisor. The PEF/CHEF will provide support and guidance for the practice supervisor. In each practice setting area, the practice supervisor coordinates student learning, supported by an academic advisor from GCU. The practice assessor and academic assessor will meet during the assessments weeks specified on the programme structure to collaborate on student practice

learning assessment.

The NES Practice Education Network (PEN) working in partnership with all Scotland AEIs and PLPs has developed a strategy for the implementation of SSSA across the whole of Scotland. This approach ensures consistency in student support, supervision and assessment. A national framework for practice supervisors, practice assessors and academic assessors in Scotland has been developed by NES to provide guidance for these new roles. A scoping exercise was undertaken by NES outlining other health and care professionals preparation requirements to support their ability to supervise students under the SSSA standards. NES has produced a practice learning handbook for practice supervisors, practice assessors and academic assessors. This collaborative approach ensures consistency in student support, supervision and assessment.

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)

Not Met

R4.2 is not met. The options for Scotland transition paper provide documented evidence that all existing mentors, sign-off mentors and practice teachers will supervise student learning in practice through the SSSA from September 2020. Key mentor update programme and workshop content is provided that evidences information about the SSSA standards and the all Scotland approach has been shared with PLPs. This was confirmed by PLPs at the approval visit.

PLPs confirm they're reviewing processes to ensure all standards and requirements can be met. This includes allocation of practice supervisors and practice assessors. PLPs will keep a database of practice supervisors and assessors who are prepared to undertake the role. Academic assessors will be prepared and appointed by GCU.

The NES national framework outlines the broad approach for the transition to the SSSA. This includes a draft self-assessment document proposed for current mentors and sign off mentors to assess knowledge and skills and identify any deficits. NES has responsibility for the development of the materials for the preparation programme for practice supervisors, practice assessors and academic assessors to meet the SSSA. Broad principles for the content of the preparation programme for practice supervisors, practice assessors and academic assessors are outlined in the national framework. There are no materials or content of the preparation programme for practice supervisors, practice assessors and academic assessors available for review. NES won't have these in place until February 2020. GCU haven't produced an operational plan for implementation of the preparation programme to ensure that by September 2020, there are sufficient practice

supervisors and practice assessors to supervise and assess students in practice learning. (Condition two) (SSSA R5.1, R5.2, R8.1, R8.4, R10.2; SPNP R4.2; SFNME R4.1, R4.3)

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. GCU student performance feedback policy outlines eight principles for providing feedback. Students receive feedback and feed forward to each theoretical assessment in writing (online) and students can ask for clarification via personal tutors or module leaders.

There are opportunities for formative assessment activities in modules and summative feedback is provided for assessed work through the VLE. The personal tutor reviews progress during the scheduled personal tutor meetings in each semester and will support students to develop academic development plans. The ScotPAD has an interim feedback review point with opportunities for feed forward, and a summative end point assessment. SUC give feedback in the ScotPAD and provide formative feedback in simulation-based learning sessions.

An assessment strategy is detailed in programme documentation which incorporates the GCU common good attributes for example building confidence and problem solving. Students will undertake a range of assessments which encourage the integration of theory and practice. The types of assessments include practice assessment, examinations, essays, reports, case studies, reflective logs, literature reviews, OSCEs, digital stories, team observed structure professional encounters, presentations and oral examinations.

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. Mapping documents for all fields of nursing provide assurance that the content of the programme and practice learning experiences will enable students to meet the Standards of proficiency for registered nurses.

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

No

Broad principles for the content of the preparation programme for practice supervisors, practice assessors and academic assessors are outlined in the national framework. There's no materials or content of the preparation programme for practice supervisors, practice assessors and academic assessors available for review. GCU haven't produced an operational plan for implementation of the preparation programme once the materials are released. (Condition two) (SSSA R5.1, R5.2, R8.1, R8.4, R10.2; SPNP R4.2; SFNME R4.1, R4.3)

Outcome

Is the standard met?

Not Met

There's no materials or content of the preparation programme for practice supervisors, practice assessors and academic assessors available for review. NES won't have these in place until February 2020. GCU haven't produced an operational plan for implementation of the preparation programme once the materials are released.

Condition two: The programme team must provide an operational plan for the implementation of the preparation programme for practice supervisors, practice assessors and academic assessors, to meet the SSSA. (SSSA R5.1, R5.2, R8.1, R8.4, R10.2; SPNP R4.2; SFNME R4.1, R4.3)

Date: *17 November 2019*

Post Event Review

Identify how the condition is met:

An operational plan for the implementation of the preparation programme for practice supervisors, practice assessors and academic assessors, to meet the SSSA is provided.

Evidence: GCU operational plan for the implementation of the preparation programme for practice supervisors and practice assessors, to meet the SSSA, December 2019

Date condition(s) met: 19 December 2019

Revised outcome after condition(s) met:

Met

Assurance is provided that the SSSA R5.1, R5.2, R8.1, R8.4, R10.2; SPNP R4.2; and the SFNME R4.1, R4.3 are now met.

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 is no fall back award with registration as a nurse.

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: *17 November 2019*
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	No
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 Student university handbook is not available as all student facing documentation is sited on GCU web pages.	
List additional documentation:	

Annual performance management process for universities, 2019

A national approach for students, practice learning experience providers and higher education institutions in Scotland, June 2018

A national framework for practice supervisors, practice assessors and academic assessors in Scotland, August 2019

Academic assessor (AA) implementation plan at GCU, 2019

Admissions template for home/EU and rest of UK, 2019

Applicant event information and checklist 2019

Code of student conduct 2018

Department of nursing and community health patient and public involvement strategy, October 2019

Fitness to practice policy and procedure, January 2019

Future nurse and midwife programme board: final terms of reference, June 2018

Future nurse and midwife programme workplan: capability and capacity workstream delivery group: terms of reference, July 2019

GCU assessment regulations handbook, 2018-19

GCU BSc/BSc honours nursing admission processes, 2018

GCU student guide to InPlace, undated

GCU performance and development policy, June 2015

GCU school of health and life sciences generic school document, May 2019

GCU strategy for learning 2015-2020

GCU student practice learning handbook 2020- 2021

GCU selection and recruitment processes 2019

Guidance on the operations of student staff consultative groups

Guidelines on placement planning, undated

Initial screening sheet, 2018

Interprofessional education framework operational handbook, academic session 2018-19

NES nursing and midwifery practice education leads' forum terms of reference updated 2016

NES quality standards for practice placements 2008

NES quality standards for practice placements audit tool 2014

NES the development of a SPLEF, March 2015

Numeracy, technological and digital literacy mapping November 2019

Options for Scotland transitions to the new NMC approach to practice assessment and supervision prepared on behalf of future nurse and midwife programme board, 6 June 2019

Personal tutor checklist, undated

PAGs terms of reference, June 2018

Practice learning support protocol, 2016

Practice learning experience agreement, October 2019

Pre-registration nursing development board terms of reference, 2018

QMPLE system briefing paper - system changes information for 2020, undated

QMPLE student feedback protocol, undated
RPL at GCU; a student's guide, 2014
RPL policy at GCU, October 2018
Risk document for transition of year 3/part 3 students in practice, 2019
School of health and life sciences strategy for the involvement group, November 2019
Scoping document for preparation of other health and care, 2019
Scottish future nurse and midwife programme board: workplan, August 2019
Scottish practice learning experience template memorandum of agreement, undated
Student performance feedback policy, 2018
The involvement group terms of reference, October 2019
The involvement group minutes of meeting, October 2019
Transitional arrangements, 12 November 2019
WoS future nurse and midwife programme board terms of reference version 1, June 2019
WoS risk transition document year 3/part 3 students in practice, undated

Post conditions evidence:
Condition one:
GCU applicant event; values based activity facilitator guide, updated December 2019
GCU final admissions template for Home/EU and RUK 2020/21, updated December 2019
GCU BSc/BSc (Hons) nursing studies selection and recruitment processes, December 2019
GCU BSc/ BSc (Hons) nursing studies applicant event; co-ordinator check list, December 2019
GCU draft programme review submission document, updated December 2019
Screening for applicant event invitation, updated December 2019
GCU application process for BSc/BSc (Hons) nursing studies, updated December 2019
GCU pre-registration BSc/BSc (Hons) nursing studies/MSc nursing studies programme handbook 2020/2021, updated December 2019

Condition two:
GCU operational plan for the implementation of the preparation programme for practice supervisors and practice assessors, to meet the SSSA, December 2019

Condition three:
RPL email confirming revised RPL process for pre-registration nursing programmes from associate dean, learning teaching and quality, 17 December 2019

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: BSc/BSc (Hons) Adult Year three x two Year four x two BSc/BSc (Hons) Child Year two x two BSc/BSc (Hons) Learning Disability Year one x three Year three x two Year four x one BSc/BSc (Hons) Mental Health Year two x two Year four x one MSc Nursing Adult x four	
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	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List Mid Argyll community hospital and integrated care centre, NHS Highland, 17–19 July 2018 Clackmannanshire and Stirling partnership, NHS Forth Valley, November 2018	

Queen Elizabeth University hospital, NHS Greater Glasgow and Clyde, 29–31 January 2019
Royal Hospital for Children, NHS Lothian, 18–20 September and 9 October 2018
University Hospital Wishaw, NHS Lanarkshire, 21–23 August 2018
Western General Hospital, NHS Lothian, 4–5 April 2018

If you stated no above, please provide the reason and mitigation Not required as established AEI.
Additional comments:

Issue record			
Final Report			
Author	Angela Hudson Ruth Jones	Date	20 November 2019
Checked by	Pamela Page	Date	10 January 2020
Submitted by	Leeann Greer	Date	16 January 2020
Approved by	Andrea Bacon	Date	20 January 2020